



Skill India
कौशल भारत - कुशल भारत



Facilitator Guide



Sector
Agriculture

Sub-Sector
Agriculture Crop Production

Occupation
Floriculture Farming

Reference ID: **AGR/Q0703** Version **3.0**
NSQF **Level 4**

Florist



Scan this QR to access eBook
<https://eskillindia.org/Home/handbook/123>

Published by

Agriculture Skill Council of India
6th Floor, GNG Building, Plot No.10
Sector - 44, Gurugram - 122004, Haryana, India
Email: info@asci-india.com
website: www.asci-india.com
Phone: 0124-4670029, 4814673, 4814659

First Edition, March 2023

This book is sponsored by Agriculture Skill Council of India (ASCI)

Under Creative Commons Licence: CC BY-NC-SA:

Attribution-ShareAlike: CC BY-NC-SA:



This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for non commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Disclaimer

The information contained herein has been obtained from sources reliable to Agriculture Skill Council of India (ASCI). ASCI disclaims all warranties to the accuracy, completeness or adequacy of such information. Agriculture Skill Council of India shall have no liability for errors, omissions, or inadequacies, in the information contained herein, or for interpretations thereof. No entity in Agriculture Skill Council of India shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The coded boxes in the book called Quick Response Code (QR code) will help to access the e resources linked to the content. These QR codes are generated from links and you tube video resources available on Internet for knowledge enhancement on the topic and are not created by ASCI. Embedding of the link or QR code in the content should not be assumed endorsement of any kind.

Agriculture Skill Council of India is not responsible for the views expressed or content or reliability of linked videos. ASCI cannot guarantee that these links/QR codes will work all time as we have no control over availability of linked pages.





Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”

Acknowledgements

We would like to thank all the experts and organisations who have helped us by reviewing the content and providing their valuable inputs for improving quality, coherence and content presentation. This facilitator guide will lead to successful roll out of the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome and appreciate any suggestions from users, industry and other stakeholders for any improvements in future.

About this Guide

This facilitator guide is intended to empower the trainer/facilitator to prepare the participant to become 'Florist' as per the Qualification Pack (QP).

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on the job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also guide them.

This guide is neither a substitute nor complete road map, but an aid to help you to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the handbook. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension.

Facilitator with the help of this guide will be able to build among the participants:

Knowledge and Understanding: Satisfactory operational learning and comprehension to play out the required chore.

Performance Criteria: Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures.

Professional Skills: Capacity to settle on operational choices relating to the zone of work.

The guide will also help them learn more by field visits and providing hands on training. It is expected that irrespective of the region, knowledge on all aspects of the job role of Florist will be imparted to the trainees.

Symbols Used



Ask



Activity



Do



Demonstrate



Explain



Elaborate



Facilitation Notes



Field Visit



Learning Outcomes



Notes



Objectives



Practical



Resource



Summarize



Say



Team Activity



Exercise



Role Play

Table of Contents

S.No. Modules and Units	Page No.
7. Hygiene and Cleanliness (AGR/N9903)	150
Unit 7.1 - Personal Health, Hygiene and Fitness at Work	153
Unit 7.2 - Cleanliness and Safety at Workplace	157
Unit 7.3 - Housekeeping and Waste Disposal	160
Unit 7.4 - Controlling Spread of Diseases at Workplace	163
8. Safety and Emergency Procedures (AGR/N9903)	166
Unit 8.1 - Hazards at Workplace	169
Unit 8.2 - Personal Safety at Workplace	174
Unit 8.3 - Safety While Using Tools and Equipment	177
Unit 8.4 - Handling Accidents and Emergencies at Workplace	181
Unit 8.5 - Administering First Aid	187
9. Employability Skills 60 Hours (DGT/VSQ/N0102)	192
To access MSDE Upgraded Employability Skills, click here: https://eskillindia.org/NewEmployability	
10. Annexures	193
Annexures-I - Training Delivery Plan	194
Annexures-II - Assessment Criteria	217
Annexures-III - Annexure of QR Codes for Florist	218

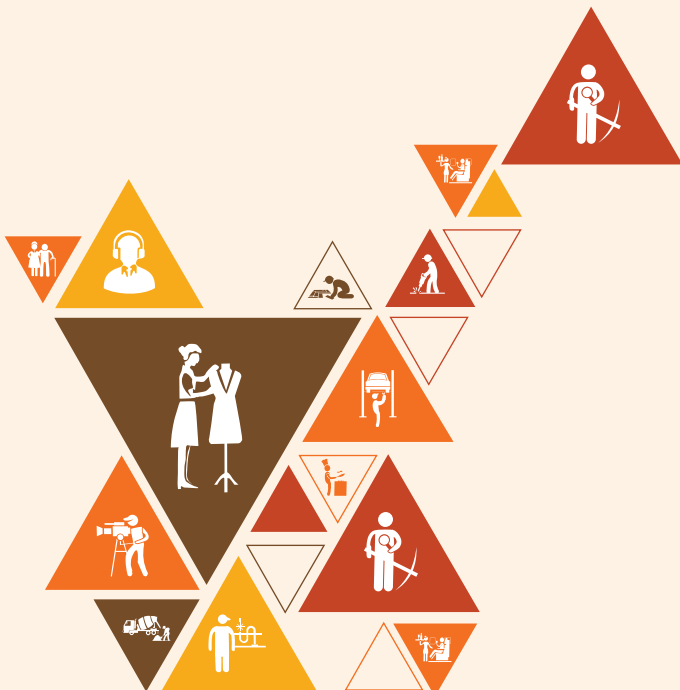




1. Introduction to the Role of a Florist

Unit 1.1 - Size and Scope of Agriculture Industry in India

Unit 1.2 - Roles and Responsibilities and Employment Opportunities of a Florist



Terminal Outcomes

By the end of this module, participants will be able to:

1. State the role and responsibilities of a Florist.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Describe the size and scope of the Agriculture industry and its sub-sectors.
2. Discuss the role and responsibilities of a Florist.
3. Identify various employment opportunities for a Florist.

Unit 1.1: Size and Scope of Agriculture Industry in India

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Recognize your fellow participants and build rapport with them.
2. State the overall training outcomes of the programme.
3. Describe the size and scope of the agriculture industry and its sub- sectors.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Activity

Purpose: To acquaint participants with each other and to make them comfortable with one another as well as the Trainer.

Resources: Classroom space to accommodate participants in a big circle.

Methodology: Peer interaction, experience sharing.

Expected outcome

Familiarize participants with one another as well as the Trainer.

Educate participants about the training programme, its curriculum and its terminal outcomes.

Set expectations with participants about the training programme.

Welcome the participants. Tell them that you would like to prepare them for an ice-breaker activity. Spend about 15 minutes on the activity and another 15 minutes in briefing them about the training programme.

Get participants to form a circle. Join the circle. Begin with yourself. Say (a) your name (b) talk about your interest in this field and what inspired you to become a Trainer in this subject and (c) name your favourite flower. After you finish, the person to your left must (a) introduce himself/herself (b) state why he/she chose to enrol for this course, 'Florist' and (c) name his/her favourite flower. Ask persons who share the same reason, for point (b), to raise their hands. They must, then, introduce themselves one by one, speak about their interest in the subject and name their favourite flower. This way, participants will come to know of like-minded persons in their class. Continue to proceed leftward in the circle until all participants have introduced themselves in this manner. Once done, participants may take their seats.

Explain classroom etiquette such as punctuality to class, maintaining discipline, putting phones on silent, participating and not hesitating to ask questions in case of doubts. Further, speak about what participants may expect from the training programme, the curriculum and briefly on career prospects for this job role. Do impress upon them, that they have indeed chosen the right field and are at the right place to skill themselves! With these opening remarks, proceed into the subject matter.

Do 

- Start with a leading question that intends to establish the need to study this unit.

Ask 

- Today, the biggest contributor to our country's GDP is the services sector. Yet the status, role and importance of the agriculture sector continues to be relevant in the Indian economy and also its contributions in international trade. How many of you agree and why?

Say 

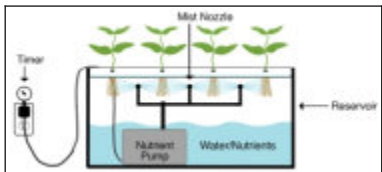


- Here are the responses to the above question:
 - Largest provider of employment and livelihood in rural India
 - Supplying raw materials to industries
 - Provides a market for industrial products
 - Earns foreign exchange
 - Source of revenue for the government
- A. Let us talk about the term agriculture and its various disciplines.

Elaborate 

- Elaborate on the techniques of geaponics, hydroponics and aeroponics differentiating between the three types of systems. Cite examples of crops that can be grown using the three systems.

Do 

- Conduct a quick quiz for learning confirmation.
- Using the presentation slide provided, show the pictures and descriptions given below.
- Looking at each of them, participants are to identify the type of technique, whether geaponics, hydroponics or aeroponics.
- For your reference, the pictures and descriptions are given in correct order below.

		
<p>No growing medium required; roots suspended in a chamber and nutrient solution sprayed from below</p>	<p>Growing plants in nutrient solutions containing water and fertilizers</p>	<p>Plants embedded into soil</p>
<p>(Aeroponic)</p>	<p>(Hydroponic)</p>	<p>(Geponic)</p>

Explain

- Explain the contributions of agriculture sector in providing raw materials to industry and the various resources used in production of agricultural commodities.

Activity

Purpose: To assess prior knowledge of participants on the subject of agro-based industries.

Resources: Chits of paper.

Methodology: Collaboration and engaging with peers.

Expected outcome

- Ability to recognise contributions of agriculture sector in providing raw materials to industry.
- Ability of participants to collaborate with peers.

Prepare small chits of paper. Some chits will contain the names of raw materials, while others will have the names of the industry that uses the raw materials. Jumble up the chits and keep them in a bowl. Participants are to pick a chit from the bowl. Those with 'raw material' chits must pair up with their corresponding 'industry' chit counterparts. Allow 10-15 minutes for this activity.

The names of industries and raw materials are given in the table below for your reference:

Industry	Raw materials			
Textile	Cotton	Woollen	Silk	Jute
Beverages	Tea	Coffee		
Dairy	Milk	Butter	Cheese	
Sugar cane	Sugar	Gur		
Canning industry	Fruit production			
Oil	Coconut	Mustard	Groundnut	

- Conclude the activity by talking about the importance and contribution of agro-based industries in India and the various resources used in production of agricultural commodities.

Explain

- Speak about the various landmark achievements in the field of agriculture, and how they helped India become self-sufficient, by quoting some statistics.

Elaborate

- Elaborate on the following:
 - Story of green revolution in India; how it began, role of Dr MS Swaminathan as the architect of the green revolution in India.
 - Dr Verghese Kurien's journey in spearheading the white revolution in India.
 - Yellow revolution that led to an increase in the production of edible oil to achieve self-sustenance.
 - Blue revolution that resulted in increase in the overall fish production in a responsible and sustainable manner for economic prosperity.

Explain

- Explain the different sub-sectors of agriculture and the branches therein. Familiarise the participants with the terms used.
- Explain the significance of agriculture sector and how it contributes to the GDP of the economy.

Ask










- As Florists, which sub-sector /branch of agriculture do you fall under?

Elaborate

- Define floriculture.
- Speak about its inclusions in detail. Explain how the plants are categorised in floriculture.

Do

- Do a quick quiz for learning confirmation.
- Show the presentation slide with pictures of different plants.
- Ask the participants to categorise them into:
 - Yearly (seasonal), periodic or constant ornamentals
 - Other plants
 - Value added products
- For your reference, the pictures and descriptions are given in correct order below.

			
Constant ornamentals	Seasonal	Periodic ornamentals	Other plants/ Household plants
			
Other plants/ Dry flowers	Other plants/ Decorative leaves	Value added products/ Essential oils	Value added products/ Edible pigments
			
Value added products/ Gardens			

Say

- As you can see the floriculture business is all about growing flowering plants which include garden plants, flowers, potted flowers, ornamental flowers and plants that are used as foliage.
- Some of these plants are used for bigger markets and some are used as household plants. Plants are also used for extracting essential oils, in the pharmaceutical and perfume industry.
- So, as you can see, Indian floriculture industry deals with:
 - Cut flowers, potted plants, seeds bulbs, tubers, rooted cuttings, and dried flowers or leaves.
 - Production and trade of flowers and herbs.
 - Propagation of plants through tissue culture.
 - Extraction of essential oils.

Explain

- Talk about the major flowers that are produced in India.

Team Activity

Purpose: To create awareness about the demand for flowers in India and the scope of the flower market in India.

Resources: Presentation slide, pen and paper.

Methodology: Group discussion.

Expected outcome:

Ability to recognise the demand the demand for flowers in India.

Ability to describe the scope of the flower market in India.

- Divide the participants into groups as per the batch size. Show the slide with the following question:
- India is seeing a huge demand in flowers. What could be the economic and social factors behind this surge?
- Give the participants 10 -15 minutes to discuss and present their thoughts. Ask them to write their points on a sheet of paper. and make a presentation. Each group should then nominate a team member to come and make a presentation.
- Conclude the activity by collating all the points that have been presented by the different groups. Add your comments. The comments could include Scope of the floriculture industry and the Demand of flowers in India. Include the following points and present a few statistics:
 - Government policies for export-oriented production of cut flowers.
 - The new seed policy that has made importing planting material of international varieties.
 - Floriculture has higher potential per unit area than regular crops.
 - Western culture of 'saying it with flowers.'
 - Demand for use in religious functions.
 - Demand for use in festivals, weddings, and events.

Explain

- Speak about the states that produce flowers in India, the demand in each of these states.
- Explain about the demand of flowers in the international markets.

Do

- Show the participants the video on governments mission to make India self-reliant in floriculture from the link given below (Duration: 2:01 minutes).
 - CSIR Floriculture Mission Launched - <https://www.youtube.com/watch?v=1WLS9iuYN3c>

Say

- As you can see, the demand for flowers is only increasing, not only in India but around the world.
- Floriculture is now a sunshine industry which means there will be ample demand for the service industry within floriculture and that is florists, floral designers, wholesale florists etc.

Notes for Facilitation

- Additional E-resource:
 - History of green revolution (in Hindi), Duration 8.41 mins.
<https://www.youtube.com/watch?v=uWIMCgRh2Xw>
- Conclude the session by speaking a little more about Horticulture, an important branch of agriculture, that is relevant to participants, as aspiring Florists.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Match the columns

i d

ii c

iii a

iv b

B. Multiple choice questions

i. a. crop production

ii. c. horticulture

iii. c. animal husbandry

Unit 1.2: Roles and Responsibilities and Employment Opportunities for a Florist

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Discuss the role and responsibilities of a Florist.
2. Identify various employment opportunities for a Florist.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Paper and pen, Internet connection (If possible)

Say

- A florist designs and creates flower arrangements. These flower arrangements can be in a vase, as a bouquet, a wreath, a centre piece for a table. Florists can even design an entire room or outdoor area with flowers in case of weddings or parties. A florist should also be able to take care of the plants.
- The job of a florist is highly skilled and needs knowledge about flowers and plants.

Ask

- Why do you want to be a florist? What attributes do you think a florist should have?

Explain

- Explain the need for the attributes like creativity, time management and customer service in detail. Also talk about the need for training and reading on flowers and plants. You may also tell the participants about various upskilling courses that they can take up later.

Do

- Show the video of this young florist in Australia who has made a mark for himself.
- Use the link below to show the video (Duration: 3:07 minutes).
 - Be a florist, Get My Job - <https://www.youtube.com/watch?v=VQzclWAhddA>
- Talk about how cheerful, positive, and happy he looks and that these are some important attributes required for to be a florist apart from the knowledge and skills.

Explain



- Use the presentation slide and explain about the different job roles and the wide scope that a florist has in the floriculture industry. Explain in detail about each job role and their responsibilities.
- Speak about the difference between and the commonalities between a florist and a floral designer.

Do



- Show the participants the video on the Purple Revolution launched by the CSIR using the link given below (Duration: 2:01 minutes).
 - Purple Revolution - <https://www.youtube.com/watch?v=ObLv78EFAVs>
- Encourage the participants to think of other ways in which the floriculture industry can support entrepreneurs.

Activity



Purpose:

- To create awareness about the different sectors that can offer employment to the florists.
- To list the tasks that can be performed as a florist in each sector.

Resources: Presentation slides, chits of paper, a plastic box, music

Methodology: Game

Expected outcome:

- Ability to identify the sectors that can offer employment to a florist.
- Ability to list the tasks that can be performed as a florist in each sector.

On chits of paper write the names of the different employment sectors. You may have to repeat the names of the sectors depending on the batch size. Fold and place the chits of papers in a box. Ask the participants to stand in a circle. Play the music. Ask the participants to pass the parcel (the box of chits) around. Stop the music at a point. Ask the participant who is holding the box to open and remove a chit. Ask them to read the name of the sector and then tell what work they will do as a florist in that sector. Play the game till all the participants have received the parcel.

- At the end of the game show them the slide with the list of the employment sectors. Conclude the activity by adding your comments on each sector and the tasks and jobs that a florist may do in these sectors.
- For your reference the name of the sectors is given below:

Entertainment industry	Corporates	Design consultancy	Advertising
Event management	Floral stores	Hospitality	Education

Explain



- Talk about the companies where a florist can apply for a job.
- Tell the participants that they can also be self-employed or start their own business as florists.
- Speak in detail about their career growth if they work in an organisation.

Notes for Facilitation

- Additional E-resource:
 - Florist vs Floral designer - <https://abeautifultheme.com/florist-vs-floral-designer/>
- Conclude the session by playing this video on 'The tulips are grown for the bulbs not for the flowers – in Netherlands' from the given link. Duration 12:48 minutes.
 - One Year at a Tulip Farm | Planting to Harvest | Dogterom Flowerbulbs | Colors of the Netherlands - <https://www.youtube.com/watch?v=AgLPCHX37f4>
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Creativity, marketing skills, time management skills, customer service skills, reading and writing skills and communication skills.
- ii. Entertainment industry, advertising, corporates, floral stores, design consultancy, hospitality, and education.

B. Match the columns

- i b
- ii a
- iii e
- iv c
- v d

C. Multiple choice questions

- i d. Kerala
- ii c. Construction industry

2. Procurement and Storage of Cut Flowers and Foliage

Unit 2.1 - Cut Flowers and Foliage

Unit 2.2 - Procuring Cut Flowers and Foliage

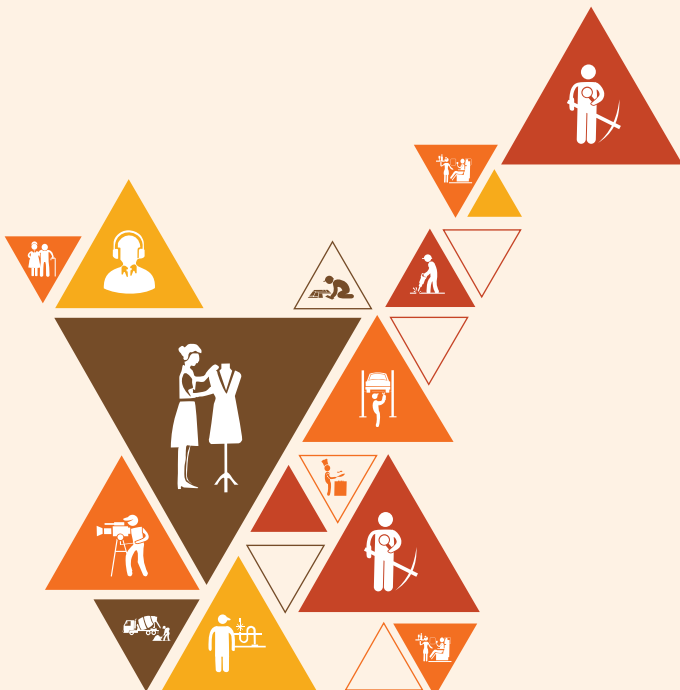
Unit 2.3 - Examining and Purchasing of Flowers and Foliage

Unit 2.4 - Handling Cut Flowers Safely in an Environment Friendly Manner

Unit 2.5 - Sorting and Grading Cut Flowers

Unit 2.6 - Removing Field Heat and Safe Transportation of Flowers and Foliage

Unit 2.7 - Storing Cut Flowers



AGR/N0706

Terminal Outcomes

By the end of this module, participants will be able to:

1. Describe the process of procuring and storing cut flowers and foliage.
2. Demonstrate the process of preparing the storage for storing flowers and foliage.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. List different types of cut flowers and foliage to be procured according to the season. 2. List botanical and common names for a range of flowers and foliage. 3. List various parameters to be considered while purchasing flowers and foliage. 4. Describe the basic procurement, inventory and quality management practices. 5. Explain the safe handling of flowers with allergic properties. 6. Describe the criteria for sorting and grading flowers and foliage such as stem length, degree of bud opening, damage-free, etc. 7. Explain the storage requirements for different types of flowers and foliage. 8. Explain different ways of preserving the freshness of flowers such as using hydration solutions. 	<ol style="list-style-type: none"> 1. Demonstrate the process of examining the cut flowers and foliage to ensure they are free from pests and disease. 2. Demonstrate how to carry out air cooling or hydro cooling to remove the field heat of flowers and foliage. 3. Prepare a sample record of purchase. 4. Demonstrate the process of applying the necessary treatments in the storage area to remove pests and rodents. 5. Demonstrate the process of carrying out special treatments on flowers such as pulsing, impregnation, bud opening, etc.

Unit 2.1: Cut Flowers and Foliage

Unit Objectives

After the completion of this unit, the participant will be able to:

1. List different types of cut flowers and foliage to be procured according to the season.
2. List the botanical and common names for a range of flowers and foliage.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Say

- Cut flowers are flowers that have been cut from the plant bearing them, to be used in flower arrangements. They are harvested with the stalk or stem, especially for arrangement in vases, and are lasting. These constitute a major share of the total world trade in floricultural products.

Ask

- Show the presentation slides with different types of cut flowers.

Explain

- Certain flowers are more popular in certain seasons. This depends on three factors. Firstly, certain flowers grow and thrive better in certain seasons. Secondly, some flowers are associated with historical or cultural events / festivals that take place at certain times of the year. However, some flowers are popular throughout the year due to their beauty and appealing nature.

Do

- Show the presentation slides with different types of seasonal flowers.

Do

- Show the participants the video on the types of profitable flowers to grow in the flower farming business.
 - Play the video from the given link (Duration: 5:08 minutes).
 - Most Profitable Flowers to Grow-
<https://www.youtube.com/watch?v=57aWvwke2G0>

Say 

Loose flowers are plucked from plants without stalk, just below the calyx (sepals). Loose flowers are in great demand, especially in Asian countries, and used for making *veni, rangoli*, bracelets, hair adornments and garlands, in garden displays, religious offerings and for decorative purposes.

Do 

- Show the presentation slides with different types of loose flowers.

Say 

- Cut greens or cut foliage are leaves or stems that are attractive in form, colour and freshness, cut from plants. They are lasting and in great demand. These are used as fillers along with cut flowers in flower arrangements and elsewhere for increasing aesthetic value. These floral produces have various other uses in making attractive fresh floral designs and floral arrangements such as bouquets, wreaths and decoration of interiors.

Do 

- Show the presentation slide with different types of cut greens.

Activity **Purpose:**

To acquaint participants with the different types of flowers.

To acquaint participants with different seasonal flowers.

Resources: Presentation slides.

Methodology: Quiz.

Expected outcome

Participants will be able to identify the cut flowers, loose flowers and cut greens.

Participants will be able to identify flowers according to the season.

- Show the participants the presentation slides with 4 quiz questions. Ask them to look at the pictures of the flowers and select the:
 1. Cut flowers
 2. Loose flowers
 3. Cut greens
 4. Seasons in which flowers are available
- Give them enough time to respond. Note the response. Now, show them the slides with the answers.

Say

- Flowers are given botanical names so that they can be clearly distinguished one from another. The language used to catalogue flowers is Latin. This is because Latin was the language known worldwide when the first classification system was created many centuries ago. Typically, the botanical name is made by two words: the first one is a name which indicates the group or genus the flowers belong to and is always capitalised; the second one is an adjective and describes a characteristic of that specific flower.

Do

- Show the presentation slides with botanical and common names for cut flowers, loose flowers and cut greens.

Activity

Purpose:

To acquaint participants with the different botanical names of flowers.

Resources: Presentation slides, chits of paper

Methodology: Game

Expected outcome: Participants will be able to match the cut common names of the flowers to their botanical names.

- Make chits of paper. On half the chits write the common name of the flowers and on the other half write their botanical names. So, if there are 20 participants then, you should have 10 chits with the common names of flowers and 10 chits with the botanical names of the same flowers. Fold the chits of paper and jumble them in a box. Ask participants to pick up one chit each. They must find their partner, that is, if they have the chit with the common name then they have to search for the participant who has the chit with the botanical name of the same flower and vice versa. Ask them to stand in pairs after they have found their partners and read out the common name and botanical name of the flower that they found.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of flowers and the season that they are found in and their botanical names.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise



Key Solutions to PHB Exercises

I. Match the Columns

1. d
2. e
3. a
4. b
5. f
6. c

II. Match the Columns

1. c
2. a
3. b

III. Match the Columns

1. c
2. d
3. b
4. a

Unit 2.2 Procuring Cut Flowers and Foliage

Unit Objectives

After the completion of this unit, the participant will be able to:

1. List various parameters to be considered while purchasing flowers and foliage.
2. Describe the basic procurement, inventory, and quality management practices.
3. Identify and select vendors for procuring flowers and foliage based on price and quality.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Do

- Recall the learnings of the previous unit.

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What factors determine the quality of flowers?

Expected Answers

- Production factors
- Moisture balance
- Nutrient Balance
- Temperature
- Humidity
- Ethylene
- Microbial Activity

Explain

- Cut flowers come from different states in India and are also from different countries. They are shipped across huge distances, by road, air, or sea. The light, temperature, relative humidity, fertilisation, and crop protection have a marked effect on the quality of flowers once they have been harvested. Hygiene conditions are equally important as poor hygiene promotes the development of micro-organisms, which cause the vase water to become cloudy, dirty, and ultimately foul smelling.

Elaborate

- Elaborate about the factors like production, moisture balance, nutrients, temperature, humidity, level of ethylene gas and the microbial activity that affect the shelf life of flowers.

Say

- As a Florist, you must be sure that the flowers and foliage that you are purchasing are fresh and the best. For this you will need to do some checks before procuring the flowers. Let us look at the checks.

Explain

- With the help of the presentation slides, explain the checks to be performed and what to look for to see if the flowers are fresh.

Practical Activity

Purpose: To train the participants to check the freshness of flowers.

Resources: observation sheet, rose flowers

Methodology: Hand on practice

Expected outcome: Participants will perform checks on roses to check if they are fresh.

- Get roses for the batch as per the batch size. Each participant must get one rose. Make sure that some of the roses are not fresh. Show the slide with flow chart to check the flowers. Ask the participants to pick up one rose from the basket. Ask them to inspect the rose they have by looking at the flow chart. Ask them to observe the rose to see if the petals are firm and crisp; if the stem feels firm and if the petals are intact. Ask the participants to write the observations in the observation sheet.
- Evaluate the performance based on the observations for the following parameters:

Parameters	Reasons why the flowers are fresh	Reasons why the flowers are not fresh
1. Are the petals fresh and crisp		
2. Do the stems feel firm		
2. Are the petals intact		

Do 

- Show the presentation slides with the inventory items of the floral business

Say 

- In your line of business, there will be busy seasons as well as slack. Busy season includes Valentine's Day, wedding season, Christmas, New Year, Thanksgiving or during holidays when customers may want to buy flowers for home décor. So, the inventory in the store, will depend on the demand for flowers during the various seasons. You must plan and decide on how much you must stock to cater to the demand while not falling short nor over stocking.

Team Activity 

Purpose: To acquaint the participants with the how to plan the inventory stock and effective ways to control the inventory.

Resources: Presentation slides

Methodology: Discussion

Expected outcome

Participants will be able to plan the inventory stock.

Participants will be able to explain the need to effectively control the inventory.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss and present how they will plan the inventory and effectively control the inventory of their flower business.
- Explain how managing the inventory can help manage time, cut costs, and increase productivity.

Explain 

- With the help of the presentation slide, explain the quality management practices that are to be followed right from the pre-harvest, harvest, and post-harvest stages to determine the quality of the flowers.

Say 

- You must identify vendors or suppliers who sell the required flowers and foliage and select a vendor based on the quality and price of flowers and foliage.

Team Activity

Purpose: To acquaint the participants to identify and select vendors for procurement.

Resources: Presentation slides

Methodology: Discussion

Expected outcome:

Participants will be able to identify and select the correct vendor for procuring flowers.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss and present the factors that they will keep in mind while identifying and selecting the correct vendor for procuring flowers and plan the inventory and effectively control the inventory of their flower business.
- Explain how every aspect of the vendor must be studied before selecting the right vendor.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the factors that determine the quality of flowers; basic procurement, inventory and quality management practices and identify and select vendors for procuring flowers and foliage.
- ii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Signs of freshness in the various parts of the flowers:
 - Petals:
 - Inspect the petals to check if flowers are fresh.
 - Check if there are any brown or black spots. If yes, it means, they are not fresh or not cut properly
 - Check if there is any dis-colouration, wilting or transparency. If yes, it means the flowers are not fresh
 - Bulbs:
 - Inspect the flower from all sides.
 - Identify the bulbs that are yet to bloom completely. The tighter the buds, the fresher they are because they will bloom once they are in the vase.
 - Stem:
 - Sturdy and firm stems are a sign of freshness of the flowers. If the stems are broken or bending, the flowers will bloom faster.
 - Check if stems are white and green and appear to be freshly cut. Stems that are yellow, brown or worn out indicate that the flowers are not fresh.
- ii. Factors that determine the quality of flowers:
 - Production Factors: Includes genetic material make-up, environmental factor, management practices
 - Moisture Balance: Most flowers wilt or dehydrate because moisture is transpired out of the flower quicker than it is taken in through the stem. A high level of moisture in the petals is necessary for the flowers to develop from a bud into a mature blossom.
 - Nutrient Balance: Dextrose is a chemical used in preservatives that help in water retention. Dextrose in the floral preservative that establishes the nutrient balance. Dextrose extends the vase life of flowers by replacing the natural sugars that are used up by the flower.
 - Temperature: Low storage temperature reduces transpiration. Reduced transpiration means longer vase life.
 - Humidity: Low humidity can pull moisture from the flowers and cause dehydration, which in turn reduces vase life of flowers. A relative humidity of 90% is recommended for most flowers stored in the refrigerator.
 - Ethylene: It is produced by the flowers themselves to hasten the maturing process. It is emitted from the normal healthy tissue of the flower, damaged foliage and diseased tissue.
 - Microbial Activity: Microbes are bacterial organisms that damage the flower by plugging the stem of the flower. Plugging the stem reduces the water intake capacity which in turn shortens the vase life.
- iii. Points to consider while selecting the vendors:
 - Select those vendors who can supply your needs and requirements.
 - See samples of the vendor's stocks of cut flowers and foliage. Being positive

- Select vendors who have an effective cold chain management which includes temperature checks, vase life tests and service agreements with transport service providers.
- Prefer those vendors who offer the best quality at the best price.

iv. Planning and managing the inventory:

- Analyse your past sales trends during the busy season.
- Stock inventory as per the life span of the flower.
- Stock your inventory as per the season.
- Understand the time of each season so that you can order your supplies in advance and purchase the correct quantity.

Unit 2.3: Examining and Purchasing of Flowers and Foliage

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Demonstrate the process of examining the cut flowers and foliage to ensure they are free from pests and disease.
2. Purchase flowers and foliage in required quantity.
3. Prepare a sample record of purchase.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, diseases and pest-ridden plants, paper and pen

Do

- Recall the learnings of the previous unit.

Say

- There are many different types of cut flowers that can be grown as annuals, perennials, bulbs or woody plants. Flowers like crops can also be damaged by insects and pests.

Do

- Bring three different flowers and foliage that have been affected by spider mites, aphids and thrips.
- Show the participants where the pests are found on the affected plant.
- Show how the damaged plant looks.

Explain

- Show the presentation slides and explain in detail how the plant looks, where the pest are found and the control measures to prevent the pests.

Activity

Purpose: To acquaint participants with the different pests that damage plants.

Resources: Presentation slides.

Methodology: Quiz

Expected outcome:

Participants will be able to identify the pests that damage plants.

- Show the picture of plants affected with pests one by one. Ask the participants to identify the pests. Show them the answers in the next slide.

Do

- Bring four different flowers and foliage that have been affected by powdery mildew, stem rot, root rot and leaf spots.
- Show the participants the symptoms or how each diseased plant looks.
- Use the necessary PPE while handling diseased plants, leaves and flowers.
- Tell them the control measures to prevent these diseases.

Activity

Purpose: To acquaint participants with the different diseases that affect plants.

Resources: Presentation slides.

Methodology: Quiz

Expected outcome:

Participants will be able to identify the diseases that damage plants.

Show the picture of plants affected with diseases one by one. Ask the participants to identify the disease. Show them the answers in the next slide.

Demonstrate

- Bring some diseased and pest-ridden plants.
- Show the presentation slide with the steps to check if the flowers are affected by pests or diseases.
- Wear the PPE.
- Give a step-by-step demonstration to check if the plants are affected by any pests or diseases.

Practical Activity

Purpose: To train participants to check the plants for pest and diseases.

Resources: Presentation slides Diseases and pest-ridden plants of different types, observation sheets, PPE

Methodology: Learning by doing

Expected outcome:

Participants will be able to check the plants for pest and diseases.

- Divide the participants into groups of 4-5 depending on the batch size. Give them one pest-ridden plant and one diseased plant. Show the presentation slide with the steps. Ask them to check the plants and write their observations for the parameters listed with the name of the flowers.

Parameters for checking the plant	Name of flower	Name of flower	Yes/No
1. Are any pests visible on the stem of the flower			
2. Is the flower discoloured			
3. Are the petals wilting or withering			
4. Is the stem of the flower brown in colour			
5. Are the stems and leaves dry			
6. Is there any powdery deposit on the leaf of the flower			

Say

- Flowers and foliage are highly perishable products. If flowers start wilting, then they cannot be sold. It is very important to know how much quantity of flowers to buy, when and for which occasion. If this is not done in a proper manner, then it can result in financial loss.

Team Activity

Purpose: To acquaint participants with the steps to procure flower and foliage in the required quantity.

Resources: Presentation slides.

Methodology: Discussion

Expected outcome:

Participants will be able to explain how to purchase flowers and foliage in the required quantity.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss and present the steps they will follow to purchase flower and foliage.

Explain

- With the help of the presentation slide, explain the steps to purchase flowers and foliage in the right quantity.

Say

- The purchase of flowers is done by first checking the inventory and then the order book. For example, if you have 100 stems of roses and 20 stems of carnations, and your order for the next day is for 100 stems of carnations, you should then only order 80 stems of carnations. Similarly, flowers can be ordered by anticipating demand. For example, during valentine's day, the demand for roses will be high, so roses can be purchased in higher quantity.
- As a florist, you will need to keep a record of all the purchases and sale in your shop. To do this, you will have to keep a record of all the sale and purchases that happen.

Explain

- Explain how record keeping help to save time, help in budgeting the cost, planning the future purchases, and tracking the vendors.

Do

- Show the sample sheet of record and explain each component of the purchase record.

Practical Activity

Purpose: To train participants to create a sample of the purchase record.

Resources: Presentation deck. Paper and pen.

Methodology: Learning by doing

Expected outcome:

Participants will be able to create a purchase record for the flowers that have been purchased.

- This is an individual activity. Show the participants the scenario for the purchase of flowers. Ask them to create a purchase record as shown earlier in the sample. Ask them to fill all the elements correctly.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about how to plan the size and positioning of a display according to the available space in a venue and the suitable flowers that can be used for creating floral displays.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- iii. Use the given marking parameters to grade the participants.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. The steps to check if the flower is pest free:
 - a. Wear the PPE like face mask and gloves before handling the flowers
 - b. Check visually for signs of pests and insects on the petals of flower
 - c. Check to see whether the stem of the flower has any pests on it
 - d. Check if the colour of the stem has become brown
 - e. Check if the flower petals are wilting or withering
 - f. Check if the flower is discoloured
 - g. Check if the stems or leaves have become dry
 - h. Check if there is any powdery deposit on the leaf of a flower
 - i. If all the checks are negative then the flower is free of pests and disease
- ii. The symptoms of powdery mildew and leaf spots:
 1. Powdery mildew
 - Powdery coating is visible on the leaves
 - Leaves defoliate and are disfigured
 2. Leaf spots
 - Small dark brown spots with yellow surroundings are visible on the leaves
 - The foliage completely rots in the advanced stages
 - The flower buds rot completely during flowering
- iii. Purchase record table:

S. No	Name of Cut Flower/ Foliage	Date of Purchase	Quantity of Purchase (kg)	Price (per kg) Rs.	Name and Address of the Vendor	Type of Vendor (Grower/ Wholesaler/ Retailer)	Transportation Cost (Rs.)
1.	Jasmine	20/06/2022	03	xx.xx	Hiralal Flower Merchant, Delhi	Wholesaler	xx.xx
2.	Rose	25/06/2022	05	xx.xx	Vikas Flower Mart, Bangalore	Retailer	xx.xx
3.	Barleria	30/06/2022	03	xx.xx	Vikas Flower Mart, Bangalore	Retailer	xx.xx

B. Match the Columns

1. b
2. c
3. a

C. Put the Steps for Purchasing Flowers in the Right Quantity in Proper Sequence:

a,c,b,e,d

Unit 2.4: Handling Cut Flowers Safely in an Environment Friendly Manner

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the safe handling of flowers with allergic properties
2. Dispose damaged, wilted, and diseased flowers in an environmentally friendly manner

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Recall the learnings of the previous unit.

Say

- People handling flowers can suffer from occupational rhinitis and allergic rhinitis or hay fever. Both allergies can be caused by allergens present indoors or outdoors. Occupational rhinitis occurs because of allergens that are triggered at the workplace while working or handling flowers. Allergic rhinitis occurs when a person breathes in allergens like pollen of flowers, moulds, mites, animal dander and dust etc.
- According to National Centre for Biotechnology Information of India, around 20–30 % of the Indian population suffers from allergic rhinitis. Rhinitis means the inflammation of the nose. People who suffer from this allergy show cold like symptoms.

Do

- Show the participants the presentation slides and explain about allergic rhinitis and the symptoms displayed by people who suffer from flower allergies

Explain

- Explain that there are some flowers that do not cause allergy. Explain by giving examples of flowers that produce less pollen, insect pollinated flowers and flowers that are too large to spread pollen.

Say 

- The pollen that most people are allergic to comes from trees and grass but there are some flowers that can cause allergic reaction too. Ordinary Sunflowers have a large center and they release a large amount of pollen so they can cause allergy. Lilies also release a large amount of pollen but if their bulbs can be removed to avoid allergic symptoms. Apart from a strong scent that people love, jasmine flowers release a lot of pollen which can cause people to sneeze.

Ask 

- What precautions should you take while handling flowers that cause allergies?

Expected Answers

- Wearing gloves
- Wearing masks
- Storing flowers in a separate storage room

Do 

- Show them the presentation slide on precautions to take while handling flowers that cause allergies.

Say 

- The infected flowers and foliage, and plant waste should be disposed of in a proper manner because the disease may continue to reside the leaves, stems and other debris. This can infect the other healthy flowers and foliage kept in the area.

Ask 

- What are the different ways in which plant waste can be disposed appropriately?

Expected Answers

- Covering
- Composting
- Bagging
- Burning
- Burying

Explain

- Explain the different methods of disposing plant waste.

Team Activity

- **Purpose:** To acquaint participants with the dos and don'ts of disposal of plant waste.
- **Resources:** Presentation slides.
- **Methodology:** Discussion
- **Expected outcome:**
 - Participants will be able to describe the dos and don'ts of disposal of plant waste.

Divide the participants into 4 groups. Ask 2 groups to discuss and present the dos of plant waste disposal. Ask the other 2 groups to discuss and present the don'ts of plant waste disposal.

Do

- Show the presentation slide on dos and don'ts of plant waste disposal.

Explain

- Explain the procedure to dispose damaged and diseased flowers in an environmentally friendly manner.
- Explain the importance of wearing PPE, sanitising the tools, and again storing the tools back while disposing the flowers.

Practical Activity

Purpose: To train participants to dispose damaged and diseases flowers in an environmentally friendly manner.

Resources: Presentation slides, Damaged and Withered Plants and Foliage, PPE, Sanitiser to clean the tools, Tools, and Equipment Required for Disposing the Flowers,

Methodology: Hand on practice

Expected outcome:

- Participants will be able to dispose damaged and diseases flowers in an environmentally friendly manner.

Arrange to take the participants to a pre-designated place for disposing the diseased and withered flowers. Before leaving for the site, call for 5-6 volunteers. Hand over the PPEs to them. Ask them to wear the PPE once they reach the disposal site. Ask them to follow the steps for disposal that they had seen earlier in the class. Ask a participant to read the steps to reiterate the process. Other participants must observe the procedure.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about how to handle plants with allergic properties, methods of disposal and the procedure of disposal of diseased and withered flowers.
- ii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Precautions to be taken while handling flowers that cause allergies:
 1. Always wear gloves.
 2. Always wear a mask while handling these flowers.
 3. Always store these flowers in a separate storage room.
- ii. Precautions to be taken while disposing damaged and diseased plant waste.
 1. Do not dig the soil for disposal of waste near existing plants
 2. Do not plant anything directly on top of the compost
 3. Do not add any plant waste treated with pesticides or insecticides to the disposal or compost pile.
- iii. Procedure to dispose damaged/ diseased flowers in an environmentally friendly manner.

Step 1. Choose the suitable disposal method as per available space and environmental compliance.

Step 2. Wear the PPE (gloves and mask).

Step 3. Sanitize the equipment and tools required for the selected disposal method.

Step 4. Segregate and collect the damaged and withered flowers and foliage in a bin or bag for disposal or make a heap in the field (as per the disposal method selected)

Step 5: Prepare the identified spot or area for the disposal of the collected plant waste.

Step 6: Empty the collected flower waste in bin/ bags in the area selected for disposal.

Step 7: Using suitable tools and equipment, complete the process for disposal of the collected plant waste.

Step 8: Clean and sanitize the tools and equipment used once the disposal process is complete.

Step 9: Store the tools and equipment in their designated place.

Step 10: At regular frequency, keep turning the disposal material, this helps in aeration, speeding the decomposition. Keep adding soil layers, to fasten the process. Water if required.

B. Multiple Choice Questions

- i. b,c,f
- ii. a,e

Unit 2.5: Sorting and Grading Cut Flowers

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Grade the cut flowers on standard grading criteria to market them

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Recall the learnings of the previous unit.

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by sorting and grading of flowers?

Expected Answers

- Sorting includes grading, bunching and pre-liminary packaging of cut flowers and foliage.

Explain

- Explain how flowers are sorted, graded, bunched, and packed

Ask

- What are the standards to measure the quality of flowers? How are flowers graded?

Expected Answers

- Shape and size of the flower and bud
- Freshness
- Keeping quality or storage life

Say

- There are no set or uniform criteria for flower grading, it varies from country to country and sometimes even grower to grower. In general cut flowers are graded in three classes based on their quality. These grades are extra class, first class and second class.
- The cut flowers quality standards mainly depend on shape and size of the flower and bud, freshness, keeping quality or storage life, stem length and strength, condition of the calyx, colour and fragrance, condition of the foliage, foliage free from dust and spray residues, absence of insects and diseases, free from physical defects etc. All these conditions of quality depend on pre-harvest, harvest and post-harvest methods and practices.

Do

- With the help of the presentation slides explain the different grading standards for different type of flowers.
- Bring real flowers as per season and show how the different criteria is applied to grade different type of flowers.

Explain

- Explain the step-by-step process of sorting and grading flowers.

Demonstrate

- Demonstrate the process of sorting and grading flowers using the cut flowers available for the season.

Practical Activity

Purpose: To train participants to sort and grade flowers as per various grading criteria.

Resources: Presentation slides, bunches of different flowers as per season and availability, observation sheet

Methodology: Learning by doing

Expected outcome: Participants will be able to sort and grade flowers as per various grading criteria.

- Divide the participants into groups of 4-5 depending on the batch size. Give bunches of different type of flowers to each group depending on the season and availability. For example, one group can be given roses and another group can be given gladioli. Ask them to sort and grade the flowers as per the process and based on the grading criteria for that flower.
- Show the presentation slide with the steps. Ask them to check the flowers, sort and grade the flowers and write their observations.

- The grading parameters for each type of flower can be based on:
 - Stem length
 - Leaves
 - Number of florets per spike
 - Degree of bud opening
 - Flower diameter/ size
 - Freshness and colour of flower

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the different grading systems and criteria for grading flowers, grading standards of different flowers and the process of sorting and grading flowers as per their grading criteria.
- ii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

i. Short Questions

- i. The tools and equipment must be sanitised before and after sorting and grading flowers.
- ii. The three classes of grading of flowers based on their quality:
Extra class, First class and Second class.
- iii. Grading guidelines provide a norm, removing the subjective element from grading. This makes the product easier to market at all levels and that should be the goal of any grading.
- iv. The steps for grading cut flowers based on their quality.
 1. Select a single type of flowers for the grading process
 2. Arrange the selected flowers to be graded in the working area or working table
 3. Inspect and remove the damaged and diseased flowers
 4. Keep the damaged flowers separately away from the sorting/grading area for appropriate disposal
 5. Sort and grade the healthy flowers by arranging them in classes depending on the required quality standards
 6. Bunch together a particular grade of flowers following the guidelines for bunching
 7. Send the bunched flowers for wrapping or packing
 8. Label the bunch by highlighting - a. name of the flower, b. quantity, c. date of packing
 9. Send the wrapped/packed and labelled flowers to the storage or transportation as per the requirement

Unit 2.6: Removing Field Heat and Safe Transportation of Flowers and Foliage

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Demonstrate how to carry out air cooling or hydro cooling to remove the field heat of flowers and foliage
2. Arrange appropriate mode of transportation to safely transport flowers and foliage to storage

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Recall the learnings of the previous unit.

Say

- The life cycle of cut flowers starts from harvest and ends at sale. Post-harvest handling is the process of preparing flowers for sale after they have been harvested. This process consists of the following: harvesting, conditioning, pre-cooling, pulsing, grading, bundling, wrapping, packaging, storage, transport, and sale.

Explain

- Explain that cut flowers and foliage can perish quickly and how it is very important to remove the field heat after they are harvested to increase shelf life of flowers. Explain the two methods of hydrocooling and forced air cooling that are followed to cool the flowers.

Say

- As a florist you may have to remove the field heat of the flowers. This happens when the flowers come directly from the growers or the wholesalers. In this case, you may then have to use the hydro cooling method to remove the field heat of flowers.

Explain

- Explain the hydro cooling method and how the fruits, vegetables, and flowers are immersed in freezing water to remove the heat.

Demonstrate

- Demonstrate the hydro cooling method for cut flowers after they are received at the store after harvesting.

Practical Activity

Purpose: To train participants to hydro cool cut flowers when they are received at the store after harvesting.

Resources: Presentation slides, bunches of different flowers as per season and availability, observation sheet

Methodology: Learning by doing

Expected outcome:

Participants will be able to hydro cool cut flowers when they are received at the store after harvesting.

- Divide the participants into groups of 4-5 depending on batch size. Give them bunches of different types of flowers depending on the season and availability. Tell them to assume that these flowers have just arrived after harvesting from the farm. Ask them to cool the flowers using the hydro cool method. Show them the presentation slide with the method of hydro cooling and ask them to follow each step.
- Ask the participants the following questions at the end of the practical session:
 - What did you check as soon as the new flowers arrived at the store after harvesting?
 - What did you check the flowers for when they arrived?
 - What did you do to the stems before placing them in water?
 - What is the temperature to be maintained for flowers in the cold storage area?

Say

- There are many methods which can be used to cool the flowers using air. The four methods are room cooling, cold walls, vacuum cooling and pressure cooling. Room cooling is a simple method, cold walls are mostly used by large growers and exporters, vacuum cooling is an expensive method and pressure cooling is the cheapest and fastest method of air cooling.

Explain

- Explain the room cooling and cold wall method of pre-cooling.

Do

- Show the diagram of air cooling using the cold walls. Describe how the air flow functions in the cold wall method.

Explain

- Explain the vacuum cooling and pressure cooling method of precooling the flowers.

Team Activity

Purpose: To acquaint participants with the dos and don'ts while cooling the flowers using the pressure cooling method.

Resources: Presentation slides

Methodology: Discussion

Expected outcome:

Participants will be able explain the dos and don'ts while cooling the flowers using the pressure cooling method.

- Divide the participants into groups of 4-5 depending on batch size. Ask them to discuss the dos and don'ts while cooling the flowers using the pressure cooling method and present their point to the class.
- Explain the points to keep in mind while using the pressure cooling method to cool the flowers.

Field Visit

Purpose: To observe the cooling methods used at flower storage facility.

Resources: Observation sheets

Methodology: Observation

Expected outcome:

Participants will be able to observe the different types of cooling methods used to cool the flowers.

- Arrange a field visit to a flower storage facility.
- Divide the participants in groups of 4 to 5 depending on the batch size. Arrange for them to visit different flower storage facilities in your city.
- While on the field visit, the participants should observe the following:
 - a. Which cooling method was used to store the flowers?
 - b. What were the steps followed in the process to cool the flowers?
- After they come back to class, participants will give a presentation on what they observed at the flower storage facility.

Team Activity

Purpose: To acquaint participants with the reasons why flowers get damaged during packaging and transportation.

Resources: Presentation slides

Methodology: Discussion

Expected outcome:

Participants will be able explain the reasons why flowers get damaged during packaging and transportation.

- Divide the participants into groups of 4-5 depending on batch size. Ask them to discuss the reasons why flowers get damaged during packaging and transportation and present their point to the class.
- Explain the reason why flowers get damaged during transportation and packaging.

Elaborate

- Elaborate further on how flowers can be packed for transporting by drying them before packing, by treating the flowers with systematic insecticides and miticides before packing.
- Explain how flowers can be protected by packing them in corrugated fibre boards and transporting the flowers that are sensitive to geotropic bending in an upright position.

Say

- Flowers are transported by the growers to the wholesale and retail markets. This transportation depends on the supply and demand of flowers in different locations.
- The three aspects of transportation of flowers are the origin of produce and destination of flowers, the mode of transport used and the method of packaging flowers for transportation.

Explain

- Explain how flowers are transported trucks, aeroplanes, trains, and ships. Explain the type of flowers that are transported by air and the treatment done before transporting them by air.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the lifecycle of flowers from harvest to sale, the different methods of removing field heat in flowers, the aspects of transporting flowers and how to ensure that the flowers remain fresh during transportation.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Ensuring the correct transportation of flowers

Make sure that an optimal low temperature is maintained during transportation of the flowers.

Make sure that the relative humidity of the air during precooling and shipment of cut flowers is maintained at the level of 95-98%.

- ii. Important things to be considered while transporting flowers:

The origin of produce and destination of flowers

The mode of transport used

The method of packaging flowers for transportation

- iii. The four methods of forced air cooling are:

1. Room cooling: Is a simple method
2. Cold walls: Is mostly used by large growers and exporters
3. Vacuum cooling: Is an expensive method
4. Pressure cooling: Is the cheapest and fastest method

B. Multiple Choice Questions

- i. a
ii. d

C. The Steps for Purchasing the Flowers in the Right Quantity in Proper Sequence

- c. a. b. f. e. d

Unit 2.7: Storing Cut Flowers

Unit Objectives

After the completion of this unit, the participant will be able to:

1. State the effects of environmental conditions such as temperature, humidity, sunlight on flowers and foliage.
2. Explain storage requirements for different types of flowers and foliage to extend their life.
3. Explain different ways of preserving the freshness of flowers to improve their quality.

Resources to be Used

Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Paper and pen, Internet

Do

- Recall the learnings of the previous unit.
- Ask the participants to present their observations on the cooling methods used at flower storage facility.
- Ask the participants the following questions:
 - Did all the facilities that you visited use the same cooling methods?
 - What were the similarities and differences in the cooling facilities?
 - What other cooling method could have been used in the facility?

Team Activity

Purpose: To acquaint participants with the factors that affect the storage life of the flowers.

Resources: Presentation slides

Methodology: Discussion

Expected outcome:

Participants will be able to describe the factors that affect the storage life of flowers.

- Divide the participants into groups of 4-5 depending on batch size. Ask them to discuss the factors that affect the storage life of flowers and present their point to the class.
- Explain the three factors that affect the storage life of flowers

Elaborate

Humidity is the amount of moisture present in the air. It is essential to store the flowers and foliage by maintaining a cool temperature and the right humidity levels. The right humidity level keeps the flowers and foliage hydrated because they contain 70 to 95 percent water. Creating an environment in the storage room with an 80% humidity level prolong the shelf-life of the flowers and foliage. If harvested flowers and foliage are not stored at the right temperature it can lead to financial loss.

Say

- Depending on the type of flower, different temperatures and durations should be used for storage. The relative humidity between 90% and 95% in commercial storage settings for significant blooms.

Do

- Show the chart from the presentation slide and explain the type of storage and storage temperature required for different flowers.

Demonstrate

- Demonstrate the step-by-step process of wet refrigeration to store the flowers.

Practical Activity

Purpose: To train participants to use the wet refrigeration process to store the cut flowers.

Resources: Presentation slides, bunches of different flowers as per season and availability, Containers, Preservation solution.

Methodology: Learning by doing

Expected outcome:

- Perform the steps to store the flowers and foliage in the wet storage process.
- Divide the participants into groups of 4-5 depending on batch size. Give them bunches of different types of flowers depending on the season and availability. Ask them to refrigerate the flowers using the wet storage process. Show them the presentation slide with the process of refrigerated wet storage and ask them to follow each step.
- Ask the participants the following questions at the end of the practical session:
 - a. At what temperature must the refrigeration unit be set to store the flower?
 - b. Is this method suitable for long term or short-term storage?

Demonstrate

- Demonstrate the step-by-step process of dry refrigeration to store the flowers.

Practical Activity

Purpose: To train participants to use the dry refrigeration process to store the cut flowers.

Resources: Presentation slides, bunches of different flowers as per season and availability, Pulsing solution, Plastic bags.

Methodology: Learning by doing

Expected outcome:

Perform the steps to store the flowers and foliage in the dry storage process.

- Divide the participants into groups of 4-5 depending on batch size. Give them bunches of different types of flowers depending on the season and availability. Ask them to refrigerate the flowers using the dry storage process. Show them the presentation slide with the process of refrigerated wet storage and ask them to follow each step.
- Ask the participants the following questions at the end of the practical session:
 - a. At what temperature must the refrigeration unit be set to store most flowers?
 - b. Is this method suitable for long term or short-term storage?
 - c. Why are flowers sealed in plastic bags?

Say

- One of the most crucial factors in increasing the storage life of cut flowers and foliage is proper cleaning and sanitization of the storage area. Sanitation is important to prevent bacteria and fungus on the stored flowers and foliage. Bacteria and fungus can cause clog stems and 'bent neck' in flowers. Bacteria results in ethylene production which reduces the quality and storage life of flowers. Fungi causes diseases in flowers reducing the quality value of flowers and also creates waste. Maintaining a regular maintenance programme is essential for a high sanitary standard.

Team Activity

Purpose: To acquaint participants with keeping the storage area clean.

Resources: Presentation slides

Methodology: Discussion

Expected outcome: Participants will be able describe how to keep the storage area clean.

- Divide the participants into groups of 4-5 depending on batch size. Ask them to discuss the points to be considered to keep the storage area clean and present these points to the class.
- Explain the usage of PPE, how to clean and sanitise the tools and work area, how to clean the storage containers and fumigate the work and storage area.

Do

- Show the presentation slide with the fumigation process. Explain how the fumigation is done.

Field Visit

Purpose: To observe the cooling methods used at flower storage facility.

Resources: Observation sheets

Methodology: Observation

Expected outcome:

Participants will be able to observe the different types of cooling methods used to cool the flowers.

- Arrange a field visit to a flower storage facility.
- Divide the participants in groups of 4 to 5 depending on the batch size. Arrange for them to visit different flower storage facilities in your city.
- While on the field visit, the participants should observe the following:
 - a. Which cooling method was used to store the flowers?
 - b. What were the steps followed in the process to cool the flowers?
- After they come back to class, participants will give a presentation on what they observed at the flower storage facility.

Ask

- Ask each team to present their observations on the field visit.
- Ask the participants the following questions:
 - a. Did all the facilities that you visited use the same storage methods?
 - b. What were the similarities and differences in the storage facilities?
 - c. What other storage method could have been used in the facility?

Explain

- Explain what the post-harvest stage of flower management involves.
- Explain the different post-harvest factors.

Say

- Post-harvest treatment largely determines final quality, whether a crop is sold for fresh consumption, or used as an ingredient in a processed food product. Special treatments at various stages of post-harvest management to improve the life and quality of cut flowers.

Explain

- Explain the post-harvest treatments given to cut flowers.

Do

- Show the participants the video on the cut roses. Tell them to observe how the roses are cut at a 45-degree angle and how they are stored in buckets.
 - Play the video from the given link (Duration: 5:08 minutes), Cut roses- <https://www.youtube.com/watch?v=5s2RY7fmzIQ>

Demonstrate

- Demonstrate the step-by-step process of the pulsing, impregnation and bud opening treatments done to the flowers before storage.

Practical Activity

Purpose: To train participants to treat flowers by pulsing, impregnation and bud opening before storage.

Resources: Presentation slides, different flowers and buds as per season and availability, Pulsing solution, Plastic bags, Weighing machine, Floral scissors, Buckets and containers, Silver nitrate solution, Cold water

Methodology: Learning by doing

Expected outcome: Perform the pulsing, impregnation and bud opening treatments before storage of flowers.

- Divide the participants into groups of 4-5 depending on batch size. Give them bunches of different types of flowers depending on the season and availability. Give them all the material required for the treatments. Show them the presentation slide with the process for pulsing, impregnation and bud opening. Ask them to perform each treatment by following the steps.
- Ask the participants the following questions at the end of the practical session:
 - a. At what angle will the flowers be cut for pulsing?
 - b. In what proportion should the sucrose solution and hydroxyquinoline citrate be mixed for pulsing?
 - c. Which solution will you use to dip the flowers in for impregnation?
 - d. How will you use the water for the bud opening treatment?

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. The post-harvest factors that affect the shelf-life of cut flowers and foliage:
 - Storage temperature, humidity levels at the storage, hygiene practices at the storage, nourishment to the flowers.
 - The supply chain post-harvest conditions before they reach the market or wholesalers or retailers.
- ii. The amount of carbohydrate present in the harvested flowers, temperature, and the usage of specific chemicals affect the rate of respiration. Higher temperatures result in a greater rate of respiration and tissue burning. As a result, flowers live shorter lives.
- iii. The use of growth regulator and floral preservatives to improve the shelf-life and quality of harvested flowers.
 - Growth regulators: Growth regulators can regulate the flower's postharvest life. Growth regulators have an impact on the water relation changes related to floral ageing. In some cases, growth regulators are used in improving floral lifetime and in others it is used in bud opening solution.
 - Floral preservatives: Floral preservatives include chemicals, sugars, germicides, salts and growth regulators which extends the vase life of the cut flowers. Use of floral preservatives also improves the colour and quality of cut flowers. It also contains disinfectant to prevent bacterial attack on the cut flowers.

B. Multiple Choice Questions

- i. b
- ii. c
- iii. d
- iv. d
- v. a

C. Put in Sequence

- i. The steps for carry out pulsing in cut flowers in proper sequence.
e.f.g.a.d.c.b.
- ii. The steps for carry out impregnation in cut flowers in proper sequence.
f.b.c.a.d.e.
- iii. The steps for carry out bud opening in cut flowers in proper sequence.
i.f.e.c.j.g.h.d.a.b

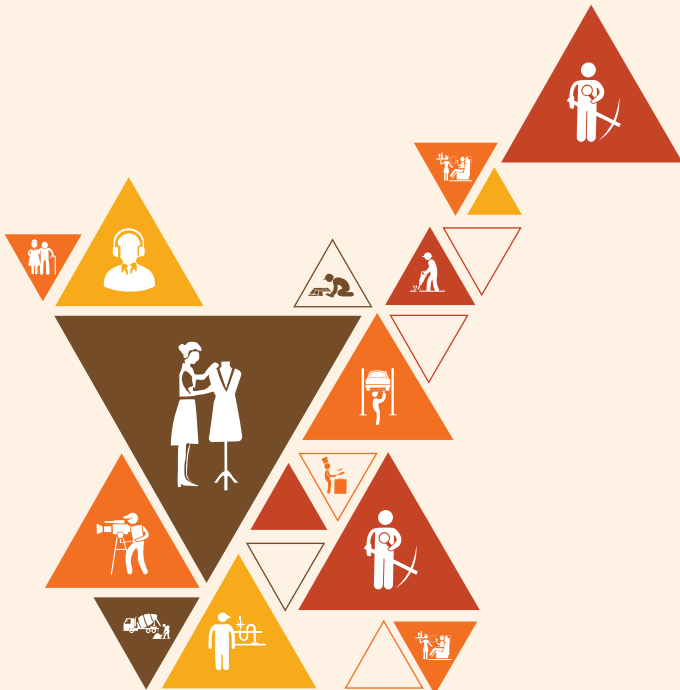
3. Preparation of Flowers for Creating Floral Arrangements

Unit 3.1 - Flower Processing Requirements and Practices

Unit 3.2 - Conditioning Flowers

Unit 3.3 - Hydrating Flowers

Unit 3.4 - Performing Waste Management



Terminal Outcomes

By the end of this module, participants will be able to:

1. Describe the process of preparing flowers for creating floral arrangements.
2. Demonstrate the process of carrying out flower processing.
3. Describe various practices for the effective disposal of waste.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. Describe various flower processing requirements and practices. 2. List various tools, equipment and Personal Protective Equipment (PPE) used in flower processing. 3. Describe the process of conditioning flowers. 4. Describe processing methods for different varieties of flowers. 5. Describe the process of preparing different types of hydration solutions for flowers. 6. Explain the criteria for segregating waste into different categories. 7. Describe the method of recycling and disposing of different types of waste. 	<ol style="list-style-type: none"> 1. Demonstrate the process of conditioning flowers. 2. Show how to cut the flower stem at an appropriate length and degree. 3. Demonstrate the process of preparing different types of hydration solutions for a variety of flowers. 4. Show how to hydrate flowers using the appropriate PPE. 5. Demonstrate the process of recycling and disposing different types of waste.

Unit 3.1: Flower Processing Requirements and Practices

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe various flower processing requirements and practices.
2. List various tools, equipment and Personal Protective Equipment (PPE) used in flower processing.
3. Describe the processing methods for different varieties of flowers.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Floral tools, Flowers, Whiteboard, Markers, Projectors, Laptop

Ask

- What is the meaning of flower processing? What does it involve?

Explain

- Explain that flower processing means readying flowers for the flower arrangement. There are a series of steps to be undertaken to prepare the flowers before we arrange them. Explain, using the PowerPoint slide the broad steps in flower processing.

Do

- Convert the session into a 'Show & Tell' session. Carry flowers to the class. Demonstrate each step of the flower processing one by one, pausing after each step to discuss. Participants are to observe your demonstration. Let them explain what they see. Facilitate to construct the learning of the process. Write on the white board the points that come up. Do this for each step of the process.

Elaborate

- After the demonstration of each step of the process, elaborate on each step of the process using the slides.
- Explain the importance of de-bunching while retrieving flowers from the storage area. Lay emphasis on the importance of a fresh cut and why it is needed. During conditioning explain why flowers should remain in their warm water solution. Explain the reason for this.
- At the cutting stage, explain why the same technique may not work for all flowers. Give examples to explain this. Explain the reason for cutting the greens below the water line.
- During hydrating flowers, two situations are to be considered – flowers for immediate use or later use. Explain the procedure for each category, with respect to water use, preservatives and refrigeration needed.

Do 

- Proceed to the next segment which is on tools, equipment and PPE used in flower processing. Convert this session into an interactive one. Carry the tools to the class. Show the tools one by one to the participants. Let them guess the name of the tool and its use. Do the same for equipment, containers, support equipment, bases.

Explain 

- Emphasise the importance of correct handling of tools, and using the right tool for the right job. There may be multiple tools to perform the same job; list out these and explain how to decide the most suitable one for the task in hand.

Practical Activity 

Purpose: To familiarise participants with the various PPE.

Resources: Gloves, Goggles, Safety glasses, Hand sanitisers, Face mask

Methodology: Learning by doing

Expected outcome: Participants will know the different PPE, their use and how to wear them

- Put the PPE listed above, on display. Call for volunteers. Each volunteer will pick a PPE, explain what it is used for and demonstrate wearing it.

Explain 

- Explain the importance of 'safety first'. Proceed to explain the importance of each piece of PPE. Sum up the points that came forth in the activity, add anything that may have been missed out.

Do 

- Proceed to the next section of this unit on processing methods of different varieties of flowers. Carry roses, hydrangea and tulips for this session. Demonstrate using 'Show & Tell' methodology how to process these flowers one by one. Participants are to observe as you demonstrate and explain the steps. Ask questions as you demonstrate.

Ask 

1. Which tool is being used for removing the thorns from the rose?
2. What is the purpose of the guard petals in a rose?
3. Why should the cut be at 45-degree angle?
4. What is the purpose of making a fresh cut on hydrangea?

Expected responses

1. Rose stripper
2. Guard petals of a rose keep the inner petals intact.
3. To increase the surface area so that the flower can 'drink' more water.
4. So that there is a fresh surface from which the stem can take water

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on the various steps in flower processing, tools, equipment and PPE needed and waste management practices.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Flower processing means readying the flowers for arrangement.
- ii. Organising necessary tools, PPE, retrieving flowers from storage areas, conditioning the flowers, cutting stem at appropriate length and degree, hydrating the flowers, performing waste management.
- iii. By wearing PPE, using the tools safely

B. Match the Columns

- 1 e
- 2 c
- 3 d
- 4 b
- 5 a

C. Multiple Choice Questions

- i a
- ii d

D. Put the steps for processing rose in proper sequence.

- e
- b
- c
- d
- a

E. Identify the Picture

1. Floral knife
2. Floral branch cutter
3. Secateur
4. Floral scissors

Unit 3.2: Conditioning Flowers

Unit Objectives

After the completion of this unit, the participant will be able to:

1. State the impact of seasonal changes such as temperature and humidity on flowers and foliage.
2. Importance and process of conditioning flowers.
3. Demonstrate the process of conditioning flowers.
4. Show how to cut the flower stem at an appropriate length and degree.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Water, Vinegar, Sugar, Household bleach, Whiteboard, Markers, Projectors, Laptop

Ask

- Name some factors that have an impact on flowers and foliage.

Explain

- Explain the role of intensity of light, temperature, humidity and ventilation on flowers. The most important factors are light (photoperiod, intensity and quality), temperature (aerial and root zone), humidity, CO₂, ventilation. Explain the importance of the correct temperature during summer and winter months and during day and night conditions. Explain the units of light intensity, temperature, humidity.

Ask

- What is the meaning of 'conditioning' of flowers?

Say

- Conditioning is the preparation of cut flowers and foliage before they are arranged. Conditioning is done to prolong the vase life of flowers. The right conditioning will ensure flowers and foliage last for the maximum time.

Elaborate

- Elaborate on why conditioning is necessary. Explain the common cause of wilting in flowers. The ends of dry-packed flowers and foliage during transit from the grower to the wholesaler, and from the wholesaler to the Florist, dry out. Therefore, many flowers are now shipped with their stems in a few inches of water. Further explain what must be done to prevent air-lock.

Explain

- Proceed to explain the preparation of flower food solution and its use.

Demonstrate

- Demonstrate the process of preparing flower food solution. Prepare one litre of the solution while explaining the ingredients used.

Explain

- Explain the steps in the process of condition using the slides. Give reasons for every step that is being performed.
 - Purpose of using flower food – to extend bloom time
 - Cutting the stem at 45-degree angle – for stem to absorb more water
- Proceed to explain conditioning the following types of stems:
 - Woody stems
 - Milky stems
 - Thin stems
 - Stems prone to drooping
 - Hollow stems
 - Soft stems
- Using the slides, explain the steps in the cutting of stem at appropriate length and degree. Ask questions on the tool that is used.

Ask

- What is the purpose behind re-cutting of stems?

Say

- When a stem is cut, air enters the cut end and forms a bubble, preventing water from travelling up the stem. This may cause the flower to wilt even though the stem may be standing in water. The air bubble can be removed by cutting off two inches of the stem. Make the second cut underwater so that no further air can enter the cut end. Further, when a stem is cut, the cut end begins to get sealed by a hard tissue that forms, thus preventing water from entering the stem. Re-cutting removes the hard tissue and enables movement of water.

Do

- Get participants to perform the practical on the process of conditioning of flowers and cutting the stem at the appropriate length and degree. Provide the necessary samples of flowers, tools and ingredients to participants. Brief them on the practical. Evaluate performance of participants on the basis of the following parameters:
 - Use of correct tools and their handling
 - Cut flowers are kept in cool place
 - Cut flower solution is added to the water
 - Stem is cut at 45-degree angle
 - Cut is neatly done
 - Stems of all flowers (if a bunch is given) are of the same length
 - If recutting is being performed

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings on the conditioning and cutting of flowers at the appropriate angle and length.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i.
 - one litre of water
 - one tablespoon of vinegar
 - one teaspoon of sugar
 - Three to five drops of household bleach
- ii. To prevent air bubbles entering the cut end of the stem which can prevent water from travelling up the stem. This may cause the flower to wilt. Secondly, when a stem is cut, the cut end begins to seal and a hard tissue can form. This may prevent water from entering the stem. Re-cutting removes the hard tissue and enables movement of water.
- iii. Conditioning is done to prolong the vase life of flowers. The right conditioning will ensure flowers and foliage last for the maximum time.

B. Match the Columns

- 1 e
- 2 f
- 3 b
- 4 a
- 5 c
- 6 d

C. Multiple Choice Questions

- i. a
- ii. a

Unit 3.3: Hydrating Flowers

Unit Objectives

After the completion of this unit, the participant will be able to:

- State the importance of hydrating flowers to enhance their vase-life
- Describe the process of preparing different types of hydration solutions for flowers
- Demonstrate how to hydrate flowers using the appropriate PPE
- Explain how to grade flowers on appropriate grading parameters after hydration

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Say

- In this segment, let us understand about the importance of hydration. Before that, let us understand a plant's vascular system. The vascular system has two main types of tissues – xylem and phloem. The xylem distributes water and dissolved minerals upward through the plant, from the roots to the leaves. The phloem carries food downward from the leaves to the roots.
- Hydrating a flower means the process of letting the flower suck up the water through its stem. This makes the flowers turgid or firm. The freshness and vase life of cut flowers depends on how well hydrated the flowers are.

Explain

- Explain the term transpiration and how it affects hydration. Proceed to speak about what causes blockage in the stems and that stems need to be free of blockages so that they can absorb water for hydration of the cut flower. Elaborate on how hydrating solutions can be prepared. Give examples of flowers to show the intake of concentration of sugar. Elaborate on Pulse treatment to increase vase life. Using the slide, elaborate on how to prepare a homemade preservation solution.

Practical Activity

Purpose: To perform hydration on flowers with different stem types

Resources: Any flower with solid stem, flower with hollow stem, flower with soft stem, flower with woody stem, lukewarm water, cold water, piece of cotton, floral bucket, floral knife

Methodology: Learning by doing

Expected outcome: Participants will understand that different flowers need different ways of hydration

- Form four teams – Solid, Hollow, Soft and Woody. Each group is given a flower as per the name of the team.
- Participants are to perform hydration. Observe the steps performed by each team. The correct steps are given below for your reference:
 - Solid stems: Keep the cut stem in lukewarm water with a preservative for a minimum one hour before arranging
 - Hollow stems: Turn the flower upside down. Pour water into the open cavity of the stem. Plug the stem with a piece of cotton.
 - Soft stems: Place the cut flowers in cold water.
 - Woody stems: Keep stems that have been split at the ends, in water.

Explain



- Explain the other factors that enhance the freshness of flowers, such as maintaining cleanliness, providing nutrition, maintaining water temperature.

Ask



- What are the factors that reduce the vase life of cut flowers?

Say



- The following factors reduce the vase life of cut flowers:
 - Inability of stems to absorb water due to blockage
 - Excessive water loss from the cut flower
 - Low carbohydrate that is needed to support respiration
 - Diseases
 - Ethylene gas
 - Room temperature and humidity
- Explain the above factors. Show the slide on the steps to test the vase life of flowers and explain the procedure

Do 

Prepare participants for the practical. Provide them with the necessary flowers, tools, equipment, ingredients for hydration. They must perform the following

- Preparing hydrating solution
- Preparing preservation solution
- Hydrating procedure depending on type of stem
- Other considerations – cleanliness, water temperature, amount of nutrition

Summarize 

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on hydration of flowers.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Trapped air, contamination from microbes, or natural compounds secreted by the plant to heal any cut or severed ends
- ii. Hydration solutions contain the necessary ingredients to overcome the blockages in the stem and help in quick flower hydration. They adjust the solution to a low pH for better liquid uptake, while at the same time cleaning the stem to flow freely.
- iii. Hydrating solutions can be prepared using these ingredients:
 - sugar for nutrition
 - biocide to prevent microorganisms
 - bleach to prevent microorganisms
 - citric acid to acidify the water

B. Multiple Choice Questions

- i. a
- li. a

Unit 3.4: Performing Waste Management

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the criteria for segregating waste into different categories.
2. Describe recycling and safe disposal of different types of waste.
3. Demonstrate the process of recycling and disposing different types of waste.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Do

- Start a group discussion on importance of waste management. Give the following key words. Participants are to discuss post harvesting hygiene management with respect to the key words provided below.
 - Debris
 - Harvesting equipment
 - Potable water
 - Vermin control programme

Explain

- Explain that it is important to maintain hygiene control throughout the post-harvest handling process. Each stage in the process should be considered, and a hygiene management plan should be adopted. Consolidate all points discussed in the group discussion, as given below.
 - Debris should be promptly removed to reduce the risk of pest and disease contamination of unharvested product.
 - Harvesting equipment should be routinely disinfected. Containers should ideally be cleaned between each use, ensuring that dirt and plant tissue are removed. A mild chlorine bleach solution or approved horticultural disinfectant that contains a biocide can be used. Clean containers should be stored appropriately to prevent recontamination.
 - Water used in the post-harvest process should be potable and, ideally, used from the main source. If other water sources are used, they should be analysed regularly to ensure microbial contaminants do not enter the post-harvest process.
 - The dirt and debris in the cold store should be swept daily during pre and post season. The store walls and floors must be disinfected with an approved horticultural disinfectant.

Activity

Purpose: To understand waste segregation

Resources: Relevant PowerPoint slide

Methodology: Sorting

Expected outcome: Participants will be able to differentiate between biodegradable and non-biodegradable wastes.

- Put up the slide that shows a variety of things. Participants are to sort them into biodegradable and non-biodegradable wastes.
- Items provided are as follows:
 - Kitchen waste – Biodegradable
 - Safety pin – Non-biodegradable
 - Plastic bag - Non-biodegradable
 - Waste paper - Biodegradable
 - E-waste - Non-biodegradable
 - Plastic cup - Non-biodegradable
 - Food waste - Biodegradable
 - Glass - Non-biodegradable
 - Battery - Non-biodegradable
- Conclude the activity by explaining why they are classified thus.

Explain

- Explain the term recycling and its benefits. Introduce and explain the terms composting and vermicomposting and their benefits.
- Discuss in detail about recycling floral wastes, how they are generated, the place/activities that generate floral wastes and the process of recycling floral wastes.

Do

- Get participants to demonstrate the process of recycling and disposing floral waste in the practical class. This can be a group work. Evaluate the performance of participants in the practical as per the steps given below:
 - Collect waste flowers.
 - Pick out the non-biodegradable items.
 - Air dry the flowers.
 - Collect earthworms needed for the procedure.
 - Select the site for vermicomposting. It should be a cool, shady place with high humidity.
 - Mix flower waste and cow dung in select proportions.
 - Introduce the earthworms.
 - Sprinkle water every alternate day to maintain moisture content of around 60% throughout the period of vermicomposting.

- Stop the water once you see uniform dark brown to black coloured granular structure. This is the compost.
- Sieve the compost and remove the earthworms manually.
- Calculate the weight of vermicompost obtained.

Summarize



- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on waste recycling and disposal of floral waste.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Perfumes, cosmetics, food, textile industries
- ii. Steps in vermicomposting:
 - a. Collect waste flowers from various sources.
 - b. Pick out the non-biodegradable items such as plastic, paper, etc and separate them from the flowers.
 - c. Air dry the flowers for 48 hours.
 - d. Collect earthworms needed for the procedure.
 - e. Select the site for vermicomposting. It should be a cool, shady place with high humidity.
 - f. Mix flower waste and cow dung in select proportions.
 - g. Introduce the earthworms.
 - h. Sprinkle water every alternate day to maintain moisture content of around 60% throughout the period of vermicomposting.
 - i. Stop the water once you see uniform dark brown to black coloured granular structure. This is the compost.
 - j. Sieve the compost and remove the earthworms manually.
 - k. Calculate the weight of vermicompost obtained.

B. Segregate the following waste materials as biodegradable and non-biodegradable and write it in the table.

Biodegradable wastes	Non-biodegradable wastes
1. Cow dung	1. Paper
2. Human waste	2. Plastic
3. Dead plants and animals	3. Glass
4. Rotten food	4. Can
	5. Synthetic fibre

4. Preparation of Flowers for Creating Floral Arrangements

Unit 4.1 - Principles and Elements of Floral Design

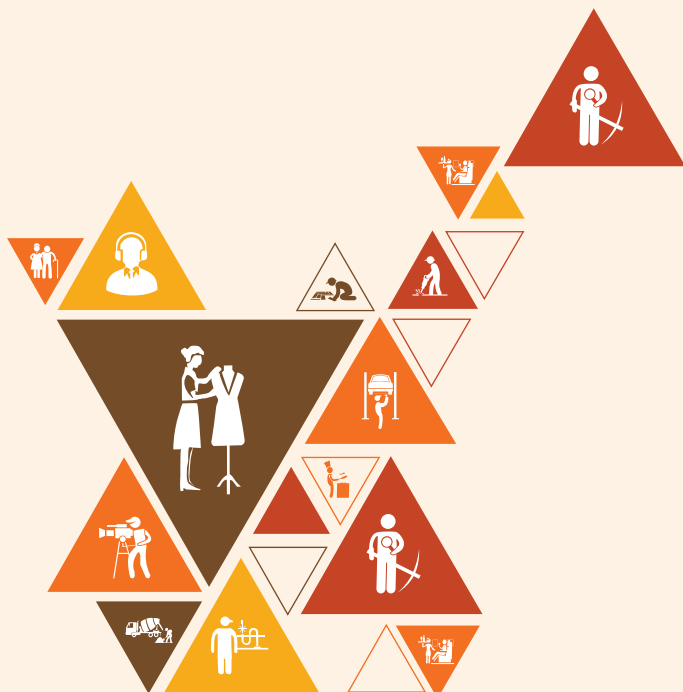
Unit 4.2 - Understanding Customer Requirements

Unit 4.3 - Creating and Displaying Floral Designs for Venues

Unit 4.4 - Creating and Displaying Floral Designs in Stores

Unit 4.5 - Processing Payments

Unit 4.6 - Optimising Resource Utilisation



Terminal Outcomes

By the end of this module, the participants will be able to:

1. Describe the process of designing and creating floral designs.
2. Demonstrate the process of designing and creating floral arrangements.
3. Describe the process of preparing bills and processing payments.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. Explain the basic principles and elements of floral designs. 2. List different types of floral arrangements such as bouquet, wreath, corsage, etc. 3. Describe various practices to prevent flowers and foliage from wilting. 4. Explain the importance of understanding customer requirements before creating floral designs. 5. Explain how to customise floral designs, bouquet, and wreath to create new floral designs. 6. Explain how to plan the size and positioning of a display according to the available space. 7. List different types of payment methods and the process of using them. 8. List a variety of flowers and foliage suitable for display and venue decorations. 9. Explain the importance of protecting floral display and decorations from heat. 10. Explain the benefits of resource optimisation. 	<ol style="list-style-type: none"> 1. Demonstrate the process of preparing different types of floral designs and arrangements for store display and venue decoration. 2. Prepare a sample invoice including the relevant service charges and taxes. 3. Show how to use various e-payment methods. 4. Prepare a sample record of sale and payment using the physical register or an appropriate computer application.

Unit 4.1: Principles and Elements of Floral Design

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the basic principles and elements of floral designs
2. List different types of floral arrangements
3. Describe various practices to prevent flowers and foliage from wilting
4. Explain the importance of protecting floral display and decorations from heat

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by basic principles and elements of floral design?

Expected Answers

- Proportion
- Scale
- Harmony
- Unity
- Visual flow
- Balance
- Focal point

Say

- Flowers have a language of their own. We humans, use flowers to communicate joy and sorrow. Floral design is the art of creating beautiful arrangements using flowers and other accessories.
- Flower arrangements can be created at stores, at venues for events or at individual homes. To create these beautiful flower designs of at stores and venues the florists and floral designers keep in mind some elements.

Elaborate

Elaborate on each element of design and how it is used with flowers to create a dramatic effect.

Activity

Purpose: To acquaint participants with the elements of floral design.

Resources: Presentation slides.

Methodology: Quiz.

Expected outcome: Participants will be able to identify the elements of floral design.

- Show the participants the presentation slides. Ask them to look at the picture and identify the elements of floral design in each flower arrangement. Give them enough time to respond.
- Explain how each element is different and unique. Tell them with the help of the presentation slides, how and in what way the elements used in the flower arrangements are making the arrangements stand out from each other and create an identity of their own.

Say

- To create a floral design the florist will use all the principles and elements of floral design. The flowers, foliage and other accessories used will have a purpose.

Ask

- What factors do you think the florist should keep in mind before creating a design?

Say

- The expected responses to the above question may be as follows:
 - What is the theme of the arrangement?
 - What will be the colour flowers used
 - Which floral materials are available as per the season?
 - What is the cost of per stem of the floral material?
- In floral design, the flowers and foliage are grouped according to their shapes and forms.

Elaborate

- Elaborate on how each flower is grouped as per the design. Explain about the line, form, mass and filler flowers and their uses.

Explain

- Explain the process to create a floral arrangement.

Do

- Demonstrate how to create a flower arrangement by using the different groups of flowers. Explain each step and show how first the line flowers, then the form flowers, then the mass flowers and lastly the filler flowers are placed.
- Show the participants the following video about the elements of floral design.
- Tell the participants to watch the demonstration carefully as they will be able to get ideas to create beautiful floral arrangements for the activity that will follow the video.
- Click on the link given below (Duration: 5:02 minutes).
 - Design Elements and Principles-<https://www.youtube.com/watch?v=6NWMNkFFMsc>

Practical Activity

Purpose: To train participants in the art of using the different flower groups to create a flower arrangement.

Resources: The following flowers and foliage as per season: Line flowers, form flowers, mass flowers and filler flowers. Vases, scissors and other tools and accessories needed to create a flower arrangement.

Methodology: Learning by doing

Expected outcome: Participants will be able to create flower arrangements using different flower groups.

- Divide the participants into groups of 4 as per the batch size. Give them the seasonal flowers and foliage and other accessories. Ask them to create a flower arrangement using the four different flowers groups.
- Grade the participants for the completed flower arrangement.
- Ask the participants the following questions:
 1. Identify the categories of flowers they have used.
 2. Line flowers: What do these flowers help to establish in the flower arrangement?
 3. Form flowers: What have you used this flower for in the flower arrangement?
 4. Mass flowers: What are these flowers depicting in the flower arrangement?
 5. Filler flowers and foliage: What is the idea to use these flowers and foliage in the flower arrangement?
 6. Was the flower arrangement created keeping a theme in mind?

Explain

- Explain about the different types of flower arrangements and what they are created for.

Do

- Show the participants the following video about creating a triangular flower arrangement.
- Tell the participants to watch the demonstration carefully as they will be able to get ideas to create beautiful floral arrangements for the activity that will follow the video.
- Click on the link given below (Duration: 5:02 minutes).
- Triangular Flower Arrangement - <https://www.youtube.com/watch?v=IUKIs7kppj8>

Practical Activity

Purpose: To train participants in the art of creating flower arrangements of different shapes.

Resources: The following flowers and foliage as per season: Line flowers, form flowers, mass flowers and filler flowers. Vases, scissors and other tools and accessories needed to create a flower arrangement.

Methodology: Hands on practice

Expected outcome: Participants will be able to create flower arrangements of different shapes.

- Divide the participants into groups of 4 as per the batch size. Give them the seasonal flowers and foliage and other accessories. Allot one shape of flower arrangement to each group as per available flowers and foliage.
- Grade the participants for the completed flower arrangement.
- Ask the participants the following questions:
 1. Why did the participants choose only these flowers and foliage for the arrangement?
 2. What other shape of flower arrangement could have been done with the same flowers?
 3. Which other non-seasonal flowers can be used to create the arrangements of the same shape?

Say

- Now that you have made such beautiful floral arrangements. It is time to understand how to prevent them from wilting.

Ask

- How will you protect the flowers from heat and wilting?

Expected Answers

- Use a clean container or vase with no residue of detergents in it.
- Cut the stem of the flower at an angle of 45 degrees. This will allow the water to flow freely and will prevent air bubbles.
- Cut the stem of the flowers every two to three days.
- Fill the vase with three-fourth water and keep adding water as flowers absorb lot of liquid.

Explain

- Explain the different methods and tips that will keep the flowers from wilting.

Do

- Brief the participants on the field visit.
- Give them the observation sheet and ask them to make notes.

Field Visit

Purpose: To give a first-hand experience of a florist shop and an opportunity understand the types of flowers and flower arrangements in the setting of a florist store.

Resources: Observation sheets

Methodology: Observation

Expected outcome:

Participants will be able to observe the elements and techniques of floral design used in the florist shop.

Participants will be able to observe and list the type of flowers and foliage used in the florist.

Participants will be able to observe the different methods used to keep the flowers from wilting.

- Arrange a field visit to a florist store.
- Divide the participants in groups of 4 to 5 depending on the batch size. Arrange for them to visit different florist stores in your city.
- While on the field visit, the participants should observe the following:
 - What is the type of element and design used to create floral arrangements?
 - What are the different types of flower arrangements that have been created?
 - List the line, form, mass and filler flowers and foliage used in the florist store.
 - What are the methods being used to keep the flowers from wilting?
- After they come back to class, participants will give a presentation on what they observed at the florist shop.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the principles and elements of floral design, different type of flower arrangements and how to prevent the flowers from wilting.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Proportion, scale, harmony, unity, visual flow, balance and focal point.
- ii. The factors to keep in mind while creating floral arrangements:
 - a. What is the theme of the arrangement?
 - b. What will be the colour flowers used?
 - c. Which floral materials are available as per the season?
 - d. What is the cost of per stem of the floral material?
- iii. Elliptical Flower Arrangement
 - a. Flowers used: Bright and sweet-scented flowers like roses, sunflowers, dahlia, lotus, tuberose, lilies etc.
 - b. Created as/for: Bouquets for birthdays, weddings, and other social occasions.
- iv. Ways to protect flowers from wilting:
 - Use a clean container or vase is clean and there is no residue of detergents in it.
 - Cut the stem of the flower at an angle of 45 degrees. This will allow the water to flow freely and will prevent air bubbles.
 - Cut the stem of the flowers every two to three days.
 - Fill the vase with three-fourth water and keep adding water as flowers absorb lot of liquid.
 - Use room-temperature water, cold or warm water depending on the type of flowers.
 - Change the water in the vase everyday
 - Remove any leaves that are underwater in the vase as the leaves rot and can cause bacterial growth.
 - Avoid placing the floral arrangements in direct sunlight, near ovens and heaters, directly under fans, air conditioners or open windows.
 - Add flower food to the floral arrangements to provide nourishment to the flowers.
 - Use wrapping and packing material that will protect the flowers and foliage from wilting and heat.

B. Match the Columns

- i. b
- ii. a
- iii. d
- iv. c

C. Multiple Choice Questions

- i. b and c
- ii. a
- iii. a

D. Identify the Pictures

- A. S' Shaped flower arrangement
- B. Crescent shaped flower arrangement
- C. Triangular flower arrangement

Unit 4.2 Understanding Customer Requirements

Unit Objectives

After the completion of this unit, the participant will be able to:

- Explain the importance of understanding customer requirements before creating floral designs.
- Explain how to customise floral designs, bouquet, and wreath to create new floral designs.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Do

- Recall the learnings of the previous unit.

Do

Ask the participants to present their observations on the field visit to the florist store.

Ask the participants the following questions:

- Did you find any similarities in the florist shop?
- What was the differentiating factor in each shop?

Do

- Start this session with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by customer service and why is customer service important?

Expected Answers

- The customer's experience while buying the product is called customer service.
 - Customer service helps to retain customers
 - Customer service helps to create a positive brand value for your company
 - Customer service helps generate new customers
 - Customer service helps to increase sales

Activity

Purpose: To acquaint participants with the constituents of good customer service.

Resources: Presentation slides.

Methodology: Quiz

Expected outcome: Familiarize participants with the constituents of good customer service

- Show the slides with scenarios one by one. Ask the participants to identify the correct response and tell which constituent of customer service does it represent? Note their response. Show them the presentation slide with the answer.
- Explain how being positive, patient, knowledgeable and connecting with customers creates a good experience for the customer.

Ask

- Now that you know what constitutes good customer service, how will you ensure that customers come back to your flower shop?

Expected Answers

- Keeping the shop clean.
- Greet the customers with a smile.
- Always deliver the bouquets and floral arrangements on time.
- Try and provide a variety of flowers to the customers.
- Keeping the pricing within a reasonable range.
- Personalising the shopping experience for the customers.

Explain

- Explain the best practices to be followed as a florist to ensure repeat customers
- Explain how the look of the flower shop can attract customers. Elaborate on how they should create loyal customers through their behaviour, greeting, timely deliveries, variety of products and pricing. Tell them how they can personalise the shopping experience of the customers.

Say

- Florists meet customers at the store or on the phone. How a florist speaks and behaves will create a first impression for the customers.
- Let us do an activity to see if you can interact with customers at the shop!

Team Activity

Purpose: To acquaint participants with the correct technique of interacting with customers when they come to the florist shop.

Resources: Presentation slides.

Methodology: Role play

Expected outcome: Participants will demonstrate how to interact with customers at the florist shop.

- Divide the class into five groups. Give one role play to each group. Ask them to select two participants for the role play from their team. One participant will enact the role of the florist and the other will be the customer.
- Observation points are:
 - How was the regular/new customer greeted?
 - Were the correct phrases used in the conversation?
 - Were the customers happy with the service?
- Explain in detail how the florists should interact with and greet known and unknown customers.

Say

- The customers that will come to a florist shop are different types. They may have different requirements of flowers. Some customers may be first time visitors to your shop, others may regular visitors. As a florist, you must give equal attention and care to both type of customers. If the first-time customers are happy then they will become regular visitors and the if the regular visitors are happy with your service, they will recommend your shop to others thus becoming brand ambassadors for your shop!

Team Activity

Purpose: To acquaint participants with the correct technique to handle customer requirements when they come to the florist shop

Resources: Presentation Slides.

Methodology: Brainstorming

Expected outcome: Participants will explain how to handle customer requirements at the florist shop.

- Ask for two volunteers from the participants. Divide the rest of the participants in groups of 3-4 as per batch size. Show them the presentation slide with the scenario for customising floral design. Ask one volunteer to be the customer and the other to be a florist. Ask them to enact the scenario. Ask the other participants in the group to brainstorm and present their answers to the following question:
- What are the things that the florist has kept in mind while handling the customers requirement?

Explain

- The most important step to retain customers is to understand their requirements and then guide them to pick up a suitable flower arrangement. In this scenario the questions asked by the florist are assessing the requirement of the customer.

Do

- Show the next presentation slide with questions, examples, and criteria for asking the questions. Explain in detail by correlating the questions to the scenario.
- Explain the procedure for customising the floral arrangements for the customer.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the importance of customer service, the best practices to follow while delivering customer service; interacting with customers and assessing the customers requirement to customise floral arrangements for them.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

i. Factors to assess the customers requirement:

- Colour, shape, and texture of the flowers
- Season or availability of flowers
- Occasion for which the floral arrangement is required
- Message or meaning that the flower will convey
- Recipient of the flowers
- Budget of the customer

ii. Best practices to follow to ensure repeat customers:

- The look of the shop: Keeping the shop clean. Arrange and display all the flowers in attractive pots and vases to attract customers.
- The greeting: Greet the customers with a smile.
- The time factor: Always deliver the bouquets and floral arrangements on time.
- The Product range: Try and provide a variety of flowers to the customers.
- The price range: Keeping the pricing within a reasonable range.
- The experience of shopping: Personalising the shopping experience for the customers.
- The service: Appreciate the loyalty of customers by giving them token gifts and rewards.
- The proactive approach: Stay connected with the customers by sending them regular updates and greetings via e-mail or messages through social media.

iii. You can provide good customer service by:

- Being positive
- Having patience
- Connecting with your customers
- Being knowledgeable about your product

B. Multiple Choice Questions

i. a

C. Sequence of steps to customise the flower arrangements for a customer

a
e
c
d
f
b

Unit 4.3: Creating and Displaying Floral Designs for Venues

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain how to plan the size and positioning of a display according to the available space in a venue.
2. List a variety of flowers and foliage suitable for display and venue decorations.
3. Demonstrate the process of preparing different types of floral designs and arrangements for venue decoration

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, Tools and Equipment needed by the florist to make flower arrangements, Stationery.

Do

- Recall the learnings of the previous unit.

Say

- Flowers can be used anywhere to brighten the look of the place. How to create these floral arrangements depends on the space in which they will be placed.

Team Activity

Purpose: To acquaint participants with the ideas for creating floral designs for venues, using suitable flowers.

Resources: Presentation slides.

Methodology: Brainstorming

Expected outcome:

Participants will give examples of decorating venues with floral designs.

Participants will list the flowers that can be used.

- Divide the participants into groups of 3-4 depending on batch size. Ask them to brainstorm and come up with ideas for decorating a venue with suitable flowers.
- Each team to present their ideas and the class to sum up the various ideas presented by the teams.

Elaborate

- At venues the floral designs are created by keeping themes in mind. For example, hanging floral walls are used to create a background to provide photo opportunities. Flower entrances or archways, giant flower bowls are created to make the lobby and entrance ways look attractive. Candelabra blossom floral table arrangements suit smaller tables at functions. On the other hand, a cascading centrepiece of floral design makes a statement effect on the main dining table at venues. Ceiling and candle wedding floral arrangements are suspended from ceiling as mood lighting. Wishing trees where the tree trunks are decorated with flowers and jewellery can be created for a fashion show. There is no limit to what a floral designer can create!

Do

- Show the different types of floral design from the presentation slides.
- Show the slides with flowers suitable for venue decorations.
- Explain how each flower can be used to create floral designs.
- Show the participants the following video on the types of flowers used in venues for floral display using the given: Flowers used in Event and Wedding Decoration - (Duration: 6:24 minutes). <https://www.youtube.com/watch?v=z4liycjZF9A>
- Show the participants the following video on the panel backdrops for an event using the given link - (Duration: 8:04 minutes) - Boxwood Hedge panels Backdrop Diy -Dollar Tree Red Carnations backdrop- <https://www.youtube.com/watch?v=Yyg1RznEOJg>

Explain

- Explain the procedure to plan the type of floral arrangements needed at a venue.

Do

- Brief the participants on the field visit.
- Give them the observation sheet and ask them to make notes.

Field Visit



Purpose: To give a first-hand experience of floral venue decorations and an opportunity understand the types of flowers and floral designs created in venues.

Resources: Observation sheets

Methodology: Observation

Expected outcome:

Participants will be able to observe the floral designs and techniques of floral design used in the venues.

Participants will be able observe the space required for creating the floral arrangements at the venue.

Participants will be able to observe the quantity and type of flowers used for floral designs.

Participants will be able to observe the other material required for the floral designs.

- Arrange a field visit to a venue.
- Divide the participants in groups of 4 to 5 depending on the batch size.
- While on the field visit, the participants should observe the following:
 - What is the type of element and design used to create floral arrangements?
 - What are the different types of flower arrangements that have been created?
 - How has the space been utilised at the venue to place the floral designs?
 - List the flowers that have been used for the floral designs.
 - What was the theme of the event at the venue and how were the floral designs customised to suit the event?
- After they come back to class, participants will give a presentation (in the next session) on what they observed at the venue.

Practical Activity



Purpose: To train participants in the art of creating floral designs for venues.

Resources: Presentation slides, Stationery, Flowers, Tools and Equipment's and Other Accessories to create floral arrangements

Methodology: Learning by doing

Expected outcome: Participants will be able to plan and customise floral designs as per the venues they have visited

- Tell the participants that the groups which went to the venues will continue to work together for this activity. This activity is divided into two parts:
 - a. Planning and presenting the floral decoration plan for the venue.
 - b. Creating one suitable floral arrangement as per the venue.
- Show them the presentation slide with the venue scenarios. Allot one scenario to each group. Ask the participants to follow the procedure for creating the floral arrangements.

- Ask the teams to observe each other's presentation and give suggestions and ideas as feedback.
- Grade the participants for the completed plan and floral design.
- Ask the participants the following questions:
 - a. Why did you use a particular theme for the floral decoration for the venue?
 - b. What are the different types of flowers that can be used for the venue allotted to them?
 - c. Suggest a few more ideas that can be incorporated for decorating the venue allotted to them.
- Use the given marking parameters to grade the participants.
 - a. Planning floral design
 - Has the survey been conducted for the following: Space, Measurement, movement of people?
 - Does the plan include estimate of the flowers required?
 - Has the material been procured in the right quantity and within budget?
 - b. Creating flower designs
 - Has the floral design been created as per the theme given by the client?
 - Have the floral arrangements been properly hydrated?
 - Have the floral arrangements been placed appropriately?
 - Has the lighting for the floral arrangement been set up with the co-operation of other workers at the venue?

Notes for Facilitation

- iv. Make sure that the events being held at each venue are different as the participants will get maximum benefit. For example, one batch of participants can be sent to a poolside party, another to a wedding venue and yet another batch to a corporate event.
- v. Plan for an activity once the participants are back from the field visit. This activity will include creating one floral arrangement as per the venues that they have been to. Plan for the flowers and other accessories that the participants will need during this activity.
- vi. Announce the grades and call for an applause to encourage all the participants.
- vii. Conclude the unit by calling for volunteers to sum up one by one the learnings about how to plan the size and positioning of a display according to the available space in a venue and the suitable flowers that can be used for creating floral displays.
- viii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Three ideas to create interesting floral arrangements at the venue.
 1. Flower entrance archway
 2. Flowers in a giant bowl
 3. Cascading centrepiece for the table setting
- ii. Steps to follow to create and display flowers at the venue:
 1. Conduct a survey of the venue
 2. Evaluate the space
 3. Assess the movement of people
 4. Assess the types of flowers, foliage and style of flower arrangements needed
 5. Measure the space: required to be covered with flowers and foliage
 6. Estimate the quantity and type of flowers and foliage required.
 7. Procure all the required materials required
 8. Create and customize the floral arrangement as per the theme or the client's instructions.
 9. Apply the relevant hydration solution to prevent the flowers/ foliage from wilting
 10. Place the floral arrangement away from any heating equipment.
 11. Work with the people at the venue to set up lighting in the floral arrangement.
- iii. Five flowers for venue decorations:
 1. Marigold
 2. Hydrangea
 3. Asters
 4. Carnations
 5. Chrysanthmums

B. Fill in the Blanks

- a. floral archways
- b. candlebra blossom c cascading centrepiece

C. The Correct sequence for creating and displaying flower arrangements at a venue:

- a
- f
- c
- b
- d
- g
- e

Unit 4.4: Creating and Displaying Floral Designs in Stores

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain how to plan the size and positioning of a display according to the available space in the store.
2. Demonstrate the process of preparing different types of floral designs and arrangements for store decoration.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the florist

Do

- Recall the learnings of the previous unit.
- Ask the teams to present their observations and findings of the field visit to the class.
- Discuss and debrief the presentations.
- Grade the participants on their presentation.
- Grade the participants for the completed plan and floral design.
- Ask the participants the following questions:
 - What theme or idea would you have used for the floral decoration for the venue that you visited?
 - What are other types of flowers that could have been used for the venue allotted to them?
 - Was the space well utilised at the venue? If yes how? If no, then suggest how the space could have been used to decorate the venue better.

Say

- As a florist you can decorate your store with floral arrangements placed on the shelves. Green walls and vertical gardens can be created to display the flowers in the store. These floral arrangements will not only make your store look beautiful but also serve as sample designs for sale.
- You will now see a walk-through video of a florist store. Observe the displays in the video carefully. You will need it for the activity that will follow.

Do 

- Show the participants the following video on flower shop design. Click on the link given below (Duration: 5:50 minutes).
 - Flower Shop Design - <https://www.youtube.com/watch?v=d-PLDftlpZ4>

Team Activity 

Purpose: To acquaint participants with the ideas for creating and placing floral designs at the stores.

Resources: Presentation slides.

Methodology: Brainstorming

Expected outcome: Participants will give examples of floral designs and placement of floral designs at the stores.

- Divide the participants into groups of 3-4 depending on batch size. Ask them to brainstorm and come up with ideas for decorating and placing suitable floral designs at the store.

Explain 

- Explain about the different ways in which the florists can attract customers to the store.
- Explain in detail about how each space in the store can be used for displaying flowers.
- Tell the participants how they can label the flower arrangements at the store and how this will help. A right label helps the visitors to know about the colour and variety of the flowers used in the display. For example, rose can be labelled on the basis of varieties and colour of rose while iris can be grouped on the basis of colour.

Do 

- Show the different types of floral design at the store from the presentation slides.
- Show the example of labelling of flowers at the store.

Say 

- A customer first looks at the window of a shop to check if the products on display are pleasing to the eye. It is important to create appealing and eye-catching floral displays and place them as window displays. This will attract the customers to come inside and explore the shop. The floral arrangements should have variety and they should be displayed in different types of vases and containers. Arrangement should be made to display the floral designs on tables and shelves and wall mounted vases etc.

Explain 

- Explain the procedure to plan the type of floral arrangements in a store

Do 

- Brief the participants on the field visit.
- Give them the observation sheet and ask them to make notes.

Field Visit 

Purpose: To give a first-hand experience of how floral decorations are placed at the store.

Resources: Observation sheets

Methodology: Observation

Expected outcome:

Participants will be able to observe the floral designs and techniques of floral design at the store.

Participants will be able observe the space required for creating the floral arrangements at the store.

- Arrange a field visit to a venue.
- Divide the participants in groups of 4 to 5 depending on the batch size.
- While on the field visit, the participants should observe the following:
- What is the type of element and design used to create floral arrangements?
 - What are the different types of flower arrangements that have been created?
 - How has the space been utilised at the store to place the floral designs?
 - List the flowers that have been used for the floral designs.
 - What kind of labels have been put on the flowers that are on display?
- After they come back to class, participants will give a presentation on what they observed at the store.

Practical Activity 

Purpose: To train participants in the art of creating floral designs for stores.

Resources: Presentation slides, Stationery, Flowers, Tools and Equipment's and Other Accessories to create floral arrangements

Methodology: Hand on practice

Expected outcome: Participants will be able to plan and customise floral designs as per the stores they have visited.

- Tell the participants that the groups which went to the stores will continue to work together for this activity. This activity is divided into two parts:
 - a. Planning and presenting the floral decoration plan for the store.
 - b. Creating one suitable floral arrangement as per the store.
- Show them the presentation slide with the store scenarios. Allot one scenario to each group. Ask the participants to follow the procedure for creating the floral arrangements.

- Ask the teams to observe each other's presentation and give suggestions and ideas as feedback.
- Grade the participants for the completed plan and floral design.
- Ask the participants the following questions:
 - Why did you decorate the space in store in this fashion?
 - What was the most important factor that you kept in mind while planning for decoration?
 - How do you think the store decorations will attract the customer?

Notes for Facilitation

- i. Plan for an activity once the participants are back from the field visit. This activity will include creating one floral arrangement as per the store that they have been to. Plan for the flowers and other accessories that the participants will need during this activity.
- ii. Conclude the unit by calling for volunteers to sum up one by one the learnings about how to plan the size and positioning of a display according to the available space in a store.
- iii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

• Short Questions

- i. Three ways to display flowers at a store:
 1. Create a separate wall for the latest flowers or new arrivals.
 2. Place the flowers that are on discount or on sale together.
 3. Create bouquets with flowers that symbolise love, friendship, gratitude etc.
- ii. Advice to a friend to make her flower shop attractive:
 1. Create and display floral arrangements as per the festival season.
 2. If you lack space, then hang flowers in vases at a 45-degree angle. This way only the flowers will be visible. It can be done for single flowers as well as bouquets.
 3. Place your best floral arrangements and your bestselling flowers at your shop window to attract customers. Change the flowers periodically at the window to showcase variety.
- iii. Steps to create and display flowers in a store:
 1. Select and keep ready the space needed to display the flowers
 2. Select flowers and foliage as per season for creating the display
 3. Plan the size and positioning of the display according to the available space at the store
 4. Hydrate the selected flowers and foliage
 5. Create the arrangement of flowers and foliage as planned
 6. Place the arrangement in the appropriate space. Make sure it does not create any obstructions
 7. Label the flowers and floral designs for correct identification

• Fill in the Blanks

- i. Label
- ii. Season
- iii. Space

Unit 4.5: Processing Payments

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the basic inventory management and accounting processes
2. List different types of payment methods and the process of using them

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Recall the learnings of the previous unit.

Do

- Grade the participants on their presentation.
- Ask the participants the following questions:
 - What was different about the store that you visited?
 - Did you find any similarities between the store you visited and other stores that you have been to earlier?
 - Was the space well utilised at the store? If yes how? If no, then suggest how the space could have been used to decorate the store better.

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by inventory? What is inventory management?

Expected Answers

- Inventory is a complete list of items that a business must produce or to sell.
- Inventory management is a method which helps to keep a record of these items from the time they are purchased to the time they are sold.

Say

- Inventory is a complete list of items that a business must produce or to sell. Inventory management is a method which helps to keep a record of these items from the time they are purchased to the time they are sold. Once, the items or inventory is sold it becomes the revenue earned by the company. If the items are not sold, then the money with which these items are bought gets tied up. So, if there are too many items in stock then they will reduce the flow of cash.

Team Activity

Purpose: To acquaint participants with the benefits of inventory management.

Resources: Presentation slides

Methodology: Discuss

Expected outcome: Participants will be able to explain the benefits of inventory management.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss and present in class the answer to the following question:
- What are the benefits of inventory management?

Explain

- Explain the techniques of inventory management.
- Explain which is the most appropriate technique for managing inventory in the flower business.
- Show the participants the presentation slide on the benefits of inventory management, co-relating each point to the florist business.

Say

- Nowadays, when you buy a product, whether online or in a shop you pay by using banking apps through the internet. These are called e-payments. These payment methods are very easy to use and anyone can use them.

Explain

- Explain all the different types of e-payment methods and how they are used.

Say

- When a customer buys a product, an invoice is generated asking the customers to make the payment. This process is called Billing.

Explain

- Explain about invoicing and the different elements need to make it legal and binding.

Ask

- What is the importance of Billing?

Expected Answers

- Generating an invoice while doing any business is important as it is a legal document for a sale that has happened. The data of bills and invoices can help you to understand customer buying patterns. Billing also helps to keep a track of the inventory.

Explain

- Explain the use of invoicing and billing.

Activity

Purpose: To acquaint participants with the process of billing

Resources: Presentation slides, chits of paper

Methodology: Game

Expected outcome: Participants will be able to explain the process of billing.

- Take chits of paper. Write the six steps of the billing process on the chits. Number the process as per the steps. Fold and keep them in a box. Ask 6 volunteers to come forward. Ask the 6 volunteers to pick one chit. The volunteer will read the step making sure not to read the number.
- The other participants must listen to the description and identify which step of the billing process is it. Then they must make the volunteers stand in the sequence of the steps from 1 to 6.

Do

- Show the presentation slide of the process of billing.
- Ask the participants to check if the sequence in which the participants are standing is correct.
- Explain the process of billing.

Activity

Purpose:

To train participants to create an invoice for a sale.

To train participants to create a record of sales.

Resources: Presentation slides, paper, and pens

Methodology: Hands on practice

Expected outcome:

Participants will be able to create a sale invoice using all the elements of invoicing.

Participants will be able to create a sales record.

- Tell the participants that this is an individual activity. Show the presentation slide with the two scenarios. In the first scenarios the participants must create a sales invoice using all the elements of invoicing. They should use paper and pen to write the elements and create the invoice. In the second scenario, participants will create a record of the sales for the day using dummy records of sales. They should make a summary of the total amount collected in cash and by different e-payment methods.

Activity

Purpose: To train the participants to handle the process of billing.

Resources: Presentation slides

Methodology: Role play

Expected outcome: Participants will be able to handle the process of billing.

- Show the participants the presentation slide with the scenarios for handling the billing process. Ask 4 volunteers to come and play out the scenarios given for handling the billing process. For each scenario, one volunteer will be the florist and the other will play the role of the customer. Give them 5 minutes to create the script and then enact the role play. Ask the other participants to observe and suggest and give feedback.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the benefits of inventory management, handling the billing process and creating invoices for sales.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

i. Benefits of Inventory Management:

Increases the profit by helping to fulfill incoming orders

Saves money as you can understand the stock and use it better

Improves cash flow as you spend money on inventory that will sell, thereby keeping the cash flow moving

Ensures customer satisfaction as they receive the goods on time.

ii. The main elements of an invoice are:

Header with the word 'Invoice'

Name of the product(s) purchased by the buyer

Billing date

The price of the purchased product

The payment terms and mode of payment

Name, address and contact information of the buyer

Name, address and contact information of the seller

iii.

1. A product is sold

2. An invoice is generated

3. The seller verifies the invoice for product codes, price and taxes

4. The seller gives one copy of the invoice to the customer

5. The seller keeps one copy for the store

6. The seller records the sale in an accounting system or manual register

B. Multiple choice questions

i a

ii c

iii c

Unit 4.6: Optimising Resource Utilisation

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the benefits of resource optimization.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Recall the learnings of the previous unit.

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What is called resource utilisation?

Expected Answers

- When resources are allocated and planned to be most effective it is called resource optimisation.

Explain

- Explain the resources needed for the florist business.

Ask

- What is the benefit of resource optimisation?

Expected Answers

- It helps in forecasting the demand of flowers.
- It helps in better utilisation of resources.

Explain

- Explain the above two points on the benefit of resource utilisation by co-relating it to the florist business.

Do

- Show the presentation slide and explain how the resources like tools and equipment, gifting items, the florist shop, the technology, and office supplies can be managed efficiently.

Team Activity

Purpose: To acquaint the participants with environmental best practices to follow in the florist business.

Resources: Presentation slides, paper, and pens

Methodology: Brainstorming

Expected outcome: Participants will be able explain the environmental best practices they can follow in the florist business.

- Divide the participants into 3 groups. Allot one topic to each group: water management, waste management and pollution management. Ask the participants to discuss and make a presentation on how they can help the environment by following the best practices for the topic given to them.

Do

- Show the presentation slides and explain the best practices that the participants can follow in the florist business.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the need and benefits of resource optimisation, ways to efficiently manage resources, and the environmental and ecological best practices to follow in the florist business.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

i. Benefits of Resource Optimisation:

Helps in forecasting the demand of flowers

Helps in better utilisation of human resources

ii. Optimising the shop space:

Decorate the place outside your shop with hanging flowerpots and other floral arrangements to attract customers.

Use the shop window to advertise the sales and upcoming events at the shop.

You can also host events such as flower arrangement classes at the store.

iii. Minimising wastage of water:

Dispose water mixed with chemicals in an appropriate manner so that it does not impact the environment.

Plug water leakage immediately to save water.

B. Match the Columns

i. b

ii. c

iii. a



5. Process of Packing and Shipping Floral Arrangements

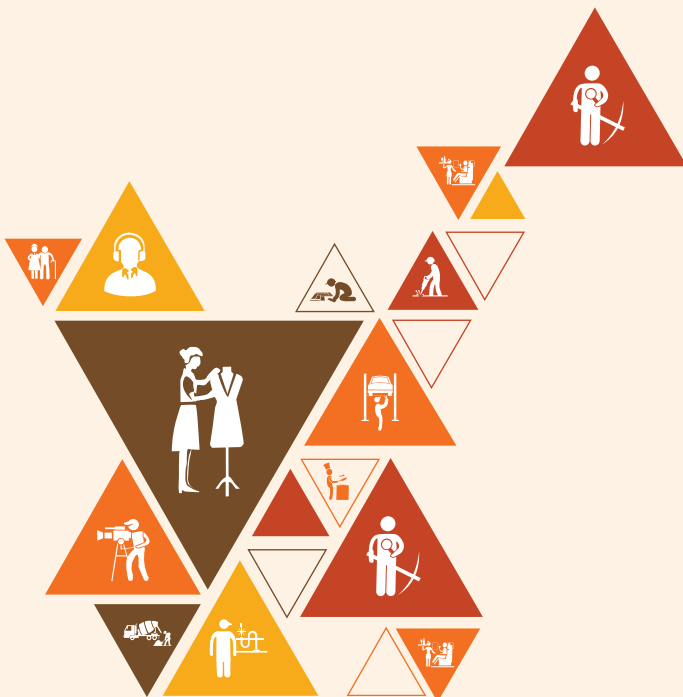
Unit 5.1 - Packaging of Cut Flowers

Unit 5.2 - Packaging Practices to Prevent Damage and Wilting During Transit

Unit 5.3 - Wrapping a Floral Arrangement for Gifting

Unit 5.4 - Preparing and Applying Labels on Delivery Packages

Unit 5.5 - Co-ordinating with the delivery services



Terminal Outcomes

By the end of this module, the participants will be able to:

1. Demonstrate the process of packing floral arrangements.
2. Describe the use of third-party delivery services for delivering floral arrangements.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. List various types of packing material suitable for a variety of floral arrangements. 2. Explain various ways of packaging practices to prevent damage and wilting of flowers during transit. 3. Explain the importance of maintaining the moisture content within limits to protect the packing material. 4. Describe the process of preparing and applying labels on the delivery packages. 5. Describe the process of using delivery services to deliver flowers to customers. 6. Explain the importance of adhering to the Turn-around Time (TAT) given to the customer for delivery. 7. Describe the process of using third-party delivery services. 	<ol style="list-style-type: none"> 1. Demonstrate the process of applying the relevant hydration solution on flowers, wedding bouquets, and wreaths while packing them to prevent wilting during transit. 2. Show how to gift wrap floral arrangement. 3. Prepare a sample label with the necessary information for package delivery. 4. Prepare a sample record of shipments using the relevant computer application.

Unit 5.1: Packaging of Cut Flowers

Unit Objectives

After the completion of this unit, the participant will be able to:

1. List various types of packing material suitable for a variety of floral arrangements.
2. Identify appropriate packaging for the prepared floral design.
3. Explain various ways of packaging practices to prevent damage and wilting of flowers during transit.
4. Explain the importance of maintaining the moisture content within limits to protect the packing material.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Ask

- Why do you require to pack your flowers or flower arrangements?

Expected Answers

- To transport them safely.
- To keep them fresh for longer time.

Say

- The factors that influence packing material and methods depend on the:
 - Type of flowers and foliage
 - Method of transport
 - Type of market or destination where the flowers are to be delivered.
- The principle for packing cut flowers is to reduce and delay the rate of transpiration and cell division during transit and storage. This will retain the quality and help in preserving the flowers for a long time.

Explain

- Different packaging material used in packing flowers.

Say

- This material of packing is widely used and it is the oldest type of packaging. The key benefits of using paper, paper board and cardboard in packing is that the material is tenable, feasible, and also recyclable

Elaborate

- The use of major types of packing material:
 - Paper and Cardboard
 - Plastic

Ask

- What is meant by 'corrugation' surface in a cardboard box?

Expected Answers

- It gives strength to the cardboard box.
- The wavy surface provides extra support and strength to the packing.

Elaborate

- Explain the 'fluting' surface of corrugated material.
- Advantages of using corrugated boxes for packing.

Explain

- Explain the use of telescopic boxes.
- Some advantages of using paper and cardboard packing.

Say

- Let us see the next type of packing material, plastic. Plastic is a cost effective and widely used material for most packing solutions. Plastics are made of polymer material or polyethylene compounds. A wide range from flexible and thin to hard and rigid shaped materials are available in plastic. This range can consist of wrapping sheets, poly bags, sleeves and tubes, containers and boxes for packing flowers. Plastic sheets are also used as liners inside corrugated or cardboard boxes for moisture protection.

Elaborate



- Explain some of the drawbacks of plastic material with respect to the environmental barriers to recycling and reuse.
- Explain the benefits of plastic material.

Explain



- Explain the use of fabric, wood, leaves, baskets, etc. for packaging.
- Explain the use of securing, cushioning and cooling materials in packing flowers and foliage.

Demonstrate



- Show different packing materials for packaging flowers and flower arrangements.
 - Paper and cardboard packing like bags, wrapping paper, corrugated sleeves and cartons
 - Plastic, fabric, wood, leaves and baskets
- Show the different securing, cushioning and cooling materials used in packaging flowers and foliage.

Activity



Purpose: To acquaint participants with the benefits of each packing material and its use in packing flowers.

To list the tasks that can be performed as a nursery worker.

Resources: PA mix of all types of packing materials used in flower and flower arrangement packing, cushioning materials, vases, securing materials, cooling materials, dividers and bubble wraps. Chart papers and coloured pens for the presentation.

Methodology: Group discussion.

Expected outcome:

Familiarize participants with various packing materials used in flower packaging. Identify the benefits of each material and where to use them. Use the cushioning materials, cooling materials and securing materials to pack flowers and foliage for transport.

- Divide the participants into groups as per the batch size. Arrange for enough packing material samples for the activity to be conducted. Distribute atleast 5 packaging materials along with some cushioning and securing materials. See that each group gets a mix of material type. Distribute a chart paper and some coloured pens to each group.
- Ask the groups to discuss the:
 - Advantages and disadvantages of each packing material given.
 - How can the given material be used in packing flowers and foliage? - (when to use which type of packing material)

- Give the participants 10 -15 minutes to discuss and present their thoughts. The teams have to come up with the description of each item as given in the table and minimum three best uses of each material type assigned to them. Ask the teams to use the chart paper and pens for making the presentation. Each group should then nominate a team member to come and make a presentation of the points discussed. Conclude the activity by collating all the points that have been presented by the different groups. Add to the presentation points if missed out by the participants.

Do

- Play the video Comtois Fleur - Water Bouquet – from the given link (Duration: 1:29 minutes) - https://www.youtube.com/watch?v=Fjn_rVEWycA

Say

- The technology for packaging is not limited to traditional packing material and methods. New innovative technologies keep the flowers fresh, maintain the temperature and humidity levels as part of packaging.

Elaborate

- The use of some innovative packing like:
 - Proto packing
 - Aqua packing
 - Floral water tubes and vials

Demonstrate

- Bring samples of innovative packing for flowers and show it to the class.
- Demonstrate the use of these packing materials.

Ask

- What are the factors to be considered while choosing packing materials?

Expected Answers

- Strength
- Durability
- Cost
- Appealing

Say

- There are some basic factors to be considered while choosing packaging materials and they are:
 - Security and Durability
 - Affordability
 - Availability
 - Appealing and Unobstructive
 - Eco-friendly and Legally Compliant

Explain

- Explain each factor in detail.
- How to identify appropriate packaging considering all the factors?

Do

- Show this short video on packing roses in corrugated sleeves (Duration:0.55) minutes - Rose Export Packing India – from the given link - <https://www.youtube.com/watch?v=cVqY-nVQcU>

Activity

Purpose: To identify the suitable packing material considering various factors.

Resources: Presentation slides.

Methodology: Role Play.

Expected outcome: : Identify the suitable packing material considering various factors for the given scenario.

- Divide the participants into five groups. Give one scenario to each group. The teams will discuss and build a skit around the scenario. Every skit will consist of two roles. Each team will select their participants for the role play and present the skit to the class. Give 5 minutes for each role play to be presented.
- The skit presented should:
 - Describe the suitable packaging considering the factors like cost, strength, durability, etc.
 - Describe the reason/s for the type of packaging selected.
 - Display the following qualities while selecting the materials:
 - Optimising and eliminating waste while using packing materials
 - Using environmentally friendly materials for packing?

Role Play Scenarios:

1. Harvested cut flowers and loose flowers of various type have just arrived to the store. They have to be immediately sent to the florist shop in the city 10 kms away as per the order.

2. A customer has come to a florist shop for booking an order. It is for a corporate event and the budget is fixed. Customer requires a sleek and easy to carry flower gift for the participants attending the event. The flower gift needs to arrive at the location a day early as they will be kept on the participants' tables.

3. Flowers from the storage needs to be packed for long distance transport. Various varieties of flowers as per the order needs to be kept ready for transport before the vans arrive.

4. Customised bouquet needs to be made as per customer's choice for a special event. The bouquet needs to be delivered with a gift given by the customer to a restaurant nearby on the day of the event.

5. A corporate customer has come to a florist shop to order for a few bouquets for a long service award ceremony in the coming week at the office. The customer needs the bouquet a day in advance. There is a good budget for the bouquets.

Notes for Facilitation

- Additional E-resource: Packing of David Austin Roses in the Tambuzi Farm in Kenya, Duration: 2:06 minutes, <https://www.youtube.com/watch?v=T0e8Y1NhMU4>
- In case of non-availability of material for the team activity – 1, you can use some printed pictures or chits with the names of materials for conducting the activity.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- a.
 - i. Corrugated cardboard sleeves and boxes provide cushioning and protection for flowers during transport. Boxes made of corrugated board are stronger, lightweight, reusable, and have isothermal qualities.
 - ii. Long telescopic boxes are used for packing extra-long stems to be transported without damage, with inner trays and dividers to prevent movement of the contents inside.
- b. The two main things while deciding the best option for suitable packing material are:
 - Material that gives maximum benefits like cost, strength and durability.
 - Material that has fewer drawbacks.
- c. Optimise the quantity of packing material to make it cost-effective and sustainable for the environment.
- d. Eliminate waste by recycling and reusing packing material.

B. Match the Columns

- i b
- ii c
- iii d
- iv a

Unit 5.2: Packaging Practices to Prevent Damage and Wilting During Transit

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain various ways of packaging practices to prevent damage and wilting of flowers during transit.
2. Explain the importance of maintaining the moisture content within limits to protect the packing material.
3. Demonstrate the process of applying the relevant hydration solution on flowers, wedding bouquets, and wreaths while packing them to prevent wilting during transit.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Ask

- What are the factors that can damage cut flowers while moving long distances?

Expected Answers

- Vibration during transit
- Handling during loading, unloading and stacking
- Incorrect packaging
- Weather conditions

Say

- Various factors determine the shelf life of cut flowers, and all these factors are important when the cut flowers are moved over long distances via various modes of transport. The major transport hazard is due to vibration, handling and atmospheric and hormonal changes of the flowers and foliage.

Explain

- The factors that affect cut flowers and foliage before transit, during transit and after transit.

Team Activity

Purpose: : To identify the methods to prevent flowers and foliage from damage.

Resources: Presentation slide

Methodology: Group discussion.

Expected outcome: : Identify the methods to avoid damages in packaging and stacking.

- Divide the participants into groups of four or five depending on the batch size. Show the pictures on the slide. Ask the question – Look at the pictures and identify what is wrong in the packaging and stacking? (Image source: <https://ucanr.edu/datastoreFiles/234-1373.pdf>)
- The teams will discuss and note what is wrong in the packaging and stacking. Give the teams 10 minutes to discuss and note the points.
- Post discussion, ask each team will point out one aspect of the wrong packaging or stacking in the pictures – in turns. De-brief the activity using the next slide.

Explain

- Use the presentation slides and explain how to prevent damage of flowers – before transit, during transit and after transit.
- Explain 'H – Taping' method for sealing shipping boxes, applying handling and delivery instructions and shipping labels.
- Explain how to use extra cushioning material and the right size packaging boxes for shipping flowers and foliage to prevent movement of contents inside.
- Explain the use of fungicidal sprays, cooling packs, ethylene absorbers etc. for increasing shelf-life and maintaining quality of flowers and foliage during transit.

Do

- Ask two volunteers from the class to read the tips from the slide in turns.
- Next, show the participants the video on 'H-Taping' - The Boxery: How to tape a box using the link: (Duration: 1:57 minutes)- <https://www.youtube.com/watch?v=lmHug2it5ll>

Demonstrate

- Arrange for some shipping boxes and adhesive tapes.
- Ask for two volunteers from the class and demonstrate the 'H-Taping' method.
- Guide the volunteers to seal the shipping box using the 'H-Taping' method.

Explain

- Using the presentation slides explain the importance of maintaining moisture content to protect the packing material.
- Explain the process of packaging flowers and floral arrangement for transport.

Do 

- Ask for volunteer from the class to read the tips from the Participant Handbook.
- Show the slide with flowers in water filled containers for transit.

Say 

- When transporting cut flowers or bouquets in water, use waterproof materials such as plastic, or metal for your containers.
- Keep the containers secure so that it does not shake, slide, or move during transit.

Practical Activity 

Purpose: To train participants in packing flowers and flower arrangements for transport.

Resources: Presentation slides, flowers for packing, hydration solutions, required tools, equipment and other accessories, different packing materials, adhesive tapes, labels for packing.

Methodology: Learning by doing

Expected outcome: Participants will be able to select the right size and material of packing for the type of flowers.

Participants will be able to follow the procedure and best packaging practices to prevent damage and wilting of flowers during transit.

- Divide the class into teams for the practical activity. Arrange for different types of flowers (as per season and availability), packing materials and accessories, tools and equipment for packaging flowers for shipping.
- Ask the teams to pack the given flowers for transport. They have to apply hydration solution and other required sprays, properly arrange the flowers in the boxes and seal the packing using H-Taping method.
- Ask the teams to prepare labels for handling and shipping and attach them to the sealed boxes.

Do 

- Ask two volunteers from the class to read the tips from the slide in turns.
- Next, show the participants the video on Fresh Jasmine Flowers Export - Packing Video | How to Pack Flowers for Export using the link: (Duration: 2:43 minutes) - https://www.youtube.com/watch?v=Ls5Sq_drsYk

Notes for Facilitation 

- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Important factors to be considered when cut flowers are moved over long distances
 - Before transit - Packaging
 - During transit - Vibration and handling, Atmospheric and hormonal changes
 - After transit - Distribution and handling
- ii. a. Moisture resistant seals or adhesives for shipping cartons will not weaken the seals when the box is precooled or due to temperature and humidity changes.
 - b. Before packaging, reduce moisture on the leaves, stems, or petals as dry stems reduce free moisture in transportation containers, and also help to reduce fungicidal attacks on flowers.
 - c. Re-hydrating, pre-treat or conditioning cut flowers before packing helps to prolong the shelf-life of flowers.

B. Match the Columns

- i c
- ii f
- iii d
- iv b
- v a
- vi e

C. Put the Steps for Packing Flowers for Shipping in Proper Sequence

1. Prepare the flowers for packing
2. Moving the flowers into the packing material
3. Closing and sealing the packaging
4. Attaching labels on the box
5. Moving the package into the transport vehicle

D. Mark a tick on the Dos and a cross on the Don'ts.

Dos – c, e, f, h, l, j, k

Don'ts – a, b, d, g, i

Unit 5.3: Wrapping a Floral Arrangement for Gifting

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Demonstrate how to gift wrap floral arrangement.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Say

- Flowers are beautiful. Wrapping them with colourful papers of different designs makes the bouquet or the arrangement even more attractive.
- There are different ways to gift wrap the flowers. Let us see some techniques of wrapping flowers.

Demonstrate

- Use the presentation slides.
- Call for volunteers from the class and guide them to demonstrate how to gift wrap a bouquet.

Do

- Show the participants the video on how to gift wrap bouquets using the given links:
 1. How to gift wrap a bouquet – (Duration: 5:54 minutes) - <https://www.youtube.com/watch?v=UBxqd8c8fF4>
 2. How To Make Handtied Bouquet (With Wrapping) – (Duration: 8:06 minutes) <https://www.youtube.com/watch?v=c6TeQOsuhs>
 3. Flower wrapping – (Duration: 10:16 minutes) https://www.youtube.com/watch?v=7p2VV7_jV1w

Practical Activity

Purpose: To train participants in gift wrapping bouquets.

Resources: Presentation slides, cut flowers and accessories for creating bouquets, wrapping and packing materials, required tools and equipment, adhesive tapes, ties and bands.

Methodology: Learning by doing

Expected outcome: Participants will be able to gift wrap a bouquet.

Participants will be able to follow the procedure and best packaging practices to prevent damage and wilting of flowers during transit.

- Divide the class into pairs for the practical activity. Arrange for different types of flowers (as per season and availability), packing materials and accessories, tools and equipment for creating a bouquet and gift wrapping it.
- Ask the pairs to create a hand tied bouquet using their creativity. They have to apply hydration solution and other required sprays, properly arrange the flowers and gift wrap it.
- Ask them to display their bouquets for the class to see. The pairs will display and describe the method used to gift wrap the bouquet. Evaluate the performance of each pair with respect to the gift wrapping completed properly with all the required care taken to keep the quality of flowers, within the given time limits and have they done anything new and creative in gift wrapping.

Do

- Brief the participants on the field visit and what they need to observe.

Field Visit

Purpose: An opportunity to understand the different types of packaging flowers and foliage for shipping.

Resources: Observation sheets

Methodology: Observation

Expected outcome: Participants will be able to observe the various materials used in packing flowers and foliage. Participants will be able to observe the methods used to retain moisture content to protect the packing material and the flowers during transit.

Participants will be able to observe the process of packaging flowers and floral arrangement for transport.

- Arrange a field visit to a place where flowers are shipped to domestic and international locations where the participants can observe how harvested flowers are packed and shipped to various destinations. Divide the participants in groups depending on the batch size and the visit locations.
- While on the field visit, the participants should observe the following:
 - What are the different types of materials used for packing flowers of various types?
 - What are the methods used to pack flowers to prevent from damage during transit?
 - What is the special packaging used for some flowers?
 - The process of packing flowers and foliage.
- After they come back to class, participants will give a presentation (in the next session) on what they observed during the visit.

Notes for Facilitation

- Demonstrate some simple gift wrapping techniques.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.
- Remind the participants to see the videos given in the Participant Handbooks by scanning the QR codes.

Exercise

Key Solutions to PHB Exercises

A. Try your creativity in gift wrapping a hand tied flower bouquet starting from the folds given.

Write the steps for gift wrapping the flowers in the space provided.

- Arrange for some gift wrapping papers and ask the participants to try the wrapping from the folds given and write the steps.

Unit 5.4: Preparing and Applying Labels on Delivery Packages

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the process of preparing and applying labels on the delivery packages.
2. Prepare a sample label with the necessary information for package delivery.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Paper and pen, Internet connection (If possible)

Do

- Recall the learnings of the previous units.

Do

Ask each team to present their observations on the field visit to the floral industry to the class.

See that the presentation by the participants include the answer/s following based on the observations during the field visit:

- What are the different types of materials used for packing flowers of various types?
- What are the methods used to pack flowers to prevent from damage during transit?
- What is the special packaging used for some flowers?
- The process of packing flowers and foliage.

Ask

- What is a shipping label?
- What is the mandatory information required on the shipping label to deliver the package on time?

Expected Answers

- Shipping label is an address label.
- Details of the shipment.
- Mandatory information on shipping labels are the recipient's name and address for delivery.

Say

- A shipping label contains all the information needed to correctly direct packages until they arrive at their destinations.
- The information on the shipping label help to track the package at every stage and thus provide the best delivery service.
- For a shipment to be delivered safely, every information of shipping label is essential.
- Let us see the necessary or mandatory information needed on any shipping label to deliver the package on time.

Do

- Use the presentation slides and state the necessary information required on any shipping label.
- Bring some sample shipping labels and show it to the class.
- Ask the class to pair up with their fellow class mate and prepare a shipping label with complete details. They should assume that they are sending a gift bouquet to a common friend on his/her birthday who is staying in another city.
- Ask the participants to share the labels created by them with the other classmates and check if they have been able to fill in all the required details.

Explain

- Explain the important points to be considered while applying labels on delivery packages using the presentation slides.
- Explain the different methods to prepare shipping labels.

Do

- Show the participants the video on how to pack, seal and label shipments using the given links:
 1. How to Pack, Seal, and Label Shipments – (Duration: 2:19 minutes) - <https://www.youtube.com/watch?v=YNgRqt4Q8wk>
 2. How to pack a FedEx shipment – (Duration: 1:14 minutes) <https://www.youtube.com/watch?v=23-b0n5LsOk>
- Bring different types of labels for displaying in the class – simple manual (handwritten), ready pre-printed label templates, labels printed using software application.
- Using the presentation slide and list the steps to prepare and paste labels on the shipping box.

Practical Activity

Purpose: To create shipping labels with the necessary information.

Resources: Presentation slides, sheets of paper, online label templates.

Methodology: Learning by doing

Expected outcome: Participants will be able to create shipping labels with the necessary information.

Participants will be able to follow the procedure and best packaging practices to prevent damage and wilting of flowers during transit.

- Divide the class into pairs for the practical activity. Distribute some sheets of paper for the activity. Display the slide with the scenarios for the activity.
- Each pair will create shipping labels for the scenarios on the slide. If possible, give the participants some pre-printed label templates and arrange for software application for label creation – to have a hands - on practice.
- **Scenarios:**
 1. Mrs. Rama resides in Mumbai and has ordered a bouquet of 51 roses for her brother's 51st birthday. The bouquet has to be sent to Chennai.
 2. Harvested cut flowers and loose flowers of various type have just arrived to the store at Bangalore. They have to be immediately sent to the florist shop in the city 10 kms away as per the order. The total weight of the shipment is 30 kgs.
 3. A customer has booked some flowers for a corporate event and the shipment has to be packed and sent to Delhi.

Notes for Facilitation

- Arrange for a demonstration of software application to create and print labels.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. The main steps for preparing and pasting shipping labels for delivery packages:
 1. Check the seals are secure
 2. Prepare shipping label
 3. Print shipping label
 4. Paste the generated label on the shipping box
- ii. The necessary information required in a shipping label to deliver the package on time and to the correct destination:
 1. Source and destination details
 - Name and address of the Sender
 - Name and address of the Recipient/customer
 2. Package and Order details
 - Weight of the package
 - Information of the contents of the package
 - Order reference or shipment number
 - Barcode/QR code for tracking the shipment
 - Delivery instructions
 3. Declaration
 - Statutory and applicable state and government laws, taxes etc.
- iii. Paste the shipping label on the largest and single surface, preferably on the top side.

B. Multiple Choice Questions

c.

C. Fill in the Blanks

- i. automatic scanners
- ii. largest, surface, top
- iii. single side

Unit 5.5: Co-ordinating with Delivery Services

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the process of using delivery services to deliver flowers to customers.
2. Describe the process of using third-party delivery services.
3. Explain the importance of adhering to the Turn-around Time (TAT) given to the customer for delivery.
4. Prepare a sample record of shipments using the relevant computer application.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Paper and pen, Internet connection (If possible)

Do

- Recall the learnings of the previous unit/s.

Say

- In today's digital world to increase the sales and remain competitive in your floral business you also need to expand online. The delivery of flowers can then happen through ecommerce platforms and you can increase your customer base.

Ask

- What are the benefits of online flower business?

Expected Answers

- Business expansion
- More customers
- Customers can place order even after the shop closes

Explain

- Using the presentation slide explain the benefits of having online flower business.

Say

- A flower delivery service may vary in function in different ways depending upon the type of business.
- Depending on the need of the flower business you can select a delivery service to deliver the order to your customers. Having your own delivery service may not be cost effective as you will need to invest separately resources like delivery personnel and vehicles. The third-party delivery services are a choice of many businesses including food and beverage and retail. Delivering flowers through these third-party delivery services can be a good choice for a floral business as it is convenient for the customers as well as the business owners.

Ask

- What are the factors to be considered while choosing a delivery service?

Expected Answers

- Are they able to deliver on time
- Do they have enough fleet for the service?
- How can we track the delivery?
- Do they have trained delivery personnel?

Explain

- Using the presentation slide explain the factors to consider while choosing the delivery service.

Role Play

Purpose: Understand the importance of adhering to the Turn-around Time (TAT) for the business.

Resources: Presentation slides

Methodology: Role play

Expected outcome: Participants will be able to explain the importance of adhering to the Turn-around Time (TAT) given to the customer for delivery.

- Call for volunteers from the class for the role play. Give the volunteers their roles and the scenario. The volunteers will discuss and build on the skit to present a case where the delivery of a bouquet has been delayed. The order had been booked a week in advance through the online web portal. This was a birthday gift and does not reach on the day of the event.
- **Role play scenario:**
Sushma is a Florist and day end task is to check if all the deliveries for flowers have been done. While checking she realises that there has been a delay in one order and that the order has not reached the customer yet. She immediately informs the Manager. The Manager tells her to wait as there are two more hours to closing time.

The customer who has ordered the bouquet for a friend as a birthday gift, calls the Manager for a refund as the order has not reached on time. This order was booked online through the web portal of the Florist shop. The order reached a day after the birthday and the customer is upset.

The Manager again checks with the Florist who says that there was no delay in sending it from the shop and this was a mistake of one of the delivery services that they use.

- Post the role play: Ask the following questions to the class:
 1. What went wrong here?
 2. What was most important in this delivery?
- Recall the factors to consider while choosing the delivery service.

Say

- Turn Around Time (TAT) to a customer is an essential part of overall customer satisfaction in any business. Flowers being highly perishable they must be delivered within the set timelines.

Explain

- Recall the role play and using the presentation slide explain the benefits of TAT (Turn Around Time).

Say

- The services offered by a third-party delivery service can be a choice for delivering the orders when your company cannot afford a dedicated service. A good delivery service can earn the good will of customers and add value to your business. eCommerce businesses typically collaborate with a third-party delivery service to deliver their products to their customers. Delivery service is a key component of an eCommerce or the online digital service business. In order to give your customers a seamless purchasing experience, choosing the appropriate delivering service is essential.
- Let us do an activity to understand the process of delivery using the third party delivery services.

Practical Activity

Purpose: To describe the flower delivery process using ecommerce platforms.

Resources: Presentation slides

Methodology: Game

Expected outcome: Participants will be able to describe the flower delivery process using ecommerce platforms.

- Call two volunteers to prepare chits of the following items of the process.

- Customer places order through the mobile app
- Seller receives the order through the mobile app
- Customer receives the order confirmation
- Seller processes the order
- Assigns the order to the delivery service provider through the app
- Seller updates the delivery pick up through the app
- Customer tracks the order on the app
- Seller tracks the order delivery on the app
- Delivery service provider reaches the order to the customer
- Delivery service provider updates the delivery on the app
- Delivery confirmation received by the seller and the customer
- Collect the chits in a bowl and pass it around the class. Each participant will pick up 2 chits from the bowl. Ask the participants with the chits to form a team. Give them 5 mins to discuss and write the sequence number of the process on the chits.
- They will put the chits in sequence on the table and two volunteers from the team will read out the process in sequence to the class.

Explain

- The process of flower delivery using ecommerce platforms using the presentation slide.
- Explain the two broad business models in the online digital service business and the differences.

Do

- Recall the role play scenario where the customer cancels the order due to delayed delivery. Ask the participants:
 - Whether the situation could have been salvaged?
 - If yes, how could they have salvaged the situation and retained the customer?
- Note the responses and select one response (the best solution) and call for volunteers to do a role play on it.

Explain

- The process of coordinating with third party delivery services using the presentation slide.
- Explain how to record details of an order using a computer application – by using the presentation slide record sample.

Practical Activity

Purpose: Record details of an order using a computer application.

Resources: Presentation slides, sheets of paper

Methodology: Learning by doing

Expected outcome: Participants will be able to record the details of an order using a computer application.

Note: If the computer application is not available ask the participants to create a manual record of the order placed in sheets of paper.

- Form pairs of participants and ask them to discuss and assume the quantities, amount and other details like dates etc and create a record for each scenario.
- At random ask a few participants to read the order details created.
- Display the record sample presentation slide for reference when the activity is being done by the class.
- **Scenarios:**
 1. It is the wedding season and a big order of marigolds, roses, chrysanthemums and carnations was received. These orders were for three different events on three different days and three different locations. The order was booked by the customer at the shop. The flowers for each event have been delivered a day before the event. 50% advance was paid during the booking. Balance 50% has been settled after the order was delivered. All payments were done by cash.
 2. A corporate customer has booked an order online for a corporate event. The order was for single roses in vials to be placed on tables at the event. This is a 100% pre-paid order. The flower was delivered to the location on the day of the event.
 3. Floral arrangements have been created for a party. This is an online order and the delivery service has been called for the pick-up. 50% of the payment has been done during the booking. The balance 50% will be done online by the customer once the order is delivered.

Notes for Facilitation

- Arrange for a demonstration of ecommerce web portal/ mobile app for online order bookings. You could also show some videos of such applications to the class.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Benefits: Business expansion, Strong and wide customer database, Flexibility for the customers to order 24x7, Enhanced delivery service.
- ii. A cost-effective choice for delivering the orders when your company cannot afford a dedicated service. The service can earn the good will of customers and add value to your business. Choosing the appropriate delivery service which can give your customers a seamless purchasing experience is essential.
- iii. The steps in the online flower delivery process using a third-party delivery service.
 1. Customer places order through the app or web portal
 2. Seller receives the order through the app or web portal
 3. Customer receives the order confirmation
 4. Seller processes the order
 5. Seller assigns the completed order to delivery service provider
 6. Delivery services reaches the order to the customer
 7. Delivery confirmation through the app or web portal is sent to the customer and seller
- iv. TAT to a customer is an essential part of overall customer satisfaction in any business. Flowers being highly perishable they must be delivered within the set timelines. Some of the benefits of following TAT are:
 - Ensures timely delivery services to customers
 - Advertises the positive customer service of the business
 - Helps to retains customers
 - Helps to attract new customers
- v. The steps in the process of co-ordinating with the delivery services
 1. Identify a delivery service and e-commerce platform based on their coverage area and competitive service charges
 2. Co-ordinate with the delivery service to ensure timely delivery to the customer
 4. Track the shipments to ensure customers receive their packages on time
 3. Hand over the package to the delivery person with the correct delivery and payment collection instructions
 5. Maintain the record of shipments and payments using the relevant computer application(s)
 6. Adhere to the applicable state laws, and other laws pertaining to commercial establishments

B. Match the Columns

- i f
- ii b
- iii d
- iv a
- v c
- vi e

Terminal Outcomes

By the end of this module, the participants will be able to:

1. Apply techniques for effective communication with the stakeholders.
2. Explain how to mentor an apprentice.
3. Discuss ways to promote diversity and inclusion at the workplace.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. Explain the importance of verbal and non-verbal communication at the workplace. 2. Explain the effective methods of sharing and seeking information and feedback at the workplace. 3. Explain the procedure for completing work-related documentation. 4. Describe the process of mentoring an apprentice at the workplace. 5. Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace. 6. Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation. 7. Explain ways in which a conducive working environment can be created for all genders and PwD. 8. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD. 9. Explain the applicable PwD related regulations. 10. Explain the procedure to report inappropriate behaviour e.g., harassment. 	<ol style="list-style-type: none"> 1. Demonstrate the requisite level of proficiency in verbal and non-verbal communication at the workplace. 2. Demonstrate different approaches to mentoring an apprentice at the workplace. 3. Prepare a sample training schedule for an apprentice. 4. Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.

Unit 6.1: Effective Communication Techniques

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the importance of verbal and non-verbal communication at the workplace.
2. Explain the effective methods of sharing and seeking information and feedback at the workplace.
3. Explain the procedure for completing work-related documentation.
4. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and Persons with Disability (PwD).
5. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD.
6. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Activity

Purpose: : To recognise what is effective communicator.

Resources: PowerPoint Slide, Tie, Candle, Match box, Water bottle, Cell phone.

Methodology: Discussion on a case scenario.

Expected outcome: Participants recognise the importance of communication and what constitutes effective communication.

- Put up the PowerPoint slide and start the game. Say that this is a game on giving instructions. Divide the class into 4 teams. Make the teams sit close to one another in 4 corners of the room. Give the following briefing to the class:
- Assume I have no intelligence. I shall assign one activity to each team.
You should write instructions for me so that I can conduct that activity given to you as you read out the instructions.
Instructions cannot be oral. They have to be written and then finally one of the team members will read it out for me as I perform it.
You will be given ten minutes to write the instructions. The entire team should contribute in deciding the instructions. However, only one person writes it.
Remember that, since I do not have any intelligence, I will do exactly as instructed by you.
- Assign the following activities, one per team.
 - a. Drinking water from a bottle placed on the table
 - b. Lighting a candle with a match box both of which are placed on the table
 - c. Knotting a tie

- d. Making a phone call from the cell phone placed on the table.
- At the end of ten minutes, ask all participants to stop. Collect the sheets from the teams. Ask one representative from each team to read the instructions. Misinterpret most of the instructions such that the activity never gets done. Example: If one of the instructions for drinking water from the bottle says 'Pick up the bottle', then pick up the bottle up-side down. If the instruction for making a phone call is, 'Pick up the phone', then just pick it up. Do not speak or keep it near your ears unless mentioned. Repeat this for all four teams. Take 2 minutes to perform each activity the wrong way.

Explain

- Explain the importance of communication and why it should be effective and what happens if it is not effective. Ask participants what they learnt from the game on the importance of communication skills.

Say

- In any communication, there is a sender who sends a message. There may be one or more receivers to whom the message is meant. The sender uses a medium to send the message. The medium could be air, paper, phone etc. Once the receiver receives the message, the receiver sends a feedback/response or an acknowledgement.

Activity

Purpose: : To recognise that communication is a two-way process

Resources: PowerPoint Slide, Books, Pens, Whiteboard

Methodology: Game

- Show them the slide on the game, Walk the Talk. Choose one participant. Blindfold the participant and ask the participant to stay outside the class. Create a maze inside the class. The maze can be created in many ways.
 - a. If there is enough space, you may ask the rest of the class to join hands and form a maze in a shape of their choice.
 - b. You may arrange desks and benches to form the maze.
 - c. You may put down books, pens etc on the floor and form the path of the maze.
- Choose one of the participants to give instructions to the blind folded participant. Once the maze is ready, bring the blindfolded participant to the entrance of the class. From that point onwards the guiding participant guides the blindfolded participant. If the blindfolded participant collides or touches any part of the maze, then the team is disqualified and the game ends. If time permits, you may give the team another chance to try.
- Applaud for the effort of the pair. Do not explicitly mention to the team that the blindfolded participant may also seek clarifications from the guiding participant. However, if questioned regarding this, agree that the blindfolded participant may ask questions.

Explain

- Based on the above activity, elicit from the participants the advantages and disadvantages of one-way communication. Discuss the responsibility of the sender as well as the receiver of information. Explain why two way communication is important to make the communication effective. Further discuss, what prevented effective communication during the game. In other words, why does communication fail.
- Using the slide, explain the channels of communication, namely verbal and non-verbal. Irrespective of the medium of communication, one must remember the tips for effective communication. Put up the slide and get Participants to read out the tips one by one. Let others respond with examples and explain the importance of each. Make this session as interactive as possible. Discuss the points under the heads – Listening, Speaking, Reading, Writing.

Activity

Purpose: :To recognise the importance of listening skills

Resources: PowerPoint Slide

Methodology: Game

Expected outcome: Participants recognise what constitutes active listening skills

- Give the following instructions to participants.

Everybody stand up. There is a person called Simon sitting on the chair at the desk. You cannot see or hear Simon. So, Simon will communicate through me and whatever Simon asks me to tell you, I shall start the sentence with 'Simon says...' If the sentence does not have the phrase 'Simon says', then it is an instruction from me and you should not follow it. For this game, you will follow exactly what Simon asks you to do. You will do it immediately without delay. For example, if I say "Simon says stand up", you should immediately stand up. If I say "Simon says sit down" you should immediately sit down. But if I simply say "Stand up" or "Sit down" then you should not follow it. Even if you show slight movement for my instructions, you are disqualified. Once disqualified, please move towards the wall and we shall continue the game with the rest of the participants. Also watch out for those who make mistakes. Let us see who wins the game in the end.

Say

- What mistakes did you make during the game? Some reasons could be noise, poor concentration, stress and pressure to win, poor listening skills etc. The external barriers like noise is the same for all participants. Hence, for this game the most important reason why all of you except one lost is owing for failing was owing to your listening skills. For some, the listening skill failed them in the beginning itself. For others, it deteriorated with time.

Explain

- Explain what one must do to improve listening skills. Go on to explaining the difference between hearing and listening and its importance.
- Proceed to speak about non-verbal communication. Put up the slide. Discuss what the series of expressions / body language communicate. Discuss the impact of negative non-verbal cues on work and work environment.
- Proceed to the next topic on communicating with people with disabilities. Conduct a brief discussion on how one must communicate with those with disabilities. Write them on the board. Post this, put up the slide.
- Put up the slide on giving constructive feedback at the workplace. Explain the importance of giving and receiving feedback.

Activity

Purpose: To provide constructive feedback at workplace

Resources: PowerPoint Slide

Methodology: Role Play

Expected outcome: Participants learn to use the right choice of words, tone of language to be used while giving and receiving feedback at workplace.

- Provide the following situations. Call for volunteers to enact the situation.

Situation 1: You are not happy with your subordinate's quality of work. You have to communicate this to your subordinate.

Situation 2: Your work completion deadline is dependent on your team member's contribution. You find your team member slow and taking it easy. You have to give your fellow team member this feedback.

Situation 3: You feel that the time deadline given to you for a certain project is unreasonable. You feel the project should not have been taken up from the client under the given terms. You have to communicate this to your boss.

Explain

- Put up the slide and summarise the key points to keep in mind while giving and receiving feedback. Speak about PNP technique, which is Positive-Negative-Positive technique. Begin with a positive note, followed by the constructive feedback and end again by citing a positive aspect.
- Post this, proceed to speak about the various documentation to be maintained related to work. Using the slides, explain the importance of maintaining records and documents, the process, the owners, the steps in creating a process document and the best practices for preparing documents.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Multiple Choice Questions

- i a,b,c
- ii a
- iii a

B. Tick the Correct Options

- ii
- iii
- iv

Unit 6.2: Mentoring Apprentices

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the process of mentoring an apprentice at the workplace
2. Demonstrate different approaches to mentoring an apprentice at the workplace
3. Prepare a sample training schedule for an apprentice

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Explain

- Begin with a brief background on On Job Trainings (OJT) and apprenticeships that are an integral part of any vocational skills training programme. Introduce the terms Mentor, Mentee (Apprentice). Prepare the class for a panel discussion as mentioned below.

Activity

Purpose: To recognise the importance of mentoring an apprentice

Resources: PowerPoint Slide

Methodology: Panel Discussion

Expected outcome: Participants discuss what is mentoring and its benefits for mentor, mentee and the organisation.

- Call for four participants. They will play the following roles:
 1. Mentor
 2. Apprentice
 3. HR of the organisation
 4. Moderator
- Conduct a Panel Discussion. The topics for the discussion for each of the roles is as follows:

Panelist	Moderator	Mentor	Apprentice	HR person
Topic for discussion	Opening remarks: Mentoring; Need for mentoring	Benefits of mentoring from view point of a Mentor	Benefits of mentoring from view point of Mentee (Apprentice)	Benefits for the organisation

- The Moderator must open the discussion with opening remarks on what is mentoring and its need. He/she then hands over the floor to each panelist one by one who speaks on the topics allotted to them. Post that, the floor is open for discussion where all Panelists will participate moderated by the Moderator. The Moderator must intervene at appropriate points to ensure the discussion does not digress from the topic allotted. Finally, the Moderator sums up the key takeaways from each topic allotted to each Panelist.

Explain

- At the end of the discussion, put up the slide and summarise the benefits of mentoring. Put up the slide on mentoring responsibilities emphasising on the importance of safety, knowledge, positive attitude and behaviour to be maintained by Mentor, Mentee and Employer during the course of mentoring.
- Proceed to explain the different mentoring models, using the slides.

Role Play

Purpose: To apply the steps in mentoring to a real life situation

Resources: Flowers, necessary tools and accessories for flower arrangement

Methodology: Role play

Expected outcome: Demonstrate the steps in mentoring and those in being mentored, through a live scenario.

- The task in hand is to mentor an apprentice on flower arrangement. Call for two participants. One person acts as the Mentor and the other, as the Apprentice. The Mentor provides the Apprentice with the necessary tools, equipment, flowers and has to guide the Apprentice step by step. At the end of the Role Play, participants are to provide constructive feedback. Other participants are to observe and evaluate the performance of the Mentor on the following parameters:
 - Building rapport with Apprentice
 - Identifying skill needs /gaps in Apprentice
 - Demonstrating the task
 - Summarising the task
 - Asking Apprentice to perform the task
 - Giving constructive feedback

Explain

- Put up the slide on step by step procedure in the mentoring process. As you explain the steps, relate them to the Role Play scenario. Analyse the Role Play that was performed with respect to the steps on the slide.

- The Moderator must open the discussion with opening remarks on what is mentoring and its need. He/she then hands over the floor to each panelist one by one who speaks on the topics allotted to them. Post that, the floor is open for discussion where all Panelists will participate moderated by the Moderator. The Moderator must intervene at appropriate points to ensure the discussion does not digress from the topic allotted. Finally, the Moderator sums up the key takeaways from each topic allotted to each Panelist.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise



Key Solutions to PHB Exercises

ii

Prashant (Mentor)	Prince (Mentee)
Provides opportunity to share industry best practices Builds a productive and supportive team environment	Fast tracks learning curve Improves productivity Develops new skills

Unit 6.3: Gender Inclusivity at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation.
2. Explain the importance of inclusion of all genders and persons with disability at workplace.
3. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and persons with disability.
4. Explain ways in which a conducive and inclusive working environment can be created for all genders and persons with disability.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Explain

- Introduce and explain the various gender concepts such as – Gender, Sex, Gender stereotyping, Gender discrimination, Gender equality, Gender awareness by giving examples.

Activity

Purpose: To determine what is a “man's” work and “woman's” work

Resources: PowerPoint Slide

Methodology: Discussion

Expected outcome: Identify traditional roles and occupations assigned to men/women/other genders

- Put up the slide which lists the various occupations, jobs, tasks. Ask participants whom they associate with each of the occupations, jobs, tasks – men or women. They must give the reason.

Explain

- Participants are made to realise that certain roles/jobs are typecasted to certain genders and the trend must change. Explain that persons of all genders are equal. Proceed to discuss about persons with disabilities and the different types of disabilities.

- Conduct a brain storming session on the various challenges faced by PwD at workplace using the cue points on the slide. Using the slide, explain the various ways in which one must communicate with PwD at workplace.

Elaborate



- Using the slide, elaborate on inclusive behaviour and its benefits. Speak about the benefits of inclusive behaviour at workplace. Proceed to discuss the manner in which communication must be conducted with women. The choice of words to use, body language, etiquette to follow while interacting with women a workplace. Educate participants on what constitutes sexual harassment and the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act that exists for lodging complaints, inquiry and action to be taken.
- Put up the slide on how to create an inclusive work environment and conclude.

Notes for Facilitation



- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Respectful, courteous behaviour/speech with people of all genders and persons with disabilities
- ii. Improves staff retention due to better culture, treats everyone with respect, dignity, fairness
- iii. Unfriendly infrastructure, stigma at workplace. Conduct awareness and training programmes, practicing gender sensitive speech and behaviour

B. Match the Columns

- i c
- ii a
- iii d
- iv b
- v g
- vi e
- vii f

Terminal Outcomes

By the end of this module, the participants will be able to:

1. Discuss how to adhere to personal hygiene practices.
2. Demonstrate ways to ensure cleanliness around the workplace.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. Explain the requirements of personal health, hygiene and fitness at work. 2. Describe common health-related guidelines laid down by the organizations/ Government at the workplace. 3. Explain the importance of good housekeeping at the workplace. 4. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. 	<ol style="list-style-type: none"> 1. Demonstrate personal hygiene practices to be followed at the workplace. 2. Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. 3. Demonstrate the steps to follow to put on and take off a mask safely. 4. Show how to sanitize and disinfect one's work area regularly. 5. Demonstrate adherence to the workplace sanitization norms. 6. Show how to ensure cleanliness of the work area.

Unit 7.1: Personal Health, Hygiene and Fitness at Work

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the requirements of personal health, hygiene and fitness at work.
2. Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.
3. Demonstrate how to wash worn out clothes with soap and sun-dry before use next time.
4. Demonstrate the steps to follow to put on and take off a mask safely.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

Activity

Purpose: To understand the need for personal hygiene

Resources: PowerPoint Slide

Methodology: Discussion

Expected outcome: Participants are to list the external parts of the body that need to be kept clean and healthy, while explaining why it is needed.

- Put up the PowerPoint slide and start a discussion around the subject – what is personal hygiene and why it is needed.

Explain

- Using the slide, explain the points that came up during the discussion and sum up as follows:
 - What is personal hygiene
 - Why it is important
 - The external parts of the body that are prone to dust, dirt, oil, food particles, heat, cold, body odour.
- Further, using the slides, explain how to maintain personal hygiene at work place as well as otherwise. Then proceed to explain how germs spread from our hands to the various parts of the external body before eventually entering the body. It is, therefore, important to wash our hands often. Using the slide, speak about the instances when we must wash our hands. With this background, start an activity on washing of hands.

Practical Activity

Purpose: To wash hands correctly

Resources: Running water, soap,

Methodology: Learning by doing

Expected outcome: Participants learn the correct procedure to be adopted while washing hands.

- Call for volunteers to demonstrate washing of hands. Others are to observe and give feedback about the procedure.

Explain

- Explain that washing is incomplete if we have not washed up to the wrists. Washing with soap and water is the best way to get rid of germs. But if soap and water are not available, we can use an alcohol-based hand sanitizer that contains at least 60% alcohol. Sanitizers can reduce the germs on hands. But they may not be very effective in removing harmful chemicals, pesticides from hands.
- Next, go on to explain that one of the important aspects of maintaining personal hygiene and good health is to wear clothing that are washed well and sun dried. Put up the slide on the steps to wash and sun-dry soiled clothing. Call for volunteers to read out from the slide and explain. Explain the benefits of soaking clothes in hot water with detergent before washing them.
- Put up the slide on wearing and removing masks. Ask participants to share experiences on how to wear and remove a mask correctly.

Practical Activity

Purpose: To follow the correct way to:

- Wash hands,
- Wash and dry worn out clothes,
- Wear and take off mask safely.

Resources: Running water, soap and hand rubs, PPE.

Methodology: Learning by doing.

Expected outcome: Participants learn the correct procedure to be adopted while washing hands, wash and dry clothes, wearing and taking off mask safely.

- Conduct the practical on the following:
 - Correct way of washing hands using soap and water, and alcohol-based hand rubs
 - How to wash worn out clothes with soap and sun-dry before use next time
 - Steps to follow to put on and take off a mask safely
 - Provide the necessary tools, materials needed for participants to perform the practical.
- Evaluate the performance of each participant w.e.t the parameters of each task, if performed fully, accurately and within the time limit specified.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on personal hygiene, work hygiene, washing hands correctly, washing clothes correctly, and on correct procedure to wear and remove a mask.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. to be free of diseases, illnesses and to be able to work productively
- ii. after returning from the toilet, before and after meals, after returning home from outside, after touching garbage, animals, pets
- iii. palms of both hands, back side of both hands, finger nails, hands up to the wrist

B. Multiple Choice Questions

- b.

Unit 7.2: Cleanliness and Safety at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe common health-related guidelines laid down by the organisations/Government at the workplace.
2. State the importance of sanitizing the workplace.
3. Show how to sanitize and disinfect one's work area regularly while adhering to workplace sanitization norms.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop.

Explain

- Explain that safe and healthy working environment is a fundamental right of every citizen. Organisations and the government recognising the need to develop a safety and health culture, have developed a framework and guidelines to reduce incidence of work related injuries, fatalities, diseases, building awareness on safety and health at workplace. To achieve this, both the employer and employee at workplace have certain duties to comply with.
- Using the slide, discuss the duties of employers and employees in providing/maintaining a safe and clean work environment at work place.

Activity

Purpose: To explain the importance of sanitizing the workplace and how to go about the same

Resources: PowerPoint slide

Methodology: Discussion

Expected outcome: State the importance of sanitizing the workplace and explaining how to sanitize and disinfect one's work area as per workplace sanitization norms

- Show the slide which has cue points. Participants are to explain how to sanitize the various areas/parts of the work area.

Explain



- Conclude the activity with an explanation on the need to sanitize the workplace and the procedure for the same. Using the slide, emphasise on the various tools needed for sanitization, the various surfaces, and areas of the work place that need to be sanitized. Focus on these points:
 - Cleaning from cleanest to dirtiest
 - Use of disinfectants, sanitizers
 - Creating awareness on cleanliness

Practical Activity



Purpose: To follow the correct way to sanitize and disinfect work area.

Resources: Cleaning agents, disinfectants and sanitizers, tools and equipment for cleaning, necessary PPE.

Methodology: Learning by doing.

Expected outcome: Participants learn the correct procedure to be adopted for cleaning, sanitizing and disinfecting the work area with the required tools and equipment.

- Participants are to perform the practical on sanitizing and disinfecting the work area. The necessary cleaning materials, tools are to be provided. The procedure as listed in the slides and Participant Handbook are to be followed and participants are to be evaluated accordingly.

Notes for Facilitation



- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on importance of sanitizing the workplace, the procedure to sanitize and disinfect work area.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. My duty - Take care of my own health; Report to Supervisor of any symptoms of illness, contagious diseases.

Employer's duty - Provide a workplace that is free from hazards that may cause injury or diseases, clean drinking water, toilets; impart training to staff on safety protocols

- ii. To prevent diseases, infections, injuries that result in reduced absenteeism and therefore better productivity for the organisation for good health for the employee
- iii. Wash hands regularly using soap and water /sanitizer, not touch surfaces unnecessarily

B. Match the Columns

- i d
- ii c
- iii a
- iv b

Unit 7.3: Housekeeping and Waste Disposal

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the importance of good housekeeping at workplace.
2. Explain safe methods of waste disposal.
3. Dispose waste safely and correctly in the designated area.
4. Explain methods to minimise environmental damage during work.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop.

Ask

- What is housekeeping and why is it needed.

Say

- Put up the slides. Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly, ensuring floors are free of slip and trip hazards, removing of waste materials (e.g., paper, cardboard, materials that may cause accidents/fire). It also includes ensuring the layout of the entire workplace, including the aisles, storage / go-down facilities are well maintained and hazard and accident free. Good housekeeping practices help control or eliminate workplace hazards. It is not something that is done occasionally, but is an ongoing activity.

Explain

- Explain the benefits of effective housekeeping, using the slide. Proceed to explain the different kinds of wastes. Discuss the different categories of wastes with examples as shown in the slide. Discuss the various methods of waste disposal.

Team Activity

Purpose: To explain the importance of safe disposal of waste

Resources: Chart papers, pens, access to internet

Methodology: Group Discussion and presentation

Expected outcome: State the different methods of safe disposal of waste

- Form three teams. Each team is given a theme – Reuse, Reduce, Recycle. The teams are to research/discuss for about 5 minutes on the meanings of the theme allotted to them. They are to make a chart on the steps they will take to implement the theme allotted to them. Using their charts, the teams are to make presentations to the class.
- Post the presentation, show the slide on this subject and conclude.

Explain

- Using the slide, explain the steps to adopt/propose at workplace to minimise environmental damage. Discuss each point by eliciting examples from participants from their own experiences.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on the importance of good housekeeping at workplace, safe methods of waste disposal, methods to minimise environmental damage during work.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i.
 - Clutter free, organised work area leading to ease and quick flow of inventory, supplies
 - Fewer chances of tripping, slipping, hitting against objects ensuring free and safe movement of staff
 - Decreased risk of fire hazards
 - Lower exposure of staff to dust, germs
 - Better hygienic conditions leading to improved health
 - Effective use of space
 - Improved morale and productivity
- ii. recycling, reusing, vermicomposting
- iii. Using public transport or vehicle pooling, avoiding unnecessary travel, avoiding wastage of food

B. Match the Columns

- | | |
|-----|---|
| i | c |
| ii | d |
| iii | b |
| iv | a |

Unit 7.4: Controlling Spread of Diseases at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the kinds of contagious diseases in your line of work.
2. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.
3. Explain the measures to control spread of contagious diseases.

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Ask

- Name some common illnesses, infections, diseases that those working in the agriculture sector are likely to contract.

Say

- The responses expected are as follows - skin disorders, respiratory diseases, diseases caused due to toxic chemicals, pesticides, heat related illnesses, diseases transmitted from farm animals.
- The disorders/diseases can enter the body through the nose, skin, eyes, mouth causing allergies, infections caused due to dust, pollen, hay, straw, grain causing flu, headache, muscle pain, dizziness, irritations to lungs/eyes, rashes on the skin and so on. Not all of these may be contagious.

Explain

- Explain the importance of recognising infections, illnesses at the right time and informing supervisors/ superiors at the work place about the same. Show the slide and explain the role of the employer and employee in this regard.

Team Activity

Purpose: To explain the measures to control spread of contagious diseases

Resources: Chart papers, pens, access to internet

Methodology: Group Discussion and presentation

Expected outcome: State the measures to control spread of contagious diseases

- Form four teams. Give each team a key word. Based on the key word, they are to arrive at the various measures the employer as well as employee must undertake to control the spread of contagious diseases. The key words are as follows:
 - Personal precautions
 - Vaccination
 - Workplace sanitation and hygiene
 - Workplace policies
- Conclude the activity by summing up the points as given in the slide.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on the measures to take to control spread of diseases at work place.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. To prevent the spread of infections, diseases to others at the workplace in order to safeguard others from contracting the infection/disease/illness. Further, the designated authority can take necessary actions to prevent the spread of the infection.
- ii. Cover the mouth and nose when while sneezing or coughing, washing hands with soap and water/sanitizer often, getting vaccinated

Terminal Outcomes

By the end of this module, the participants will be able to:

1. Describe how to adhere to safety guidelines
2. Show how to administer appropriate emergency procedures.

Key Learning Outcomes

After the completion of this module, the participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> 1. List List the PPE required at the workplace. 2. Describe the commonly reported hazards at the workplace. 3. Describe the hazards caused due to chemicals/pesticides/fumigants. 4. Describe the basic safety checks to be done before the operation of any equipment/machinery. 5. Describe the common first aid procedures to be followed in case of emergencies 6. State measures that can be taken to prevent accidents and damage s at the workplace. 7. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures. 8. State common health and safety guidelines to be followed at the workplace. 	<ol style="list-style-type: none"> 1. Check various areas of the workplace for leakages, water-logging, pests, fire, etc. 2. Demonstrate how to safely use the PPE and implements as applicable to the workplace. 3. Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. 4. Sanitize the tools, equipment and machinery properly. 5. Demonstrate the safe disposal of waste. 6. Demonstrate procedures for dealing with accidents, fires and emergencies. 7. Demonstrate emergency procedures to the given workplace requirements. 8. Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. 9. Demonstrate the administration of first aid. 10. Prepare a list of relevant hotline/ emergency numbers.

Unit 8.1: Hazards at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the commonly reported hazards at the workplace
2. Describe the hazards caused due to chemicals/pesticides/fumigants
3. Check for hazards at workplace

Resources to be Used

- Participant handbook, PowerPoint presentation slides, Whiteboard, Markers, Projectors, Laptop

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by the term hazard?

Expected Answers

- The term 'hazard' means probable danger or risk.

Say

- The term 'hazard' means probable danger or risk. It is important and mandatory to know the types of hazards that you may face at work. It will then be easy to prevent this risk at work.

Activity

Purpose: To acquaint participants with workplace hazards.

Resources: Presentation slides.

Methodology: Game.

Expected outcome

Familiarize participants with workplace hazards.

Educate participants about the causes of workplace hazards.

- Show the participants the presentation slide. Ask them to look at the picture and identify the hazards in the picture. Give them 5 minutes. Note the responses. Now, show them the next slide with the answers. Tell them that hazards at the workplace can cause illness, injury or even death. The hazards at work can occur due to:
 - Incorrect handling of equipment
 - Unsafe working practices
 - Behaviour of people
- Ask them to share their experience of being involved in a mishap that happened at work.

Explain

- Explain in detail about the type of workplace hazards and employees who are affected due to these hazards.

Ask

- What are pesticides used for?

Expected Answers

- Control organisms that are toxic or harmful to their environment.
- Kill mosquitoes that spread dengue and malaria.
- Kill or prevent insects that feed on crops in the agricultural sector

Say

- Pests of all types can cause harm to humans. Pesticides are used to control organisms that are toxic or harmful to their environment, control algae and weeds, control rats and insects that infect food stored in grocery stores and food storage facilities, kill mosquitoes that spread dengue and malaria and kill or prevent insects that feed on crops in the agricultural sector.
- Let us talk about the how these pesticides are used.

Explain 

- Explain the categories of pesticides and talk in detail about the pesticides and their uses.

Elaborate 

- Elaborate on the biodegradable and non-biodegradable pesticides and their uses.

Do 

- Show the participants the video on impact of using chemical fertilisers and pesticides from the link given below (Duration: 3:35 minutes, Hindi) - Impact of Using Chemical Fertilisers and Pesticides - <https://www.youtube.com/watch?v=yTYobKlj6Uw>

Say 

- Using organic and biodegradable pesticides will help to save the soil, water, and health of all of us. Try and avoid non-biodegradable pesticides as much as possible.
- Let us look at the harm caused by toxic substances.

Elaborate 

- Elaborate on how the chemicals, pesticides, and fumigants can be detrimental to the health of humans and the diseases that are caused by them.

Say 

- The harm caused by these toxic substances depends on dosage, exposure, sensitivity, and toxicity. The toxicity of these chemicals can be acute or chronic.
- Acute toxicity happens when a person develops symptoms within a few hours or a day. Chronic toxicity happens due to long-term exposure to the chemicals. This can cause long term adverse health effects in the person exposed.

Do 

- Show the presentation slide with the figure of diamonds of toxicity.

Ask 

- What do you think these diamond figures represent?

Expected Answers

- Labels on chemicals and pesticides showing degree of toxicity.

Say

- The toxicity labels red label, yellow label, blue label, and green label are mandatory labels pasted on pesticide containers in India. These identify the level of toxicity of the contained pesticide. The labelling follows a general scheme as laid down in the Insecticides Rules, 1971, and contains information such as brand name, name of manufacturer, name of the antidote in case of accidental consumption etc. A major aspect of the label is a colour mark which represents the toxicity of the material by a colour code.

Elaborate

- Elaborate on HIRA and how it helps to prevent risks caused by hazards at the workplace.

Team Activity

Purpose: To acquaint participants with identifying and preventing hazards at workplace.

Resources: Presentation slides.

Methodology: Brainstorming

Expected outcome:

Participants will be able to ask questions to identify workplace hazards, evaluate the risks, record the findings, and review the result.

- Divide the participants into four teams. Give each team one task given below:
 1. Identifying the hazard
 2. Evaluating the risk
 3. Recording the finding
 4. Reviewing the result
- Ask each team to brainstorm and think of the questions that they will ask for each task. For example: For task one, a question that they can ask is who are at risk? Give them time to discuss and present their questions. Note the response. Show the participants the presentation slide with the answers and de-brief.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of hazards at the workplace and the hazards caused due to chemicals, pesticides and fumigants.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Skin rashes, eye irritation and conjunctivitis. ulcers in the mouth. gastro-intestinal disease like diarrhoea, nausea, vertigo, giddiness, and headaches, loss of sleep and disorders of the nervous system. disorders of the circulatory system and blood and cancer
- ii. By identifying the hazard, evaluating the risk, recording the finding, reviewing the result

B. Fill in the Blanks

- i. biodegradable
- ii. Non-biodegradable
- iii. Herbicides

Unit 8.2 Personal Safety at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. List the PPE required at workplace.
2. Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, PPE: gown, mask, gloves, goggles or face shield

Say

- PPE or Personal Protective Equipment is clothing and other equipment worn by a person at work. This helps in keeping the person safe from any injuries that may occur due to hazards at work. These hazards could be physical, biological, or chemical.

Ask

- How does PPE protect you at work?

Expected Answers

- PPE protects you from cuts and injuries, chemical spills, electric shocks, burn and falling objects

Ask

- What is the different type of PPE and what are they used for?

Explain

- With the help of the presentation slide, explain the use of each type of PPE, how it protects the person and from what hazards.

Team Activity

Purpose: To acquaint participants with dos and don'ts of wearing PPE.

Resources: Presentation slides.

Methodology: Group discussion.

Expected outcome: Familiarize participants with the dos and don'ts while using PPE.

- Divide the participants into groups of 3 or 4 as per class size. Ask each group to discuss and present the dos and don'ts while using PPE. Note their response. Show them the presentation slide with the dos and don'ts for using PPE.

Say

- Wearing PPE is important as it minimises your injuries at work. It will make you feel secure, and your productivity will increase. The type of PPE you wear will depend on the level of protection you need at the workplace. It is important to wear the PPE in a proper manner. The outside surface of your PPEs will be contaminated, so always clean your hands with a hand sanitizer after removing the PPE.

Demonstrate

- Demonstrate the donning and doffing process for the PPE: gown, mask, gloves, goggles or face shield

Practical Activity

Purpose: To train participants in the donning and doffing of PPE.

Resources: Presentation slides, PPE: gown, mask, gloves, goggles or face shield for all participants

Methodology: Hands on practice

Expected outcome: Participants will be able don and doff the PPE following the correct procedure

- Divide the participants into pairs. Give all the participants the PPE. Ask one participant to read the instructions slowly from the PH and the partner to follow the instructions and demonstrate the donning process and then the doffing process.

Notes for Facilitation

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of PPE and the correct way of donning, doffing and discarding the PPE.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. The different type of PPE are:
- Safety goggles and face shield
 - Full-face respirators, N-95 masks, gas masks
 - Hard hats and headgears
 - Safety vests and suits
 - Safety gloves
 - Knee pads and safety boots
 - Safety harnesses and lanyards
 - Earmuffs and plugs
 - List the steps for donning and doffing the mask.

ii.

Steps for Donning the mask:

1. Secure ties or elastic bands at the middle of head and neck.
2. Fit flexible bands to nose bridge.
3. Fit snug to face and below chin.
4. Fit-check respirator.

Steps for Doffing the mask:

1. Grasp bottom ties of the mask.
2. Grasp the ties at the top.
3. Remove mask without touching the front.

B. Match the Columns

- 1 c
- 2 d
- 3 b
- 4 d

Unit 8.3: Safety While Using Tools and Equipment

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the basic safety checks to be done before the operation of any equipment/machinery.
2. Sanitise tools, equipment, and machinery.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the florist

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- Why is it important to maintain the tools and equipment that you use?

Expected Answers

- If tools and equipment is maintained well then it will help to diagnose the faults and manage risks of accidents and it will increase efficiency and reduce cost.

Say

- Workers use equipment like hand tools, ladders, electrical power tools and larger machinery in shops and plants. The workers should make sure that the machinery and equipment they use is in good condition. If tools and equipment is maintained well then It will help to diagnose the faults and manage risks of accidents and it will increase efficiency and reduce cost.

Elaborate

- Explain in detail how tools, equipment, and machinery can cause injuries.

Say

- People can get injured by moving parts of machinery or ejected material.
- Workers can get trapped rollers, belts, and pulley drives.
- The sharp edges of tools can cause cuts and severe injuries.
- Workers can get crushed, between machine parts moving together or towards a fixed part of the machine, wall, or other object.
- Workers can get burnt due to hot water and steam emissions from machines.
- Workers can be injured if the machinery develops faults or due to improper use because of lack of training.
- All machinery should be maintained regularly. Any worn or broken parts should be replaced and not fixed in a temporary manner. While repairing the tools and machines the workers should follow the manufacturers' specifications. Workers should also plan and communicate before starting any maintenance work otherwise it may lead to confusion and cause accidents.

Elaborate

- Elaborate on the safety checks to be done before using vehicles, equipment and tools and hydraulic equipment.

Team Activity

Purpose: To acquaint participants with dos and don'ts of operating machines and tools safely.

Resources: Presentation deck.

Methodology: Group discussion.

Expected outcome: Familiarize participants with the dos and don'ts while operating machines and tools safely.

- Divide the participants into groups of 3 or 4 as per class size. Ask each group to discuss and present the dos and don'ts while operating machinery and tools. Note their response. Show them the presentation slide with the dos and don'ts for using tools and machinery.

Say

- Keeping equipment and machinery clean is very important for the agriculture industry. Agri products are used by grocery stores, manufacturers and other industries depend on agricultural products. Any kind of contamination in the agricultural products can be dangerous for the end consumer. In the agriculture industry it is mandatory to clean all the equipment every day.

Elaborate

- Explain all the guidelines for cleaning and sanitising equipment.

Demonstrate

- Demonstrate how to clean the equipment used by the florist.
- Ask participants to volunteer and demonstrate the cleaning and sanitising procedure for tools and equipment used.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of PPE and the correct way of donning, doffing and discarding the PPE.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. If tools and equipment is maintained well then:
It will help to diagnose the faults and manage risks of accidents.
It will increase efficiency and reduce cost.
- ii. All machinery should be maintained regularly. Any worn or broken parts should be replaced and not fixed in a temporary manner. While repairing the tools and machines the workers should follow the manufacturers' specifications. Workers should also plan and communicate before starting any maintenance work otherwise it may lead to confusion and cause accidents.
- iii. The steps to clean and sanitise equipment/tools/machinery are:
 1. Remove any large pieces of debris from the equipment either by scraping or knocking it off
 2. Use tools like pressure washers to clean the rest of the contaminants
 3. Sanitise the newly cleaned surface using disinfectants to kill microorganisms like bacteria

B. Multiple Choice Questions

- i. a
- ii. c
- iii. a

Unit 8.4: Handling Accidents and Emergencies at Workplace

Unit Objectives

After the completion of this unit, the participant will be able to:

1. List some accidents, emergency situations and emergency services to use
2. State measures that can be taken to prevent accidents and damages at the workplace
3. Demonstrate use of emergency equipment in accordance with manufacturer's specifications and workplace requirements

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the florist

Activity

Purpose: To acquaint participants with the emergency situations that can occur at the workplace.

Resources: Presentation slides.

Methodology: Quiz

Expected outcome

Participants will be able to identify the emergency situations that can occur at the workplace.

- Show the presentation slides and ask the participants to identify the emergency situations one by one. Note their response.
- Post the quiz, show the presentation slide with the correct answers.

Explain

- An emergency can be a natural disaster or an accident. Workers can be involved in accidents at workplace, and these can be caused by the physical, biological or chemical hazards.
- There are three factors that contribute to accidents at the workplace chance occurrence, unsafe condition at the workplace and unsafe acts on the part of the employees.
- Let us do an activity to understand these factors.

Activity

Purpose: To increase the knowledge of participants about the different factors that contribute to accidents at workplace.

Resources: Presentation slides.

Methodology: Game.

Expected outcome: Ability to identify the factors that contribute to accidents at the workplace.

- First prepare 3 chits of paper. These will have one factor each that causes accidents. Select 3 participants and allot one chit each for factors:
 - Chance occurrence
 - Unsafe condition at the workplace and
 - Unsafe acts on the part of the employees
- Prepare small chits which will contain the names of all the examples that come under the three main factors. You can refer to the Participant Handbook for all the examples. Jumble up the chits and keep them in a bowl. Ask participants to pick a chit from the bowl and then walk to the factor under which the example given occurs. Show the presentation slide and explain the factors and the examples.

Say

- Chance occurrences include medical emergencies like heart attack, weather conditions like floods and storms, natural calamities like earthquakes and sudden power failures. Unsafe conditions at the workplace are the biggest cause of accident at workplace. These are also called 'technical causes or 'improperly guarded equipment'. Unsafe acts on the part of employees are tasks or acts that a worker performs without any knowledge or skill.

Ask

- What is the importance of preparing for emergencies at the workplace?

Expected Answers

- It helps to keep workers safe
- It can prevent life threatening situations
- It can minimise damage to the environment, equipment, machinery, tools, etc.

Do

- Show the presentation slide for importance of preparing for emergencies.

Say

- You need to have a good safety plan in place to minimise the workplace emergencies. The four elements of an emergency plan include prevention, preparation, response, and recovery. Prevention includes policies and procedures to minimise the occurrence of emergencies. Preparation are all the activities and procedures to make sure your organisation is ready to effectively respond. Response is the action to be taken when an emergency occurs. Recovery means all the practices to resume to normal business operations

Do 

- Show the presentation slide for implementing the emergency plan and describe how the plan must be implemented in an organisation.

Team Activity 

Purpose: To acquaint participants steps to follow while dealing with accidents.

Resources: Presentation slides.

Methodology: Brainstorming

Expected outcome: Participants will be able to describe the steps to follow while dealing with accidents.

- Divide the participants into 4 groups. Give them each one accident situation at work place. Ask the groups to discuss and present the steps they will follow while dealing with accidents.

Explain 

- It is important to respond and report an accident quickly as this can prevent a similar accident from recurring.

Say 

The steps to follow while dealing with accidents are:

1. Provide first aid to the injured workers. Contact emergency medical services if required.
2. Fill the workplace injury/illness report form for the injured workers.
3. Report the accident to your supervisor as per the company rules.
4. Investigate the accident as soon as possible. This will help to gather physical evidence, take photographs, and interview witnesses to understand the chain of events that led to the accident.
5. Identify the causes of the accident. There may be more than once cause for the accident.
6. Plan for corrective actions to prevent the accidents from happening again. These actions should address the root causes of the accident.
7. Implement the corrective action. Set a timeline to implement and monitor these actions.
8. Submit the findings in a written report. Prepare a step-by-step account of the accident.

Explain 

- Explain the importance of an effective evacuation plan during a fire. Fire accidents can be life-threatening and fatal.

Say

- Protection from threats of fire accidents starts with prevention. To prevent fires at the workplace one must keep the following ready. It is very important to participate in the fire drill exercises arranged by the management at regular frequencies. The evacuation plan will train employees to follow the instructions of the fire warden, move promptly and calmly through the nearest exit and assemble at the designated area. Fire extinguishers must be installed at all workplaces. The steps to use the fire extinguisher are:

P: Pull the pin

A: Aim the nozzle at the base of the fire

S: Squeeze the handle

S: Sweep from side to side

Do

- Show the participants the following two videos.
- Video 1: Demonstrates the steps to use the fire extinguisher from the link given below (Duration: 3:24 minutes).
How to use Fire Extinguisher - <https://www.youtube.com/watch?v=6mX07wNJUYE>
- Video 2: Explains the best practices to be followed for fire safety from the link given below (Duration: 3:06 minutes).
8 Best Practices for Industrial Fire Safety -
<https://www.youtube.com/watch?v=VTfJZ0Y5k2w>

Activity

Purpose: To train the participants to use the fire extinguisher

To understand the guidelines to be followed if a fire occurs.

Resources: Presentation slides, fire extinguisher

Methodology: Guest Lecture and Demonstration

Expected outcome

Participants will be able use the fire extinguisher to douse fire.

Participants will be able to explain the guidelines to be followed if a fire occurs.

- Arrange for a guest lecture to demonstrate the steps to use the fire extinguisher.
- The guest lecture should include how to deal with fire at the workplace and the guidelines to be followed if a fire occurs. Ask a few participants to volunteer and demonstrate the steps to use the actual fire extinguisher. one by one. Note their response.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the emergency situations that can occur at the workplace, the measures that must be taken to prevent these accidents.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Unsafe conditions and unsafe acts on the part of the employees are the biggest cause of accidents at workplace. Example: Faulty equipment, operating equipment without permission, not wearing PPE
- ii. The 4 elements of an emergency plan are:
 1. Prevention
 2. Preparation
 3. Response
 4. Recovery
- iii. The correct sequence of steps to use the fire extinguisher 3,1,4, 2.

B. Look at the pictures and identify the emergency situation in each

- a. Explosion
- b. Earthquake
- c. Hazardous material spills

Unit 8.5: Administering First Aid

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the common first aid procedures to be followed in case of emergencies.
2. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.
3. Demonstrate administration of first aid.
4. List some local emergency services.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, (If possible)

Do

- Start with a leading question that intends to establish the need to study this unit.

Ask

- What do you understand by first aid?

Expected Answers

- To keep all employees safe and prevent accidents from happening.

Say

- Every employee or worker in a company is responsible for the safely handling equipment and machinery, however accidents can happen due to human error or technical faults.
- It is important to report these accidents and the first aid that has been administered as the data gathered about the injuries can be tracked on a regular basis.
- The safety teams and the supervisors of the company can then find solutions to the problems to prevent future injuries due to accidents.

Team Activity

Purpose: To acquaint participants with questions to be asked to gather data needed for the first aid report.

Resources: Presentation slides.

Methodology: Discussion

Expected outcome: Participants will ask questions to gather data needed for the first aid report.

- Divide the participants into 4 groups. Ask them to discuss the questions that they will have to ask to gather data to create a first aid report. Ask them to discuss and present the questions.
- Post the presentation, use the next slide and de-brief.

Say

- The data gathered during first aid will help to identify potential problem area that need to be addressed. It will improve employee morale and attitude towards health and safety. It will reduce the frequency and the cause of future similar accidents and will save cost to the company as similar incidents are prevented.

Practical Activity

Purpose: To train participants to write a report after administering first aid.

Resources: Presentation slides.

Methodology: Learning by doing.

Expected outcome: Participants will be able to write a report after administering first aid.

- Divide the participants into pairs. Tell them that there has been an accident at the workplace. Ask the participants to assume an example of an accident at workplace - For example: one of their colleagues is hurt as a heavy box fell on him.
- The participants will work in pairs and prepare a format and fill in the report of the accident. Guide the participants while they fill the form. Ask them to read out the report one by one.
- The report must include the following details
 1. Date of the report
 2. Status of victim
 3. Name of victim
 4. Contact details of the victim
 5. Person to contact in case of emergency
 6. Reporting supervisor of the victim
 7. Department
 8. Location
 9. Date and time of accident
 10. Address or location where accident occurred
 11. Specific location where accident (Stairs, Loading Dock, Room or Lab etc.)

12. Cause of accident (types: illness, negligence, safety issues, etc.)
13. How and why did this accident occur (details/description)
14. Was this a WORK-RELATED accident: Yes/ No
15. Was first-aid administered to the victim? Yes/ No
16. Was professional medical attention required or recommended for this
17. injury/illness? Yes No
18. Name and Signature of person completing report
19. Report sent to:
 - a. Safety department
 - b. Department responsible for the accident
 - c. Department of the victim
20. Corrective action taken by responsible department
21. Preventive action recommended
22. Additional corrective actions

Say

- The prime reason for an investigation of any industrial accident is to prevent the recurrence of that accident. Simply put, finding out the causes of accidents is very helpful in controlling or eliminating such accidents in the future.
- To understand the causes of any accident that occurs in an organization, why and how this accident happened, you need to gather all the facts pertaining to before and during the incident.

Ask

- As a first person responding to an accident victim or a person who is sick, you should help the victim. How will you help the person? What will be the first thing that you will do?

Expected Answers

- Call for help.
- Administer first aid.

Say

- Before giving first aid to a person involved in an accident, you will need to assess the risk or is it safe for you to help the person. Then must check the injured person by calling out or shaking him/her to see if the person is responding. Then, call the emergency medical services. Never leave the injured person unattended. If the person is breathing but unconscious, place the person on one side (recovery position). If the person is bleeding, cover the wound with a gauze or towel or any other cloth and try to control the bleeding by applying direct pressure. Elevate the bleeding body part above the person's head if you can. If the person has a fracture, then do not move the person.

Do

- Use the presentation slides to describe the procedure to administer first-aid.
- Show the presentation slide with the emergency helpline numbers.
- Ask the participants to save these numbers in their mobile phones.

Activity

Purpose: To train the participants to administer first aid for different type of injuries

To understand the guidelines to be followed if a fire occurs.

Resources: Presentation slides, fire extinguisher

Methodology: Guest Lecture and Demonstration

Expected outcome

Participants will gain basic knowledge on administering first aid for different types of injuries.

Participants will be able to understand and follow the guidelines in case of a fire.

- Arrange for a guest lecture:
 - To talk about first aid and demonstrate the steps to administer first aid for different type of injuries. Ask a few participants to volunteer and demonstrate the steps to administer first aid.
 - To understand the guidelines to be followed in case of a fire. Ask a few participants to volunteer and
 - Demonstrate the steps to use a fire extinguisher
 - Conduct a mock fire drill and evacuation.

Notes for Facilitation

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the importance of first aid and the importance of reporting first aid administered to the reporting officer.
- ii. Print copies of the report form and distribute to the participants for the activity.
- iii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

Exercise

Key Solutions to PHB Exercises

A. Short Questions

- i. Universal Rule of First Aid:

Ensure you are safe, before helping the injured or sick.

Leave the area or evacuate immediately if there is any risk.

Protect yourself from any transmissible diseases while helping others. If possible, wear a PPE.

Cover your own wounds with a cloth or bandage before helping the injured.

If possible, use disposable gloves to avoid contact with blood and body fluids. If gloves are not available, then use plastic bags.

Wash your hands with soap immediately after helping the injured and sick.

Do not move or shake the injured person if you think he/she has suffered from a spinal injury.

- ii. It is important to report these accidents and the first aid that has been administered as the data gathered about the injuries can be tracked on a regular basis. The safety teams and the supervisors of the company can then find solutions to the problems to prevent future injuries due to accidents.

- iii. The procedure to administer first aid:

- a. Assess the situation
- b. Check the victim for response
- c. Call for help
- d. Assess the victim's condition

- iv. The emergency helpline number for:

Police 100

Ambulance 102

Fire Brigade 101

National Emergency 112

B. Multiple Choice Questions

- i d
ii c
iii c

9. Employability Skills (60 Hours)



To access content on Employability Skills, click here:

<https://eskillindia.org/NewEmployability>

Scan the QR code below to access the ebook

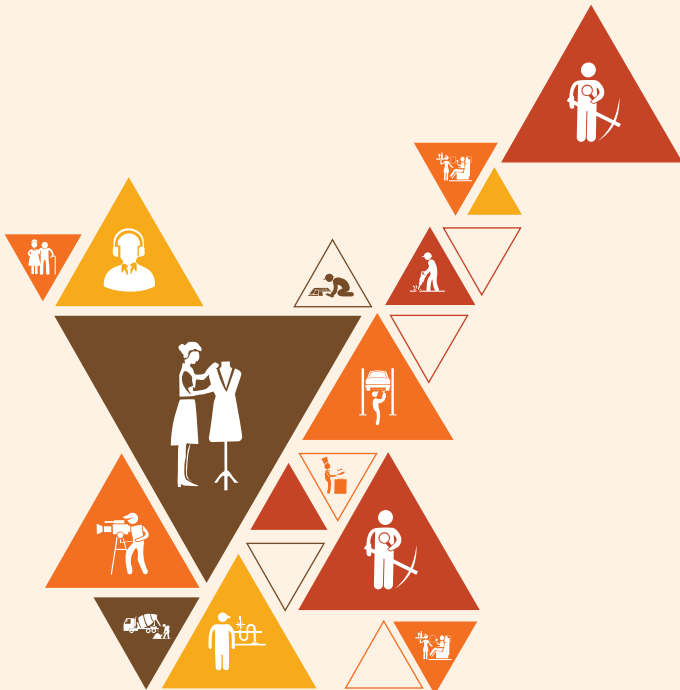


10. Annexures

Annexures-I - Training Delivery Plan

Annexures-II - Assessment Criteria

Annexures-III - Annexure of QR Codes for Florist



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Florist		
Qualification Pack Name and Ref. ID	AGR/Q0703		
Version No.	3.0	Version Update Date	18.03.2021
Pre-requisites to Training (if any)	10th Class with 2 Years of experience relevant experience OR 10th Class (pass and pursuing continuous schooling) OR 8th Class with 3 Years of experience relevant experience OR Certificate-NSQF (Level-3 with minimum education as 5th grade pass) with 2 Years of experience relevant experience		
Training Outcomes	After completing this programme, participants will be able to: <ul style="list-style-type: none"> Describe the process of procuring and storing cut flowers and foliage. Demonstrate the process of preparing flowers for creating floral arrangements. Demonstrate the process of designing and creating floral arrangements. Describe the process of packing and shipping floral arrangements. Explain the importance of practising inclusion and gender equality at the workplace. Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace. 		

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (HH:MM)
1	Introduction to the Role of a Florist T: 4:00 (HH:MM)	1. Orientation	<ul style="list-style-type: none"> Introduce fellow participants Build rapport with fellow students and their trainer Explain the overall training outcomes of the programme 	Bridge Module	Icebreaker activity	Chairs, Round table in U shape sitting shape	T: 0.30

		2. Size and scope of agriculture industry in India	<ul style="list-style-type: none"> Describe the size and scope of the agriculture industry and its sub-sectors 	Bridge Module	Lecture, Peer collaborative activity, Group Discussion	Participant handbook (PHB) Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T: 1:00
		3. Roles and Responsibilities and Employment Opportunities of a Florist	<ul style="list-style-type: none"> Discuss the role and responsibilities of a Florist Identify various employment opportunities for a Florist 	Bridge Module	Lecture, Game, Discussion	Music for the game, Chits of paper, Participant handbook, Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T: 2:30
2	Procurement and storage of cut flowers and foliage T: 12:00 P: 40:00 (HH:MM)	1. Cut Flowers and Foliage	<ul style="list-style-type: none"> List different types of cut flowers and foliage to be procured according to the season. List the botanical and common names for a range of flowers and foliage. 	AGR/ N0706 Ku2, Ku6, Ku5	Lecture, Activity, Game, Discussion	Chits of paper, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Internet connection (if possible) for audio visual links	T:2:00 P:2:00

		<p>2. Procuring Cut Flowers and Foliage</p> <ul style="list-style-type: none"> • List various parameters to be considered while purchasing flowers and foliage. • Describe the basic procurement, inventory, and quality management practices. • Identify and select vendors for procuring flowers and foliage based on price and quality. 	<p>AGR/ N0706 KU3, Ku4, PC1, Pc2, Pc3</p>	<p>Lecture, Team activities, Discussion</p>	<p>Observation sheets, Rose flowers, Participant handbook, Projector, System facilitating Presentation slides, White board, Marker pens of different colours</p>	<p>T:2:00 P: 4:00</p>
		<p>3. Examining and Purchasing of Flowers and Foliage</p> <ul style="list-style-type: none"> • Demonstrate the process of examining the cut flowers and foliage to ensure they are free from pests and disease. • Purchase flowers and foliage in required quantity. • Prepare a sample record of purchase. 	<p>AGR/ N0706 PC4, Pc5, Ku1, PC8</p>	<p>Lecture, Team activity, Discussion, Practical demonstrations</p>	<p>Observation sheets, Pest-ridden plant samples, PPE, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours</p>	<p>T:1:00 P:4:00</p>

		4. Handling Cut Flowers Safely in an Environment Friendly Manner	<ul style="list-style-type: none"> • Explain the safe handling of flowers with allergic properties • Dispose damaged, wilted, and diseased flowers in an environmentally friendly manner 	AGR/ N0706 Ku8, Pc17, Pc18	Lecture, Team activity, Discussion, Practical demonstrations	Damaged and wilted plants and foliage, PPE, Sanitizer to clean the tools, tools, and equipment required for disposing the flowers, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P: 6:00
		5. Sorting and Grading Cut Flowers	<ul style="list-style-type: none"> • Grade the cut flowers on standard grading criteria to market them 	AGR/ N0706 Ku9, Pc13, Pc14, Pc15	Lecture, Discussion, Practical demonstrations	Bunches of different flowers as per season and availability, Observation sheets, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:6:00

		6. Removing Field Heat and Safe Transportation of Flowers and Foliage	<ul style="list-style-type: none"> • Demonstrate how to carry out air cooling or hydro cooling to remove the field heat of flowers and foliage • Arrange appropriate mode of transportation to safely transport flowers and foliage to storage 	AGR/ N0706 PC6, PC7	Lecture, Discussion, Team activity, Practical demonstrations	Bunches of different flowers as per season and availability, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:1:00 P: 6:00
		7. Storing Cut Flowers	<ul style="list-style-type: none"> • State the effects of environmental conditions such as temperature, humidity, sunlight on flowers and foliage. • Explain storage requirements for different types of flowers and foliage to extend their life. • Explain different ways of preserving the freshness of flowers to improve their quality. 	AGR/ N0706 PC9, Pc10, PC11	Lecture, Team activity,	Different flowers and buds as per season and availability, Pulsing solution, Plastic bags, Weighing machine, Floral scissors, Buckets and containers, Silver nitrate solution, Cold water, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:4:00

			<ul style="list-style-type: none"> State the cooling methods used at a flower storage facility 	AGR/ N0706	Field visit	Observation Sheets	P: 8:00
3	Preparation of Flowers for Creating Floral Arrangements T: 8:00 P: 36:00 (HH:MM)	1. Flower Processing Requirements and Practices – Part 1	<ul style="list-style-type: none"> Describe various flower processing requirements and practices. List various tools, equipment and Personal Protective Equipment (PPE) used in flower processing. 	AGR/ N0706 KU3, KU1, KU6	Lecture, Show & Tell, Activity, Discussion	Floral tools, PPE such as gloves, goggles, safety glasses, hand sanitisers, face mask, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T: 2:00 P: 4:00
		2. Flower Processing Requirements and Practices – Part 2	<ul style="list-style-type: none"> Describe the processing methods for different varieties of flowers. 		Show & Tell, Activity, Discussion		P: 4:00
		3. Conditioning Flowers – Part 1	<ul style="list-style-type: none"> State the impact of seasonal changes such as temperature and humidity on flowers and foliage. Importance and process of conditioning flowers. Demonstrate the process of conditioning flowers. Show how to cut the flower stem at an appropriate length and degree. 	AGR/ N0706 KU2, KU5, PC1, PC2, PC3, PC4, PC5	Lecture, Practical demonstration (hands on practice), Discussion	Water, Vinegar, Sugar, Household bleach, Flower stems, Floral tools, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T: 2:00 P: 6:00
		4. Conditioning Flowers – Part 2					P: 6:00

		5. Hydrating Flowers – Part 1	<ul style="list-style-type: none"> • State the importance of hydrating flowers to enhance their vase-life 	AGR/ N0706 KU4, KU7, KU8, KU9, KU10, PC6, PC7, PC8, PC9	Lecture, Activity, Practical demonstration (hands on practice)	Stem types – solid, hollow, soft, woody, Lukewarm water, Cold water,	T: 2:00 P: 6:00
		6. Hydrating Flowers – Part 2	<ul style="list-style-type: none"> • Describe the process of preparing different types of hydration solutions for flowers • Demonstrate how to hydrate flowers using the appropriate PPE • Explain how to grade flowers on appropriate grading parameters after hydration 		Practical demonstration (hands on practice)	Floral tools, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	P: 6:00
		7. Performing Waste Management	<ul style="list-style-type: none"> • Explain the criteria for segregating waste into different categories. • Describe recycling and safe disposal of different types of waste. • Demonstrate the process of recycling and disposing different types of waste. 	AGR/ N0706 KU11, KU12, PC10, PC11, PC12	Group Discussion, Lecture, Activity, Group activity	Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:2:00

4	Process of Designing and Creating Floral Designs T: 8:00 P: 36:00 (HH:MM)	1. Principles and Elements of Floral Designs	<ul style="list-style-type: none"> • Explain the basic principles and elements of floral designs • List different types of floral arrangements • Describe various practices to prevent flowers and foliage from wilting • Explain the importance of protecting floral display and decorations from heat 	AGR/ N0708 KU2, KU3, KU4, KU8, KU9	Group Discussion, Lecture, Activity, Group activity Lecture, Quiz, Activity, Discussion	Flowers and foliage as per season, Vases, Scissors, other floral tools and accessories, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:2:00
		2. Understanding Customer Requirements	<ul style="list-style-type: none"> • Explain the importance of understanding customer requirements before creating floral designs. • Explain how to customise floral designs, bouquet, and wreath to create new floral designs. 	AGR/ N0708 KU1, PC1, PC2, KU5, PC3, PC4, PC5, PC6	Lecture, Discussion, Quiz, Role play, Brainstorming	Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:1:00 P:6:00
		3. Creating and Displaying Floral Designs for Venues – Part 1	<ul style="list-style-type: none"> • Explain how to plan the size and positioning of a display according to the available space in a venue. • List a variety of flowers and foliage suitable for display and venue decorations. 	AGR/ N0708 PC16, PC17, PC18, PC19, PC20, PC21, PC22	Lecture, Brainstorming activity, Discussion, Practical demonstrations (hands on practice)	Variety of flowers for floral designs, Floral tools, Participant handbook Projector, System facilitating Presentation slides, White board,	T:1:00 P:4:00

		4. Creating and Displaying Floral Designs for Venues – Part 2	<ul style="list-style-type: none"> Demonstrate the process of preparing different types of floral designs and arrangements for venue decoration 		Practical demonstrations (hands on practice)	Marker pens of different colours, Internet (if possible) for audio visuals	P: 4:00
		5. Creating and Displaying Floral Designs in Stores – Part 1	<ul style="list-style-type: none"> Explain how to plan the size and positioning of a display according to the available space in the store. 	AGR/ N0708 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15	Lecture, Discussion, Brainstorming activity, Practical demonstrations (hands on practice)	Floral tools, Stationery, Flowers, Tools and Equipment's and other Accessories to create floral arrangements,	T: 1:00 P: 4:00
		6. Creating and Displaying Floral Designs in Stores – Part 2	<ul style="list-style-type: none"> Demonstrate the process of preparing different types of floral designs and arrangements for store decoration. 		Practical demonstrations (hands on practice)	Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Internet (if possible) for audio visuals	P: 4:00
		7. Processing Payments	<ul style="list-style-type: none"> Explain the basic inventory management and accounting processes List different types of payment methods and the process of using them 	AGR/ N0708 KU6, KU7, PC23, PC24, PC25, PC26	Lecture, Activities, Discussion, Game	Chits of paper, Box, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:1:00 P:2:00

		8. Optimising Resource Utilisation	<ul style="list-style-type: none"> • Explain the benefits of resource optimization. 	AGR/ N0708 KU10, KU11, KU12, PC27, PC28	Lecture, Activity	Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:2:00
		9. Field Visit	<ul style="list-style-type: none"> • Explain the elements and techniques of floral design used in the florist store • Explain how floral decorations are placed at the store • Experience of floral venue decorations and the types of flowers and floral designs created in venues. 	AGR/ N0708	Field visit	Observation Sheets	P:8:00

5	Process of Packing and Shipping Floral Arrangements T: 8:00 P: 36:00 (HH:MM)	1. Packaging of Cut Flowers	<ul style="list-style-type: none"> List various types of packing material suitable for a variety of floral arrangements. Identify appropriate packaging for the prepared floral design. Explain the importance of maintaining the moisture content within limits to protect the packing material. 	AGR/ N0709 KU5, PC1, PC4	Lecture, Show and Tell, Group Discussion, Role Plays, Activities	Different types of packaging materials used in flower arrangement packing, cushioning materials, vases, securing materials, cooling materials, dividers and bubble wraps, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Internet connection (if possible) to show audio visual links	T:2:00 P:4:00
		2. Packaging Practices to Prevent Damage and Wilting During Transit	<ul style="list-style-type: none"> Explain various ways of packaging practices to prevent damage and wilting of flowers during transit. 	AGR/ N0709 KU6, PC2, PC3	Lecture, Team activity, Practical demonstration,	Flowers for packaging, Hydration solutions, Required tools, equipment and other accessories, Different packing materials, Adhesive tapes, Labels for	T:2:00 P:6:00

			<ul style="list-style-type: none"> • Explain the importance of maintaining the moisture content within limits to protect the packing material. • Demonstrate the process of applying the relevant hydration solution on flowers, wedding bouquets, and wreaths while packing them to prevent wilting during transit. 			packing, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	
		3. Wrapping a Floral Arrangement for Gifting	<ul style="list-style-type: none"> • Demonstrate how to gift wrap floral arrangement. 	AGR/N0709 PC5	Lecture, Practical demonstration	Cut flowers and accessories for creating bouquets, wrapping and packing materials, required tools and equipment, adhesive tapes, ties and bands, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T: 1:00 P: 6:00

		4. Preparing and Applying Labels on Delivery Packages	<ul style="list-style-type: none"> Describe the process of preparing and applying labels on the delivery packages. Prepare a sample label with the necessary information for package delivery. 	AGR/ N0709 KU4, PC6, PC7, PC13	Lecture, Activity, Practical demonstration	Sample shipping labels (hand-written/printed), Online label template samples, Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Internet connection (if possible) to show audio visual links	T:1:00 P:6:00
		5. Co-ordinating with the delivery services	<ul style="list-style-type: none"> Describe the process of using delivery services to deliver flowers to customers. Describe the process of using third-party delivery services. Explain the importance of adhering to the Turn-around Time given to the customer for delivery. Prepare a sample record of shipment using the relevant computer application. 	AGR/ N0709 KU2, KU3, KU1, KU7, PC8, PC9, PC10, PC11, PC12	Lecture, Role Play, Game, Activity	Participant handbook Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:2:00 P:6:00

			<ul style="list-style-type: none"> Explain the different types of packaging flowers and foliage for shipping 	AGR/ N0709	Field visit	Observation Sheets	P: 8:00
6	Effective Communication at the Workplace T: 4:00 P:12:00 (HH:MM)	1. Effective Communication Techniques	<ul style="list-style-type: none"> Explain the importance of verbal and non-verbal communication at the workplace Explain the effective methods of sharing and seeking information and feedback at the workplace Explain the procedure for completing work-related documentation Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD 	AGR/ 9918 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU1, KU2, KU3, KU4, KU6, KU7, KU8	Lecture, Games, Discussion, Role play	Participant handbook (PHB) Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Tie, Candle, Match box, Water bottle, Cell phone	T: 2:00 P: 6:00

			<ul style="list-style-type: none"> Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD 				
		2. Mentoring Apprentices	<ul style="list-style-type: none"> Describe the process of mentoring an apprentice at the workplace Demonstrate different approaches to mentoring an apprentice at the workplace Prepare a sample training schedule for an apprentice 	AGR/9918 PC8,PC9, PC10, PC11, PC12, PC13, KU9	Lecture, Panel discussion, Role play	Participant handbook (PHB) Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Flowers, Necessary tools and accessories for flower arrangement	T:1:00 P:3:00
		3. Gender Inclusivity at Workplace	<ul style="list-style-type: none"> Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation. Explain the importance of inclusion of all genders and persons with disability at workplace. 	AGR/9918 PC14, PC15, PC16, PC17, K10, KU11, KU12, KU13, KU14, KU15, KU16, KU17	Lecture, Discussion, Brainstorming activity	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours	T:1:00 P:3:00

			<ul style="list-style-type: none"> • Define the need for appropriate verbal and non-verbal communication while interacting with all genders and persons with disability. • Explain ways in which a conducive and inclusive working environment can be created for all genders and persons with disability. 				
7	Hygiene and cleanliness T: 2:00 P: 2:00 (HH:MM)	1. Personal Health, Hygiene and Fitness at Work	<ul style="list-style-type: none"> • Explain the requirements of personal health, hygiene and fitness at work. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate how to wash worn out clothes with soap and sun-dry before use next time. • Demonstrate the steps to follow to put on and take off a mask safely. 	AGR/ N9903 PC1, PC2, PC3, KU5, KU6	Lecture, Activity, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Running water, soap and hand rubs, PPE	T: 0:30 P: 0:30

		2. Cleanliness and Safety at Workplace	<ul style="list-style-type: none"> Describe common health-related guidelines laid down by the organisations/Government at the workplace. State the importance of sanitizing the workplace. Demonstrate how to sanitize and disinfect one's work area regularly while adhering to workplace sanitization norms. 	AGR/N9903 PC1, PC2, PC3, PC4, PC11, Ku7	Lecture, Discussion. Practical demonstration	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Cleaning agents, Disinfectants and Sanitizers, Tools and Equipment for cleaning, Necessary PPE.	T:0:30 P:0:30
		3. House keeping and Waste Disposal	<ul style="list-style-type: none"> Explain the importance of good housekeeping at workplace. Explain safe methods of waste disposal. Dispose waste safely and correctly in the designated area. Explain methods to minimise environmental damage during work. 	AGR/N9903 PC11, PC13, KU10, Ku11, KU12	Lecture, Group discussion	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, access to internet (if possible)	T:0:30 P:0:30

		4. Controlling Spread of Diseases at Work place	<ul style="list-style-type: none"> • Explain the kinds of contagious diseases in your line of work. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. • Explain the measures to control spread of contagious diseases. 	AGR/ N9903 PC15, KU13, KU14	Lecture, Team activity	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, access to internet (if possible)	T: 0:30 P: 0:30
8	Safety and Emergency Procedures T: 2:00 P: 10:00 (HH:MM)	1. Hazards at Work place	<ul style="list-style-type: none"> • Describe the commonly reported hazards at the workplace. • Describe the hazards caused due to chemicals/ pesticides/ fumigants. • Check for hazards at workplace. 	AGR/ N9903 PC7, KU1, KU2, KU3, KU4	Lecture, Game, Team activity	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers	T: 0:20 P: 1:00
		2. Personal Safety at Workplace	<ul style="list-style-type: none"> • List the PPE required at workplace. • Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. 	AGR/ N9903 PC3, PC6, KU8	Lecture, Group discussion, Team activity, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours,	T: 0:30 P: 2:00

						Chart papers, PPE: gown, mask, gloves, goggles or face shield for all	
		3. Safety While Using Tools and Equipment	<ul style="list-style-type: none"> Describe the basic safety checks to be done before the operation of any equipment/ machinery. Sanitise tools, equipment, and machinery. 	AGR/ N9903 PC5, PC8, PC9, PC10, KU9	Lecture, Team activity, Demonstration	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, goggles or face shield for all	T: 0:20 P: 2:00
		4. Handling Accidents and Emergencies at Workplace	<ul style="list-style-type: none"> List some accidents, emergency situations and emergency services to use. State measures that can be taken to prevent accidents and damages at the workplace. Demonstrate use of emergency equipment in accordance with manufacturer's specifications and workplace requirements. 	AGR/ N9903 PC12, PC15, PC16, PC17, KU14, KU16	Lecture, Game, Quiz, Team activity, Demonstration	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, goggles or face shield for all	T: 0:30 P: 2:00

		5. Administering First Aid	<ul style="list-style-type: none"> • Describe the common first aid procedures to be followed in case of emergencies. • Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures • Demonstrate administration of first aid • List some local emergency services 	AGR/ N9903 PC14, PC18, PC19, PC20, KU2, KU3, KU15, KU16, KU17	Lecture, Discussion, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, goggles or face shield for all	T: 0:20 P: 3:00
--	--	----------------------------	---	---	--	--	--------------------

9.	Employability Skills (60hrs)	Introduction to Employability Skills	<ul style="list-style-type: none"> Describe importance of Employability Skills Prepare a note on different industries, trends, required skills 	DGT/VS Q/ N0102	Classroom lecture, Team Activity	White-Board and, Markers, Chart Paper and Sketch pens, LCD Projector	1:30
		Constitutional Values: Citizenship	<ul style="list-style-type: none"> Detail the principles of constitution of India Identify the various environmentally sustainable practices 		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	1:30
		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> Discuss relevant 21st century skills required for employment Practice critical thinking and decision making skills 		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	2:30
		Basic Skills-I	<ul style="list-style-type: none"> Read English text with appropriate articulation Practice basic English words, sentences, punctuation Demonstrate active listening and reading skills 		Classroom lecture, Team Activity, Role play, video session	Laptop, PPT, White board Markers, note pad, pen etc.	5:00
		Basic Skills-II					Practical, demonstration, role play
		Career Development and Goal Setting	<ul style="list-style-type: none"> Identify well-defined short- and long-term goals Explain how to build a career pathway Conduct job market 	DGT/V SQ /N0102	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen etc.	2:00

			<ul style="list-style-type: none"> research Discuss how to set career goals. 				
	Communication Skills	<ul style="list-style-type: none"> Explain the importance of communication at workplace Demonstrate effective communication strategies Demonstrate how to communicate effectively using verbal and nonverbal communication 	DGT/V SQ /N010 2	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00	
	Diversity and Inclusion	<ul style="list-style-type: none"> Explain the need of diversity at workplace Identify the various PwD policies applicable at workplace Discuss the significance of the POSH Act 	DGT/V SQ/ N0102	Class room lecture, Inter-active discussion	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	2:30	
	Financial and Legal Literacy	<ul style="list-style-type: none"> Discuss various financial institutions, products, and services Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions 	DGT/V SQ/ N0102	Class room lecture, demonstrations, group discussion, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00	
	Essential Digital Skills-I	<ul style="list-style-type: none"> Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc. Demonstrate how to operate digital devices Create an e-mail id and follow e-mail etiquette to exchange e-mails Describe the role of digital technology in day-to-day life and the workplace 	DGT/V SQ/ N0102	Class room lecture, discussion, Demonstration, practical, learning by doing	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	6:00	
	Essential Digital Skills-II	<ul style="list-style-type: none"> Practice Digital skills 		Demonstration, practical, learning		4:00	

					by doing			
		Entrepreneurship	<ul style="list-style-type: none"> Describe the types of entrepreneurship and enterprises Describe the 4Ps Of Marketing- Product, Price, Place and Promotion and Apply the mas Per requirement Create a sample Business plan, For the selected business 	DGT/VSQ /N0102	Class room lecture, discussion, Demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	7:00	
		Customer Service	<ul style="list-style-type: none"> Identify types of customers and how to deal with them Identify methods to get customer feedback and how to implement them Explain various tools used to collect customer feedback Discuss the significance of maintaining hygiene and dressing appropriately 	DGT/ VSQ/N 0102	Class room lecture, activity, role play, video session	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00	
		Apprenticeships and Jobs	<ul style="list-style-type: none"> Practice personal grooming strategies Illustrate the use of online platforms for job hunting Detail the concept of Apprenticeship Demonstrate how to enroll for Apprenticeship programs. Draft a professional Curriculum Vitae (CV) Role play a mock interview 	DGT/ VSQ/N 0102			8:00	
		Total Duration						60 Hours

Annexure - II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

For Updated Assessment Criteria, Refer QP from link:

<https://asci-india.com/standards-qp-nos.php>






Assessment Criteria for ASCI - Florist	
Job Role	Florist
Qualification Pack	AGR/Q0703
Sector Skill Council	Agriculture Skill Council of India





S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5.	To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to successfully clear the assessment.
6.	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N0706.Procure and store cut flowers and foliage	30	40	-	30	100	15
AGR/N0707.Prepare flowers for creating floral arrangements	30	40	-	30	100	20
AGR/N0708.Design and create floral arrangements	30	40	-	30	100	30
AGR/N0709.Pack and ship floral arrangements	30	40	-	30	100	25
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	5
Total	180	215	-	155	550	100

Annexure - III

Annexure of QR Codes for Florist

Module No.	Unit No.	Topic	QR Code Links	QR Code
1. Introduction to the Role of a Florist	Unit 1.2: Roles and Responsibilities and Employment Opportunities for a Florist	Agriculture First	https://www.youtube.com/watch?v=Fy6QVKri-pU	 Agriculture First
		Floral industry meaning and explanation	https://www.youtube.com/watch?v=REwXlhce1qE	 Floral industry meaning and explanation
2. Procurement and Storage of Cut Flowers and Foliage	Unit 2.4: Handling Cut Flowers Safely in an Environment Friendly Manner	Cut Roses	https://www.youtube.com/watch?v=5s2RY7fmzIQ	 Cut Roses
		Inflorescences - How flowers are arranged on the stem	http://theseedsite.co.uk/inflorescences.html	 Inflorescences - How flowers are arranged on the stem
3. Preparation of Flowers for Creating Floral Arrangements	Unit 3.4: Performing Waste Management	A colourful solution to flower waste	https://www.youtube.com/watch?v=btTPmBQhmYs	 A colourful solution to flower waste
5. Process of Packing and Shipping Floral Arrangements	Unit 5.3: Wrapping a Floral Arrangement for Gifting	Bouquet wrapping technique	https://www.youtube.com/watch?v=dzcvf3TCvxk	 Bouquet wrapping technique
		Flower Bouquet Wrapping Technique & Ideas	https://www.youtube.com/watch?v=G1aFpZSslbE	 Flower Bouquet Wrapping Technique & Ideas

8. Safety and Emergency Procedures	Unit 8.5: Administering First Aid	First aid for burns	https://www.youtube.com/watch?v=yfoLgUxh474	 First aid for burns
		What is HIRA Hazard Identification and Risk Assessment?	https://www.youtube.com/watch?v=spgAeV9wPFo	 What is HIRA Hazard Identification and Risk Assessment?
		How to use the fire extinguisher	https://www.youtube.com/watch?v=6mX07wNJUYE	 How to use the fire extinguisher
		Pollinators & Pesticides From the Ground Up	https://www.youtube.com/watch?v=hIk3PU5qyYQ	 Pollinators & Pesticides From the Ground Up



Skill India

कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



Scan this QR to access eBook

<https://eskillindia.org/Home/handbook/123>



ASCI
Agriculture Skill Council of India

Address: 6th Floor, GNG Tower, Plot No. 10
Sector - 44, Gurgaon - 122004, Haryana, India
Email: info@asci-india.com
Web: www.asci-india.com
Phone: 0124-4288322, 4047488, 4046678
CIN No.: U93000HR2013NPL048073