

Taking on “Hana-Iku” (Education through Flower Growing)

Floral Design Course: Nakashima Sayaka

(Instructor: Yoshida Kumiko)

1. Introduction

“Hana-Iku” means to nurture a sense of gentleness and beauty through familiarizing ourselves with flowers, greenery, and the opportunity to cultivate them. In recent years, this concept, along with food education, has been advocated as part of emotional education via plants, and with the hope of rebuilding the local communities and passing on the Japanese floral culture according to the four seasons.

I have long felt that flowers and greenery have a great effect on people, and I have become interested in “Hana-Iku.” In the future, I am hoping to be involved in the spreading of “Hana-Iku” activities as a “Hana-Iku” specialist; that is the reason why during my student life I have actively participated in workshops as an assistant. Based on this experience, I made it the final objective of this graduation research to plan and manage a workshop.

2. Activity Report as Assistant

The following reports on past assistant activities are summarized with three points, (1) participants, (2) course contents, and (3) learnings and findings, and are used as a reference for workshop planning and management.

Open Campus	Green School	Lifetime Learning Courses
① Senior high school students and general public ② Masu (square wooden box) arrangement ③ "One article of praise and one piece of advice"	① Second-year high school students within the prefecture ② Topiary bouquets ③ Accurate advice is possible by making prototypes in advance.	① Parents and children of elementary school age and younger ② Christmas wreaths ③ The imagination of children is limitless and fascinating.
Lectures on Flowers and Greenery	Horticultural Therapy	Let's Decorate My School with the Flowers of Gifu
① Senior High School Student ② Assisted bouquets Fragrance arrangement ③ There is a link between fragrance and memories.	① Day care users ② Arrangement, mixed planting, color sand art ③ Due to possible difficulty using hands, may need assistance holding containers, etc.	① Elementary school students ② Arrangement ③ Choosing the right words for the target audience helps to convey the message.

3. Workshop Planning and Operation

Workshops were planned and operated under the theme of “Let's Make Something That's A One and Only in All the World.”

(1) Courses for Preschool Children

【Participants】26 older children from Mino Nursery School

【Venue】Mino Nursery School Childcare Support Building

【Course Contents】Photo frame with test tubes

【Participation fee】Free of charge

【Material fee】9,680 Yen

【Learnings and Findings】

- I was concerned about whether they would be able to keep concentrated, but they were absorbed in their work with a serious look in their eyes.
- The participants showed more interest in the materials than expected.
- Although the production speed varied from person to person, they were able to work understanding the explanations.
- Although I was concerned that they might fight over choosing yarns, I was impressed by the way they decided by conceding to each other.
- I was inspired by the differences in each work even though they were made from the same materials.



(2) Courses for Parents and/or Guardians

【Participants】10 individuals from Mino Nursery School

【Venue】Mino Nursery School Childcare Support Building

【Course Content】Photo frame with test tubes

【Participation Fee】2,000Yen×10 individuals = 20,000Yen

【Purchasing Fee】6,230 Yen (excluding on-campus procurement)

【Expenses for Reference】14,580 Yen (including on-campus procurement)

【Learnings and Findings】

- The fragrant cinnamon and star anise were well received.
- Some participants designed the products to be displayed for all seasons as well as for Christmas.
- We were able to secure a lot of time for production because we simplified the work process.
- The only rule was to always attach a test tube to the same base, and therefore, as per the theme, they were able to create a work that is a "one and only" in all the world.



4. Learning through Graduation Research

In order to deepen my understanding of “Hana-Iku,” I have actively participated in workshops as an assistant during my student life. When I first started participating in workshops hosted by the school, it took me a lot of time just to cut up flower materials and sort them by color tones. I was worried about how to talk to the participants and how to behave. As the times I participated increased, I naturally developed the ability to distinguish between yellow and blue undertones, and it took less time to sort the floral materials. In communicating with participants, which used to make me nervous, I began to enjoy it by practicing the “one article of praise and one piece of advice” method advised by Ms. Yoshida, and I am now able to follow up with our junior students. Preparations for the course and support on the day of the course were flexibly implemented to suit the target audience, and I learned the importance of careful advance preparation. The experience as assistant allowed me to interact with people of all ages, and in particular, horticultural therapy had some similarities with “Hana-Iku,” making it a very valuable experience.

When I actually planned and managed the workshops by myself, I felt the difficulty of deciding on the content of the course, selecting floral materials and supplies that fit the image, and organizing the procedures and schedule for the day of the workshop. I also learned how difficult it was to give accurate instructions to the staff who assisted me on the day of the workshop, and to communicate in a way that was easy for participants to understand. During the course, I often felt stimulated by ideas, and sometimes they showed interest in things we did not expect them to. I believe that the main purpose of “Hana-Iku” is not to improve techniques, but to foster an affinity for flowers and greenery, and to nurture the spirit and potential of each individual. Therefore, I feel that if we take a flexible approach to “Hana-Iku,” without being preoccupied with fixed ideas, we can make the most of our spontaneous ones. As a “Hana-Iku” specialist, it was a great learning experience for me to be involved in the spreading of “Hana-Iku” activities in the future.