CAREER AND COLLEGE DEVELOPMENT

LESSON 7-26 ▲ GREEN JOBS

**LEARNING GOALS/OUTCOMES**

* Explore employment fields, especially those that are green technologies and/or growing
* List personal fields of interest where jobs and careers are growing in the future
* Describe what makes a job “green”
* Create a potential green job or new occupation for the future

**MATERIALS NEEDED**

* **Student Handouts:**
* Description of Your Green Job
* **Computer with internet access and projection capabilities** to present “What Are Green Jobs?” videoto class (access video from <http://oregongreenpathways.org/greenjob.php>)
* **“Where Are You Going: A Guide to Careers and Education in Washington”** which can be downloaded from <http://wtb.wa.gov/CareerGuide.asp>

**CLASSROOM ACTIVITIES**

1. **Link the workshop with past discussions and talk with students about the decisions individuals need to make about jobs, occupations, and careers.** Remind students of some of the issues that impact the growth of job markets and the number of jobs available.
2. **Assess what students already know about “green jobs,”** especially green jobs in their community. Be prepared for differing opinions on whether or not “green jobs” are a good thing.
3. **While displaying your screen to the class, access the Oregon Green Career Pathways website.** Review the “What is a Green Job” material at the top of the site. Then click on the link for the four-minute “What Are Green Jobs” You Tube video at the end of the text. Build on what students already know as you debrief the information with students.
4. **Students should record their information on the *Description of Your Green Job* Handout and be prepared to share** first with a small group and then with the class as a whole (time permitting). This step allows students to work independently or in pairs to create a “green job” for the future in 2020 and further!
5. **Presentations –Place the individual students or student partners in like-career clusters or occupation groups so that they can share their work.** Ask these groups to summarize the kinds of green jobs that might be created their occupational area or career cluster and be prepared to share this information with the whole group.
6. **Have the groups share summary list of new jobs** with the entire class.
7. **Give students time to reflect on how today’s discussion may have shifted their thinking about jobs** that interest them in the future.

**STUDENT PRODUCTS**

* **Completed *Description of Your Green Job***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**The focus of this workshop is on the student-created green jobs and not a presentation by the teacher.

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LESSON 7-26 STUDENT HANDOUT

 DESCRIPTION OF YOUR GREEN JOB

Title of the Job:

It will be in the occupational area (career cluster).

It will:

\_\_\_\_\_ Increase energy efficiency

\_\_\_\_\_ Produce renewable energy

\_\_\_\_\_ Prevent environmental damage

\_\_\_\_\_ Help Clean up the natural environment

\_\_\_\_\_ Educate people.

It will require what level of education?

\_\_\_\_\_ High school diploma

\_\_\_\_\_ Certificate or technical degree

\_\_\_\_\_ Two-year associate’s degree

\_\_\_\_\_ Four-year Bachelor’s degree

Describe how this job will be green or become green in the future.

After you have heard the summary about other green jobs, think about the jobs that interest you? Any new ideas?