Lesson D3–2

Obtaining Education for a Job

Unit D. Employability in Agricultural/Horticultural Industry

Problem Area 3. Gaining Employment

Lesson 2. Obtaining Education for a Job

New Mexico Content Standard:

Pathway Strand: Employability and Career Development

Standard: **XIII:** Know and understand the importance of employability skills.

Benchmark: **XIII-A:** Know the standards and qualifications that must be met in order to enter a given industry.

Performance Standard: **2.** Organize an educational plan to acquire the skills needed in order to join an industry of choice.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Explain the benefits of education.
2. Describe the different levels of formal education.
3. Explain continuing education and its importance.
4. Identify sources of education for a job.

List of Resources.

The following resources may be useful in teaching this lesson:

Schroeder, Charles B., et al. *Introduction to Horticulture*, Third Edition. Danville, Illinois: Interstate Publishers, Inc., 2000.

Lee, Jasper S., et al. *AgriMarketing Technology*. Danville, Illinois: Interstate Publishers, Inc., 1994.

Morgan, Elizabeth M., et al. *AgriScience Explorations,* Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000.

Other Resources. The following resources will be useful to students and teachers:

Biondo, Ronald J. and Charles B. Schroeder. *Introduction to Landscaping: Design, Construction, and Maintenance,* Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2003.

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997.

Ricketts, Cliff. *Leadership: Personal Development and Career Success,* Second Edition. Albany, New York: Delmar Publishers, 2003.

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters
Information from local community college, technical schools, or universities horticulture programs

Terms.

The following terms are presented in this lesson (shown in bold italics):

Baccalaureate
Continuing education
Education
Exploratory SAE
Formal education
Graduate degree
Level of education
Networking
Ownership SAE
Placement SAE
Post-secondary
Research and experimentation SAE
Supervised Agricultural Experience (SAE)

Interest Approach. Use an interest approach that will prepare students for the lesson. A possible approach is included here.

Have students identify several jobs or careers in horticulture that interest them. Select three that require varying levels of education. Ask students to describe the levels of education needed for these jobs. Lead the discussion toward how students would obtain the needed education for each job. This would be a good time to hand out information from local community college, technical schools, or university horticulture programs and discuss the local availability of horticulture jobs.

Summary of Content and Teaching Strategies

Objective 1: Explain the benefits of education.

Anticipated Problem: What are the benefits of education?

I. The process of training and developing knowledge is referred to as ***education***. Education determines the level at which an individual enters a career. Individuals must view education as a life-long process that produces long-term benefits. Some of the benefits of education include:

   A. Increased self-esteem—individuals who are educated possess a better image of themselves. They gain confidence as they are exposed to and learn new concepts.

   B. Ability to accept change—education allows individuals to adopt to the changes that constantly occur around them. Through being exposed to new ideas, they are better prepared to accept the changes created by technology.

   C. Ability to establish realistic goals—education enables individuals to identify obtainable goals. Educated people are also better prepared to develop the ways and means for obtaining goals.

   D. Ability to accept new ideas—education exposes students to new ideas and concepts. Learning about new subjects prepares students to accept people of different backgrounds. This is increasingly important in today's global economy.

Reading the appropriate sections in Introduction to Horticulture would be beneficial at this point. Display TM: D3–2A to illustrate benefits of education. Use class discussion to review the lesson. Summarize the content using the classroom writing surface.

Objective 2: Describe the different levels of formal education.

Anticipated Problem: What are the five typical levels of formal education?

II. ***Level of education*** refers to the number of years and degrees of formal education completed by an individual. The educational requirements of horticulture occupations vary from no

formal education beyond high school to a university degree. The typical levels of education are:

A. Less than high school—this includes individuals who attended high school but did not complete it. These individuals are typically limited to low-level jobs; however, their work is important to the agriculture industry.

B. High school—this level includes individuals who have completed high school but have not gone on for additional education. The jobs available for these individuals are usually at lower levels.

C. ***Post-secondary***—this usually involves two years of education beyond high school. Community colleges and technical schools are examples of institutions that provide post-secondary education. The training provided may be specialized so that individuals are able to fill jobs that require considerable responsibility.

D. ***Baccalaureate***—this level typically involves completing four years of college and receiving a baccalaureate degree. Colleges and universities provide this level of education. Jobs that require baccalaureate degrees are on the technical level.

E. ***Graduate degree***—this level requires education beyond a four-year college degree. Jobs that require this level of education are highly technical and involve significant responsibilities.

Reading the appropriate sections of Introduction to Horticulture would also be beneficial at this point. Provide students with resource materials. Display TM: D3–2B to illustrate and explain education levels. Use class discussion to review lesson content. Follow with a summary using the classroom writing surface.

Objective 3: Explain continuing education and its importance.

Anticipated Problem: What is continuing education, and why is it important?

III. ***Continuing education*** is the education an individual obtains throughout his or her lifetime. Success and advancement on the job are often directly related to the amount of continuing education an employee receives. Continuing education provides benefits to both employees and employers.

A. Employee benefits include:

1. Enables workers to stay up-to-date—this is especially important in today's environment of rapidly changing technology.
2. Allows employees to be cross-trained—cross-training is the ability of workers to carry out jobs outside of their normal responsibilities.

B. Employer benefits are:

1. Better trained employees—these individuals are able to handle changes in technology.
2. More productive employees—productivity leads to more efficient business operations.

3. Worker satisfaction—employees who are rewarded by their work efforts are more productive.

C. Continuing education sources include:
   1. Workshops and seminars provided by trade organizations and community colleges.
   2. Local, state, and national meetings presented by professional organizations and associations. Such meetings also provide excellent networking possibilities. ***Networking*** is the interaction of workers who hold similar jobs but for different organizations.
   3. Reading of journals, newsletters, and magazines—these publications often contain the latest information on job-related topics.

Provide students with copies of resource materials. Have them read the appropriate sections in the AgriMarketing Technology textbook. Use class discussion to review lesson content. Summarize content using a classroom writing surface.

Objective 4: Identify sources of education for a job.

Anticipated Problem: How and where is education obtained for a career?

IV. There are a variety of educational sources available for a job in agriculture. The education to prepare for a horticulture career should provide a background in plant and soil sciences. Some horticulture careers may require a background in business. Individuals should determine the educational needs of the occupation that is of interest to them.

A. ***Formal education*** is learning in a school setting. This includes education in high schools, community colleges, and universities.

B. Continuing education may be offered through a school or another organization. It covers topics that are of use to people doing a specific job.

C. ***Supervised Agricultural Experience (SAE)*** refers to the application of class instruction in agriculture. All SAE activities are carried out under adult supervision. There are four types of SAEs.
   1. ***Exploratory SAE*** allows a wide range of experiences. It allows students to help define their interests and what they would like to study in greater detail.
   2. ***Ownership SAE*** is owning or managing an enterprise in agriculture or a related area. Ownership SAEs are also referred to as Entrepreneurship SAEs. Entrepreneurship refers to the creation of a good or service to meet a unique need.
   3. ***Placement SAE*** involves gaining work experience in the agriculture industry. Students work for other people who may or may not pay them.
   4. ***Research and experimentation SAE*** involves science-based experience. It relates to using laboratory procedures to study a problem.

Provide students with copies of reference materials. Have them read the appropriate sections in AgriScience Explorations. Display TM: D3–2C to illustrate the four types of SAEs. Use class discussion to review content. Summarize the content on the classroom writing surface.

Review/Summary. Use the student learning objectives as a source for summary of the lesson. Have students explain the content associated with each objective. Questions at the end of each chapter in the suggested references may also be used in the review/summary. Ask the school guidance counselor to visit the class. Have the counselor talk about college education, admission requirements, costs, and financial assistance. As a follow-up activity, have students choose either formal education or SAE as a research topic. Have them write to appropriate schools, companies, and organizations to request information on the topic. For example, a student might write to a university requesting admission requirements, course catalogs, financial aid information, etc. After receiving the information, have them give a verbal report to the class.

Application. Have students complete the appropriate activities from the "Exploring" sections at the end of the chapters in *Introduction to Horticulture*. Students can also complete the appropriate activities in the *Introduction to Horticulture Activity Manual* to apply the objectives covered in this lesson.

Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used. The chapter self-check at the end of each chapter in the suggested references will be helpful. A sample written test is attached.

Answers to Sample Test:

Part One: Matching

1=d, 2=b, 3=a, 4=c, 5=e

Part Two: Fill in the Blank

1=Exploratory
2=baccalaureate
3=continuing
4=education

Part Three: Short Answer

1. a. increased self-esteem
   b. ability to accept change
   c. ability to establish realistic goals
   d. ability to accept new ideas
2. a. Exploratory allows a wide range of activities.
   b. Ownership owning or managing an enterprise in agriculture or a related area.
   c. Placement involves gaining work experience in the agriculture industry.
   d. Research and Experimentation involves science-based experience.
3. Students can list any two of the following answers:
   a. workshops and seminars

b. local, state, and national professional meetings
c. journals, newsletters, and magazines

Sample Test Name _____

Test

Lesson D3–2: Obtaining Education for a Job

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term next to the definition.

a. Supervised Agricultural Experience (SAE)
b. graduate degree
c. placement
d. networking
e. formal education

_____ 1. The interaction of workers holding similar jobs in different organizations.

_____ 2. The level of education that requires study beyond a four-year college degree.

_____ 3. The application of class instruction in agriculture.

_____ 4. The type of SAE that involves gaining work experience in the agriculture industry.

_____ 5. Learning in a school setting.

Part Two: Fill in the Blank

Instructions. Complete the following statements.

1. An _____ SAE allows a wide range of experiences.
2. The _____ level of education involves completing four years of college.
3. Success and job advancement are often related to the amount of _____ education an individual receives.
4. The process of training and developing knowledge is referred to as _____.

Part Three: Short Answer

Instructions. Use the space provided to answer the following questions.

1. List four benefits of education.

   a.

b.

c.

d.

2. List and explain the four types of SAE.
   a.

   b.

   c.

   d.

3. List two sources of continuing education.
   a.

   b.

TM: D3–2A

BENEFITS OF EDUCATION

- Increased self-esteem
- Ability to accept change
- Ability to establish realistic goals
- Ability to accept new ideas

TM: D3–2B

TYPICAL LEVELS OF EDUCATION

- Less than high school
- High school
- Post-secondary
- Baccalaureate
- Graduate degree

TM: D3–2C

FOUR TYPES OF SUPERVISED AGRICULTURAL EXPERIENCE

1. **Exploratory SAE allows a wide range of experiences.**

2. **Ownership SAE owning or managing an agriculture or related enterprise.**

3. **Placement SAE gaining work experience in the agriculture industry.**

4. **Research and Experimentation SAE involves science-based experience.**