

Nanairo-no-Hanaiku(Seven Colored Flower Education)

Floral Design Course

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1.Introduction

When I was a high school student, I loved both flowers and children so much that I was torn between becoming a florist or a nursery teacher. In the end, I chose to become a florist and have acquired knowledge and skills related to flowers at the International Academy of Horticulture. During that time, I learned about an activity called "Hanaiku" (flower education), which nourishes children's hearts by providing opportunities to interact with and grow flowers and greenery, and I found it appealing. In addition I felt that planning the content of the flower education by myself would lead to the development of planning and management skills for my future, so I chose 'planning and management of flower education' as the theme for my graduation research.

2.Participation in Flower Education Activities

I participated as an assistant in the 'collaborative classes of flowers and greenery' held at high schools and conducted by our Academy teachers, as well as flower education workshops at elementary schools organized by the Gifu branch of the Japan Flower Designers Association. Through these activities, I was able to gain hands-on experience in flower education activities, deepen my understanding, and use them as a reference for planning and managing my own flower education activities for kindergarteners and elementary school students.

3. Planning and Management of Flower Education for Kindergarteners

Target: Kawai Kindergarten (School Corporation Kawai Gakuen)

Senior classes: 3 classes, total of 83 children

Dates:

First session – December 9 (Sumire class)

Second session – December 12 (Suzuran and Ayame classes)

Prototyping: Four trial productions were conducted with the following considerations:

- Children can cut and paste, but glue guns and wires are dangerous
- Budget: 500 yen per child; production time: 20 minutes

On the day:

1. Greetings
2. Once the children have chosen their colors, we hand out the flowers and other materials to each of them
3. Explanation of the first half → production (first half)
4. Explanation of the second half → production (second half)
5. Completion

Positive points:

- The time allocation was appropriate, and the activity proceeded smoothly.
- Children showed interest in flowers, such as actively asking about the names of flowers.
- Many of the children who participated said that it was fun.

Points for improvement:

- Some children applied too much glue to the same spot, and so there wasn't enough glue to cover the entire area, showing a need to increase the amount of glue and carefully instruct them to spread it evenly.
 - Some children did not like getting their hands dirty, so it was necessary to prepare tools for applying the glue.
- By separating conducting the activity into two sessions, we were able to improve the issues from the first session in the second session.



Photo1.Finished work



Photo2.Children
engaged in the making

4.Planning and Management of Flower Education for Elementary School Students

Target: Gujo Municipal Takasu Kita Elementary School, (6th grade, 12 students)

Date: December 16

Prototyping: A trial production was conducted with the following considerations:

- Items that evoke a Christmas feeling
- Something that is neither too easy nor too difficult for 6th graders
- Budget: 3,000 yen per student; production time: 90 minutes

Simulation: Mr. Ota, a staff member of our Academy who has little experience handling flowers, was instructed to create the work.

On the day:

1. Greetings
2. Gather around one table and demonstrate the process to students.
3. Assign one staff member to each table and make products while teaching.
4. Separate Steps 2 and 3 into five processes and repeat them.
5. Box decoration

Positive points:

- The finished products were of such high quality that the teachers and parents, as well as children, were pleased.
- The activity was completed within the scheduled time.
- Although some students were good at the task and others were not, I spoke to all the students equally, while I was able to carefully support and guide those who were particularly having difficulty.

Points for improvement:

- Wiring took a long time, so materials such as Himurosugi that required more time should have been pre-wired.
- The simulation should have been conducted with children of a similar age to the participants.



Photo 3. Finished work
(elementary school)



Photo 4. Scene from the
class

5.Conclusion

Flower education is an activity that changes in various ways depending on the participants, their age, the number of people, and the environment. I learned that it is important to bring out the appropriate 'colors' that suit to each situation. The title 'Nanairo no Hanaiku' (Seven-Colored Flower Education) reflects my name "Nana" and expresses that flower education is an activity that changes into various colors(forms) depending on the situation. It also contains my desire to pursue my own approach to flower education and to value the individuality of each child.

Seeing the children take an interest in flowers,engaging with them and seeing their smiles gave me a strong sense of achievement and made me realize the significance of flower education. I also felt that flowers have the power to bring smiles to people. Through this graduation project, I improved my ability to plan activities in line with the objectives under limited conditions, and I feel that I was able to provide children with opportunities to become familiar with flowers and enjoy expressing themselves. I would like to make use of what I have learned this time in my future workplace to plan and manage flower education activities and to convey the appeal of flowers to many people.