

PFCI

PROFESSIONAL FLORAL COMMUNICATORS INTERNATIONAL

Items* needed for the class:

- Notebooks for all the students (hand them out after introductions)
- Nametags/tent cards for all students
- Pens or pencils for all students
- 6 each of 4 colors of balloons (air inflated, with individual stage fright questions)
- 4 sets of slips of paper with the stage fright questions
- ABC letters across front of stage
- A nerf ball or similar (for Communication explanation)
- Graduation pink socks (one pair for each person attending)

*These items will be stored at SAF Headquarters and shipped to each program.

Seminar Outline

Session I. What is speaking?

- ◆ Speaking is communication.
- ◆ Communication is the sending and receiving of a message to achieve a desired result.
- ◆ It is a learned behavior. Speakers are not born, they are made.

Session II. The ABCs of Speaking

| | | |
|---------------------------------|-------------------------------|------------------------|
| A is for Audience | I is for Image | R is for Reveal |
| B is for Body Language | J is for Judgment | S is for Smile |
| C is for Center | K is for Knowledge | T is for Teach |
| D is for Dress | L is for Listening | U is for Understanding |
| E is for Eye Contact | M is for Movement | V is for Voice |
| F is for Fear | N is for NON-Words | W is for Words |
| (False Evidence Appearing Real) | O is for Opening | X is for Xtra |
| G is for Gestures | P is for Participant-Centered | Y is for You |
| H is for Humor | Q is for Questions | Z is for ZZZ |

Lunchwork Assignment

Finish these three sentences:

- ◆ Question #1: Today, as a speaker I think I am . . .
- ◆ Question #2: As a speaker I want to be . . .
- ◆ Question #3: As a speaker I know I will never be . . .

Session III. Stage Fright

False Evidence Appearing Real - FEAR

- ◆ The more you care about the outcome of a presentation — the greater the likelihood you'll feel stage fright.
- ◆ Stage fright is misdirected energy.
- ◆ When you are unprepared, unsure, insecure or intimidated — you will feel more stage fright!

Session IV. Content

What you say — the information, directions, insights and the very words themselves are very important — especially when your goal is to educate. The things you share with your audience should be . . .

- | | | |
|---------------------|-----------------------|---------------------------|
| ◆ accurate | ◆ responsible | ◆ believed by you |
| ◆ researched/proven | ◆ organized logically | ◆ of value to an audience |

Individual Assignment

Develop and organize the content of your answer to this question . . .

If you could proclaim a new national holiday, what would it be, when would it be celebrated and how would you celebrate it?

Session V. Techniques for Involving the Listener

Class Assignment:

Select a partner. Have one person read the paragraph provided aloud to the other. The other person will NOT pay attention. **Listener:** no eye contact, no laughing, keep your mind elsewhere. **Speaker:** it is your job to get the other person involved in what you are saying - at all costs.

Final Project:

Please finish before leaving the room.

Set a goal for yourself as a speaker. In one year I will be . . .

Begin Class with an Interactive Exercise:

Ask each class participant to . . .

Stand and give their name — along with a word whose letter matches the first letter of their first name — the word must be a speaking related word.

For Example:

- “I’m Susie and I’ve always wondered about stage fright”
- The next person repeats the person before them . . .
- “She’s Susie Stage Fright and I’m Ellen and I want to know about eye contact.
(continues until each person intros themselves)
- This technique combines the skills of memory and name association while giving you (the instructor) an idea about what the audience wants to learn about
- Help those who stumble with the names to encourage a positive atmosphere!!

Begin the Intro about Communication Now!

This program was written exclusively for PFCI by Marie Ackerman, AAF, AIFD, PFCI. (1997)

I. What is speaking?

- Speaking is communication.
- Communication is the sending and receiving of a message to achieve a desired result.
- Learned behavior. (Great speakers are not born – they are made!)

Give Visual Example of Communication: (two options)

Option #1 – Nerf Ball Exercise

(Feel free to change this to suit your own style)

1. Select one person from the audience to come forward. This person is the sender. *(You are the receiver.)*
2. Take a nerf ball and give it to the sender. *(The ball represents the message.)*
3. Have the sender throw the ball to you. *(Do not catch it on purpose.)*
4. Ask group to tell you why you didn't catch it. *(Wasn't ready!)*
5. Ask the sender to throw it again. *(This time turn your back to the sender.)*
6. Ask audience why you didn't catch it this time? *(Wasn't paying attention.)*
7. Ask sender to throw it a third time. *(This time look at the sender, make a poor effort to catch it - in fact, drop it.)*
8. Ask audience why you did not catch it? *(Tried, but dropped it.)*
9. Thank sender and return them to their seat.

Conclusion: You see, every audience is filled with people like these.
Some are not ready for your message.
Some will not get it because they are not tuned in.
Still others will try and fail.
The good news is **Some Will Get It** - the first time!

Option #2 – Use the “gossip or telephone” technique to demonstrate. Create a paragraph to be repeated by each participant according to the formula below. (The paragraph should be memorized before presenting it to the participants.)

Sentence #1 - use the name of someone known to the group (for example, the president of the association or chairperson of the convention). This person has asked some unusual or outrageous request of the people in the seminar, such as clapping loudly at a certain cue, or signing their names to the hotel wall.

Sentence #2 - a detailed description of how to carry out the task.

Sentence #3 - elaborate with more details and conditions, and involve the name of another person who has some bearing on the outcome of the request.

Sentence #4 - add a further stipulation or condition of how to complete the task.

Sentence #5 - the reward for fulfilling the request.

Example: “Bruce Anderson (association president) wants everyone in this seminar to sign a large condolence card to be mailed to Monica Lewinsky after the convention. The card will be located outside the elevators on the 69th floor of the hotel between 8:00 am and 4:00 pm on Saturday. Please sign the card using the purple magic marker, which is

tied to the fire extinguisher on the wall nearby. After you've signed, go see Ann Harvey in the convention registration booth and she'll give you a cherry flavored all day sucker."

II. The ABCs of Speaking

- Whenever you aspire to learn more about a subject it helps to break it down to the smallest possible portion.
- In teaching and learning, you know that the smaller the portion the greater the retention of the materials.
- That's why we have invented **The ABCs of Speaking** – and here they are...
(Use the large letter blocks as visuals -- ABCs can be taught in order or grouped in "Blocks" of four as to related topics ex: **E**ye-contact, **G**estures, **B**ody language & **M**ovement.)

A is for Audience.

- Every presentation begins and ends with the audience members.
- It is the speaker's responsibility to meet the audience members on their level. (Not the other way around!!)
- An audience is a group of individuals - who have individual wants, needs and desires. (How many can you meet on how many levels?)
- You need to find out as much about the audience as possible before the presentation begins.
 - Meet some people.
 - Ask questions, who are they? (business owners or employees)
 - Ages?
 - Gender?
 - Economic levels?
 - Educational levels?
 - Interest levels?
- Always tailor the presentation to **THEM**.
- Never insult them.
- Never use profanity.
- Never talk down to them.
- Always leave them a little bit higher than when they walked in. (Inspire them.)

- Big thought: Believe the audience members want you to succeed - because they do!

Group Question: Ever been in an audience when the speaker does not do well?
What effect does it have on you as the listener?

B is for Body Language

- Body language is a signal from your unconscious. (Watch what you feed your subconscious!!)
- “What you do speaks so loudly — I cannot hear what you are saying.”
- You are the message!
- Posture is important. Your posture is the framework for presenting yourself. It immediately conveys your confidence and internal state.
- Body language is also a great way to gauge how the audience is receiving your message.
- Being able “to read an audience” is a skill you learn — with time. Here are a few signals to look for . . .
 - **Mouth** – Ends up - agreement/Ends down- disagreement.
 - **Crossed Arms** – No way - you won’t convince me.
 - **Propped heads** – I could be napping.
 - **Lean forward** – I am interested.
 - **Doodling** – Boredom.

C is for Center

- Center is home. Teach yourself to relax at center.
- Center is also a mental game. If things are bothering you it is tougher to be your best. Clear your mind of everything but the task at hand.

Group Activity: Ask group to “Please stand.”
Close your eyes, think of nothing but empty space.
Breathe deeply/exhale.
Place your feet no further than the width of your shoulders apart.
Weight on the balls of your feet.
Knees slightly bent.
Shoulders back.
Head centered.
Hands at your sides.

This is center - Now you are ready.
(Please be seated!)

D is for Dress.

- Appearance is highly important to a professional speaker.
 - Err on the side of conservative attire.
 - When in doubt - leave it out.
 - Dark colors bring authority.
 - Be careful of patterns - they make the eye blink.
 - We should see **YOU** - not your clothes!

- Spend money on these clothes — You need to look successful — Right down to the shoes.

Give Personal Example of a clothing Boo-boo you made.

- Grooming is also an issue — get a great haircut. Take care of your skin and body! Use make-up wisely.

E is for Eye Contact

- The only way to really connect to your audience is to look them straight in the eye. (Just like mama said!)

- Not the ceiling — not the back wall — look at the people — they are the only place where you will gain energy and encouragement.

- How long? 3 to 4 seconds per person.

- How? Practice. A personal challenge to you...
 - Every conversation you have for the next month — look the other person straight in the eye.

F is for Fear (False Evidence Appearing Real)

- Everyone gets stage fright.
- The fear of speaking is the #1 fear in America. (Fear of dying is 6th on the list!)
- Feeling fear is a good thing — it means you **care deeply** about the outcome of your performance.
- With practice and preparation you can reduce the fear by **75%**.
- With practice comes experience
 With experience comes confidence
 With confidence comes empowerment
 And with power — you can do anything!

(Tell them you will be talking about stage fright this afternoon in its own session.)

G is for Gestures

- Is a speaker a cheerleader? Maybe . . . but remember . . .
- There are **positive** gestures and **negative** ones.
- Videotape is the best way to learn what your gestures look like to an audience.
- Use gestures **that feel natural** — like those you would use when you communicate in a loving and friendly manner with people you care about.
- Sometimes stage gestures are a little bit “**larger than life**” on stage.
- Generally — slow them down and open them up!

Demonstrate these positive and negative gestures for your audience:

- Negative Gestures
 - Hands on hips - yo’ mama
 - Parade rest - we’re in the army now
 - Fig leaf - this ain’t the garden of Eden
- Positive Gestures
 - Open hand
 - Sweeping arm

H is for Humor

- Use humor to affect attitudes in the audience.
- Use humor to break down the natural barrier between you and your audience.
- Jokes are hard to tell! (Unless you are Jay Leno!)
- Never use dirty or politically incorrect jokes.
- **The most humorous stories are the ones that actually happened to you.**
- Humor makes you likable — and human.
- Lighten up — don't take yourself so seriously.

Give a personal example of how you use humor in your speaking . . .

I is for Image

- Image is everything — really it is all you have.
- What you **look like**. (physically, attire & body)
- What you **act like**. (behaviors on and off the stage)
- How you **treat others**. (hopefully with kindness and respect at **ALL** times.)
- With whom you **associate**.
- Your image reflects **VOLUMES** on your sponsors and personality.

J is for Judgment

- Speaking is a process — a thousand judgments from the moment you accept a speaking engagement to how you deliver the information to an audience.
- Try to judge situations unemotionally. Use facts — not opinions. It is very important!
- If you make a mistake, say so — it means you are human.
- Also, be not so quick to judge others, they may surprise you.

K is for Knowledge

- Read everything you can. Challenge yourself to read 60 books a year!
- Study trends and new words. (Incorporate them in what you do every day.)
- Educate yourself not only on the industry — but related fields, world events, trivia.
- Take a class in something. (I guess you are!)
- The purpose of knowledge is **NOT** to tell others how smart you are, but rather to use your knowledge to **share information and develop creative solutions** for perplexing problems your audience has.

L is for Listening

- You know the old story — you have two ears and one mouth, which means you should **listen twice as much as you speak**.
- To be a great speaker — you must train to also be a great listener.
- Most people listen with a filter on — the filter is their thoughts and emotions.
- You can't yell . . . **“please listen to me!”** You must give the audience reasons to listen to you. (Information, energy, enthusiasm, hope, inspiration and rewards.)

M is for Movement

Group Question: **Ever see a speaker who looked glued to the stage?**
(Let them answer!)

- Movement brings energy to a presentation.
- It **relaxes** the **speaker** and the **audience**.
- The movement must be purposeful — not pacing or nervous energy.
- Don't over-choreograph the movements (it's not a ballet!)
- Some take a dance class to make their movements more graceful.

N is for NON-Words

- Um, AH, OK are non-words.
- They are fillers. (The Baby's Breath of Speaking!!!)
- **Non-words out.** Silence and/or pauses in!
- Have someone in the audience count them for you.
- When you are tired, or unsure of your topic you will hesitate and fill the spaces with non-words. It is only natural.

O is for Opening

- Plan it, memorize it, and deliver it with confidence.
- Keep it **short** and to the point.
- If you are commentating — get to the first design quickly!
- **Don't use notes.** (They make you look unprepared.)
- Have energy!
- If you are doing introductions — plan them, rehearse them.

P is for Participant-Centered

- If the presentation **involves the participants** and **their ideas**, they will stay and participate.
- **Straight lecture is out** because it ignores the participants.
- Questions, assignments, workshops are the buzz words of participant-centered learning.
- Keep asking yourself one question: **What does the participant get?**
- When you find out — keep building on it.

Q is for Questions

- Welcome every question as it is a direct result of the audience's interest in your subject matter.
- Always thank the person who asked the question for asking it.
- Repeat the question (paraphrasing it, if necessary) so all can hear it.
- There are several ways you can proceed from here . . .
 - Answer **directly** to the questioner. (Well, Sue the answer is . . .)
 - Broaden the answer **to everyone**. (Sue brings up a good question for us all...)
 - **Relay** the question back to the person or the audience. (That's interesting. What would you tell Sue about her problem?)
 - **Delay** the answer — cover it later. (I'll cover that in our next session. Can I delay it until then? Always ask permission first.)

R is for Reveal (as in Reveal a little of yourself)

- If you've done everything right to this point, your presentation style is probably somewhat mechanical.
- Don't take out everything that is you. By revealing part of yourself your message becomes more believable. (Because it is based in reality.)
- Understand this is not a session on a psychiatrist's couch — leave personal problems at home.
- What to reveal: your values, education, the things that are special to you, that touch you. What you think is funny!
- The most sought after speakers have a definite point of view (that is amply supported) and has experience to which the audience can relate.

S is for Smile

- A smile makes you approachable.
- Do you smile often? (Most people think they do, but really don't.)
- When something goes wrong — smile.
- When something goes right — smile.
- When you are waiting for something — smile.
- Not fake smiles. (The audience can tell.) Genuine smiles come from the heart.

T is for Teach

- If you educate while people are having fun - people can retain up to 60% more of the message. (What a great reason to use humor!)
- Concentrate on content. Develop the outline to deliver the most information in the least time!
- Always have a handout to plus the retention factor.
- Organize the information *LOGICALLY*.

U is for Understanding

- The objective of any presentation is to have the audience understand your point of view.
- Without understanding your time and the audience's time is wasted.
- To achieve understanding you must . . .
 - . . . grab the audience's attention and keep it.
 - . . . speak slow enough to be heard.
 - . . . articulate for definition.
 - . . . organize your thoughts and provide a pattern for others to follow.
 - . . . check periodically to see if the message is getting through.
 - . . . keep the session moving.
 - . . . summarize at the end.

V is for Voice

- Vocal — how you say it (tone, inflection, projection . . .) is 38% of the battle to get someone to understand your message.
- Components of Voice:
 - **Articulation** - How you shape sounds into meaningful words. (Sloppy pronunciations make you sound unintelligent.)
 - **Pitch** - The highness or lowness of your sound. (When people get nervous, their pitch becomes higher.)
 - **Inflection** - The upward and downward changes in a sentence. (Up - approval/Down - authority.)
 - **Resonance** - The richness of the sound. (How sound “bounces around” in your throat, mouth and nasal cavities.)
 - **Projection** - Loudness (without shouting) of your voice. People who don't project well appear timid and unsure.

W is for Words

- Don't use big words to impress people.
- The goal of a great vocabulary is to give you more choices to reach for when you have a long presentation — and to have the audience understand your message.
- The more words you use everyday the more you will be able to call them forward when you are under pressure.
- Reading and writing are great ways to develop your vocabulary.
- Concentrate on developing descriptive adjectives — they'll help you the most.
- Avoid jargon (although veterans will understand) – you will alienate the newcomers.

X is for Xtra

- Ask about expectation of your sponsors and hosts up front. Once you know them try and find a way to exceed them!
- Always look for how you can beat the audience's expectations.
- The difference between ordinary and extraordinary is in doing something extra.

Give a Personal Example of how you can deliver something extra.

Y is for You (Be yourself)

- Discover who you are — your real value. (If you don't already know.)
- Don't try to be something you're not — you'll only look fake.
- Accept yourself — unconditionally. Now!
- Don't devalue yourself. (Or others for that matter.)
- Focus your values.
- Hold others in high esteem — just as you would like to be.
- Develop a positive, flexible attitude.

Z is for ZZZ (Get plenty of rest the night before!)

- Rest builds performance energy.
- If you are tired - you will not be able to deliver 100%
- That's why designers/commentators have such a tough job – they are often so exhausted from creating the designs that they have no energy left to present them.

Final Summary

Group Participation: Which one of those 26 things is the toughest for you? Why? (Go around the group and ask everyone to share their thoughts.)

Optional Exercise

Ask students to select one of the following topics and prepare a one to two minute spontaneous speech on the subject. Ask for volunteers to share their results.

1. If you had to select the best book in history to receive a prize, which one would you select?
2. Tell us about something you once forgot that you will never forget again.
3. If you were to perform in the circus, what would you do?
4. If you could spend a year somewhere, all expenses paid, where would it be?
5. You can have dinner with anyone in the world tonight. Who would you chose? Why? What would you say to them?

Lunch Assignment:

Just before you break for lunch, review the assignment. Answer the three questions in your notebooks –

1. Today, as a speaker I think I am....
2. As a speaker I want to be...
3. As a speaker I know I will never be...

(Instruct students exactly what time they need to return.)

Lunch Break

(Approx. 1 pm)

Welcome Back!

(Go over the three questions and ask the students to share their ideas on the lunch work questions.)

Mini Session – Stage Fright (Session length: 60 minutes)

Stage fright - False Evidence Appearing Real – (FEAR)

Question to Audience: Who can tell me what the symptoms of stage fright are?

- Sweaty palms
- Knocking knees
- Shaky hands
- Dry mouth
- Rapid heartbeat
- Twitching
- Butterflies
- Shortness of breath

Don't let the fear (or symptoms) debilitate you!

Question to Audience: How do you think an audience feels when they see a speaker with stage fright? (Let them answer.)

The more you care about the outcome of a presentation — the greater the likelihood you will feel stage fright.

It is really positive energy — **if it is channeled correctly.** (Get those butterflies to fly in formation.)

When you are . . .

- unprepared
 - unsure
 - intimidated
 - insecure
- . . . you are likely to experience a higher degree of stage fright.

Key difference - Focus on the audience - NOT yourself.

Tips:

- speak to one person at a time
- stay focused in the present time
- act as though you are hosting friends in your own home: relaxed and conversational

Class Assignment: There are several balloons on the floor - please come forward and select one. (After the group has done so, continue.) Now find the people who have the same color balloon that you do. Sit with them. (Yes, rearrange the room if necessary.) Inside each balloon is a stage fright situation. Please pop the balloon and discuss with others how you would react to or change the situation. (Have each group appoint a reporter to take notes. After the group gets through at least 5 questions – call the session back to order and have each reporter recap for the audience.)

Sample Questions:

- What would you do if your microphone suddenly went dead? Or . . . the lights went out? . . . the backdrop fell down? . . . you stepped into a hole or crevice on the stage, or part of the stage collapsed?
- What if you're handed an arrangement to commentate that is so awful you can't find anything good to say about it? . . . what if it self-destructs in your hands? . . . or has obvious care and handling mistakes?
- What would you do if, in the middle of your commentary, you suddenly realize that you're wearing two different colored shoes? Or . . . you forgot your reading glasses? . . . there is a big gob of spinach in your teeth? . . . your fly is open (men only)? . . . your wig is crooked?
- How do you handle a "prima donna" designer (sales rep)? What if one of your panel designers (employees) shows up obviously drunk or hungover, without having slept the night before?
- Suppose it's Sunday morning, and one of the panel designers, upon his introduction, launches into a "fire and brimstone" sermonette? . . . what if most of your audience is nodding in agreement?
- How would you handle a heckler in the audience? Or . . . someone who challenges everything you say? . . . someone who says, "I can't sell that in MY shop!"? . . . someone who is talking loudly or is drunk and disorderly?

Teacher Summarize Session (use your own words)

15 minute break - “We will begin promptly at 2:15”

Mini Session #2 – Organizing Content (Session Length – 1 hour)

Welcome back. We’re now going to talk about content.

What you say — the information, directions, insights and the very words themselves are very important — especially when your goal is to educate. The things you share with your audience should be . . .

- accurate
- researched/proven
- responsible
- organized logically
- believed by you
- of value to an audience

Accuracy - especially with statistics, make sure you have the facts and numbers straight.

Researched - be careful of the difference between a fact and an opinion. (If you use opinions, be sure to tell them so.)

Responsible - You certainly gain no credibility if you tell people to do things that will harm them, their relationships or their business.

Organized - Start at the beginning and lead the listener through the subject to the conclusion. Eliminate things that do not support the points you are trying to make. Think of how logically things can be presented. Give the listener a road map to get to where you want them to go.

Believed by you - If you don’t believe it how do you expect your audience to? You must be committed to your subject — because if you are not — it will show.

Of value to your Audience - Make sure you are not “preachin’ to the choir.” Make sure your content is tailored to the audience’s needs and wants.

Individual Assignment

Develop and organize the content of your answer to this question:

“If you could proclaim a new national holiday, what would it be, when would it be celebrated and how would you celebrate it?”

(Teacher prepare an example and show them - Follow the outline in the workbook.)

Ask for volunteers to go to the stage area or front of room to present their holidays.

Organize, Practice, Edit and Refine.

15 Minute Break (Please be back promptly at 3:30)

Mini Session 3: Techniques for Involving the Listener (Session length: 1 hour)

Since life is a participation sport — so should speaking be.

Today you have seen some great examples of how to involve the listener. Who can name a few? (Allow them to relate some techniques you have used all day long to keep them involved.)

Class Assignment - Pair off into groups of 2. Have one person read the paragraph in the workbook out loud to the other. The other person will **NOT** pay attention. Person #2 – no eye contact, no laughing, keep your mind elsewhere. Person # 1 – it is your job to get the other person involved in what you are saying — at all costs. Everyone understand their roles? Ready? GO. . .

(Call to a halt after a few minutes . . .)

What worked?

- Talking louder
- Using more gestures
- Touching them
- Doing funny things
- Begging
- Going silent

While these things may be extreme, they are good examples of ways you can involve the listeners.

Some others are. . . (*teacher, prepare an example of each one.*)

- **Demonstrations** - these are especially good for teaching situations. (“How-to” is a great way to create interest.)
- **Object lessons** - using a common object to punctuate your point.
- **Asking rhetorical questions** - you don’t really expect an answer — but it makes the listener think.
- **Give the audience an easy way to ask questions** - provide a method for them to ask “embarrassment free” questions. (Write on paper, at the breaks, etc.)
- **Physical activity** - show of hands, stand, turn around.
- **Ask for volunteers** - make them participate.
- **Pre-show knowledge** - ask a few names — find out about them. Speak on their level.
- **Tricks** - although these may be too “gimmicky” for some — they are sometimes effective when used with restraint.
- **Anticipation/Suspense** - reveal something from behind a screen.

Group Question: Does anyone have a favorite idea for involving the audience that they would like to share? (Let them.)

(Teacher summarize this session)

- Communication is a two way street. Involving the listener assures that you are not on a one way street.
- Through interaction with your audience members – you can better gauge **their feedback** and see how your message is being received.
- Interaction also makes it difficult for people to drift in and out of your audience.
- When you create a sense of “you will be called upon” in a room it makes people listen differently!
- Interaction — when used properly — should reinforce your message.

Final Project

Set a goal for yourself. “One year from now I will be . . .”

Let class write for five minutes, then appoint volunteers to present to the audience.

Teacher Final Summary/Wrap up of Entire Class

I have enjoyed being with you today to share some ideas about speaking and presentation.

In order to graduate, I'd like each person to stand and quickly tell everyone the most important thing you learned here today.

We have a special gift for each of you — a pair of pink socks to keep you **Thinking On Your Feet!** (Read poem on sock jacket.)

(Start at one end of the room — ask the students to stand and tell the group their most important thing. Give socks before they speak.)

End with a PFCI Commercial

PFCI – Professional Floral Communicators – International — is an organization of speakers who are dedicated to raising the level of professional speaking in the floral industry. The membership process involves filling out an application and submitting a DVD of a live floral program you have presented.

(Distribute PFCI Membership Brochure.)

Remind them about the Evaluation Sheet in the Notebook.

Also, please take a few moments to fill out the evaluation sheet in the back of the workbook and place it in the basket as you leave. Your comments will help us improve the class for others.

Thanks for sharing your day with PFCI and me.

(Collect props and evaluations. Send everything back to Jenny Stromann at SAF Headquarters.)