**CAREERS IN HORTICULTURE**

# 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 industry.

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

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| **Materials, Equipment, Audio-Visual Aids:**  1. Internet Access  2. PowerPoint  3. Whiteboard | **References:**  [www.alabamagreenindustryjobs.org](http://www.alabamagreenindustryjobs.org)  [www.alnla.org](http://www.alnla.org)  [www.alturfgrass.org](http://www.alturfgrass.org)  [www.hort.auburn.org](http://www.hort.auburn.org) |

# Teacher Preparation:

* Print and reproduce the PowerPoint for the students**, Careers in Horticulture Classroom Presentation v.1-4.ppt** with the addition of the section **“Resources”** at the end of this Lesson Plan.

# LESSON PLAN

# Interest Approach:

* There are wide varieties 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 will briefly describe the Green Industry in Alabama, 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 us briefly explore careers in horticulture.

# Instructional Methods

**Lecture:** 20 minutes estimated

* *Present the PowerPoint file,* ***Careers in Horticulture Classroom Presentation v. 1-4.ppt****, according to the narration script file,* ***Alabama Career Script v. 1-4.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” from the slide presentation (also listed below).
* Greenhouse Production
  + Bedding Plants
  + Floriculture Crops
  + Trees and Shrubs
  + Perennial Plants
* Nursery Production
  + Growing trees & Shrubs
  + Propagation
* Turf Production
  + Lawns
  + Golf Courses
  + Athletic Fields

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 will 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 do not 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 for this or any other career-related issues during this lesson.)*

# Summary:

* You have seen just a sketch of career opportunities within horticulture.
* For a more complete picture, you can explore the resources page to pursue specific fields that interest you.

# Acknowledgement:

* Special thanks to both the Minnesota Nursery and Landscape Association and the Pennsylvania Landscape and Nursery Association for allowing the use of these program documents.

# OPTIONAL ACTIVITIES

* + Visit www.alabamagreenindustryjobs.org with your students. This website was developed through partnership with Alabama Nursery and Landscape Association (ALNLA), Alabama Turfgrass Association (ATA), Auburn University Department of Horticulture, Alabama Extension, and Alabama Green Industry Training Center, Inc. The site was assembled 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.
  + 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 ALNLA is connected to numerous 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 ALNLA and ATA to partner with a member for a day of job shadowing or to schedule a field trip for career exploration.

# RESOURCES

# Websites to research careers:

* + <http://www.alabamagreenindustryjobs.org>
  + <http://landscapeindustrycareers.org>
  + [http://www.theLandLovers.org/](http://www.thelandlovers.org/)
  + <http://hort.auburn.edu>
  + <http://www.wallacestate.edu/programs/technical-division/agricultural-production>

# Websites of professional organizations:

* + www.alnla.org - Alabama Nursery & Landscape Association.
  + [www.alturfgrass.org](http://www.alturfgrass.org) – Alabama Turfgrass Association
  + [www.landscapeprofessionals.org](http://www.landscapeprofessionals.org) – National Association of Landscape Professionals