

## Lesson 25: CAREERS IN HORTICULTURE

### I. LESSON DESCRIPTION

Students follow a PowerPoint presentation on career opportunities in horticulture, and then share their individual interests and abilities in the field. *Estimated time requirement for this lesson is 40 minutes.*

**Curriculum Standards:** National Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards, National Council for Agricultural Education, 2009:

- AFNR LifeKnowledge® and Cluster Skills Standards (CS):
  - CS.02.03.01.a. Explore various career interests/options.
  - CS.02.03.03.a. Identify the skills required for various careers.

**Student Learning Objectives:** After completing this class, students will be able to describe in broad terms the career options within horticulture, in order to launch further study of fields that interest them in the green industries.

**Instructional Method:** Informal Lecture, Class Discussion.

#### Teacher Preparation:

- Print and reproduce the PowerPoint for the students, 25\_Careers\_PPT.doc with the addition of the section “Optional Resources” at the bottom of this Lesson Plan.

### II. LESSON PLAN

Legend:

Text in normal face - Represents teacher's words.

*Text in italic face - Represents suggestions for the teacher.*

#### Interest Approach:

- Now that we've completed the curriculum in horticulture, some of you may be interested in learning more about career opportunities in the field.
- There are a wide variety of opportunities available, but it will be important to match your interests with a specific career goal, along with a specific educational pathway.

**Relevancy:**

- In this lesson we'll briefly describe the Green Industry in Minnesota, outline the breadth of career opportunities in the horticultural field, and sketch an educational path to qualify you to enter the workplace.

**Learning Objectives:**

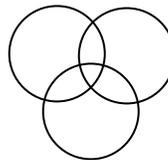
- After attending this class, you will be able to describe in broad terms the career options within horticulture science opportunities.
- Now let's briefly explore careers in horticulture.

**Instructional Methods**

**Lecture:** 20 minutes estimated

- Distribute to students the handout, 25\_Careers\_Reading.doc, which has the same content as your narration script, with the addition of the Optional Resources listed at the bottom of your Lesson Plan.*
- Present the PowerPoint file, 25\_Careers\_PowerPoint.ppt, according to the narration script file, 25\_Careers\_Script.doc.*

**Discussion:** 15 minutes estimated



- (Draw on the board three circles that overlap.)*
- First, do you have any interests in plants, or in gardening, or landscaping? (On the board, label the left circle "INTERESTS". Students share their interests for several minutes.)*
- Second, do you have any abilities in any of these activities? Have you gathered any related experience in your hobby or have you developed related skills in part-time jobs? (On the board, label the right circle "ABILITIES". Students share their abilities for several minutes.)*
- Third, refer to "Segment Two – Career Opportunities" on your handout. The list enumerates horticultural activities, not job positions. However, in some organizations, it is possible that a single activity does characterize a given job position. In other organizations, several of these activities may be combined into a single job position. Look closely at the list. Do any of your own interests and abilities bear any relationship to any of these activities listed? (Conduct an open discussion for several minutes.)*

- What some of you may be experiencing is a convergence of interests, abilities, and job opportunities. *(On the board, label the lower circle “JOB OPPORTUNITIES”.)* You’ll find most career satisfaction when you can find that area where the job market aligns with your interests and abilities. This is a lesson of utmost importance in career planning. Many people don’t learn this lesson until long after they have launched their career. As students, however, you are in a perfect position to make things happen. As students you are in a perfect position to discover new interests *(Point to the “Interests” circle)* and to grow in your abilities *(Point to the “Abilities” circle)* so that there will be more overlap with eventual job opportunities *(Point to the area overlapping all three circles)*.
  
- Do any of you have any friends or relatives who are in the horticultural field? What can you tell the class about how they like their work? Where did they go for horticultural education? *(As time allows, class discussion can continue on this or any other career-related issues during this lesson.)*

**Summary:**

- You’ve seen just a sketch of career opportunities within horticulture.
  
- For a more complete picture, you can explore the resources at the bottom of your handout to pursue specific fields that interest you.

## OPTIONAL ACTIVITIES

- Visit [www.theLandLovers.org](http://www.theLandLovers.org) with your students. This website was developed through partnership with 35 state and national organizations to educate youth in the exciting and rewarding career opportunities in the green industry. Students can use this site to see where their interests fit with a career, view career path information, access information about higher education and scholarships, and even link to online job boards.
- Minnesota FFA Career Development Event- Nursery Landscape  
<http://cde.ffa.umn.edu/sites/cde.ffa.umn.edu/files/nursery2016.pdf>
- Minnesota FFA Career Development Event- Floriculture  
[http://cde.ffa.umn.edu/sites/cde.ffa.umn.edu/files/2016\\_floriculture\\_new\\_0.pdf](http://cde.ffa.umn.edu/sites/cde.ffa.umn.edu/files/2016_floriculture_new_0.pdf)
- Assign the students a research project to create a list of horticultural positions. Students can research the job outlook, prevalence, and salary expectations for the most popular positions. Have students relate a list of responsibilities for each job description. Include opportunities for entrepreneurship within the field, ranging from fulltime nursery owner to part-time garden writer.
- Invite a professional from the green industry to talk to your students. The Minnesota Nursery and Landscape Association is connected to many of individuals and companies, many of whom would enjoy visiting a classroom.
- Career assessments are very important in career planning. Consult your school's guidance counselor about the availability of career assessment tests.
- Consult with the Minnesota Nursery & Landscape Association (MNLA) to partner with a MNLA member for a day of job shadowing or to schedule a field trip to explore careers.

## RESOURCES

### Books:

- *Encyclopedia of Careers and Vocational Guidance*, 12th Edition, Ferguson Publishing Company, 2003, ISBN 0-89434-418-8. Includes career descriptions for Agricultural Scientists, Horticultural Technicians, Horticultural Therapists, and Landscapers and Grounds Managers.
- Several books and videotapes on the landscape and nursery business appear in a catalog from the publisher of one of the nursery trade journals, American Nurseryman Publishing Co., 223 West Jackson Boulevard, Suite 500, Chicago, IL 60606-6904, 1-800-621-5727, [www.amerinursery.com](http://www.amerinursery.com)

### Websites to research careers:

- <http://www.theLandLovers.org/>
- <https://www.cfans.umn.edu/academics/majors-minors>
- <http://www.uky.edu/Ag/NewCrops/introsheets/hortcareers.pdf> - University of Kentucky info sheet on horticultural careers, 2004.

- <http://www.khake.com/page21.html> - Extensive list of horticulture and floriculture links to external career descriptions.
- <http://www.ashs.org/careers/> - The American Society for Horticultural Science has some career information.

**Websites of professional organizations:**

- [www.MNLA.biz](http://www.MNLA.biz) - Minnesota Nursery & Landscape Association.

25\_Careers\_LessonPlan.doc