

# Work and Career Elements

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## **Grade 6** ***Green Jobs***

### **LESSON TARGET(S)**

- ▶ Explore employment fields, especially those that are green technologies and/or growing

### **MEASURE(S) OF SUCCESS**

**Students will be able to:**

- ▶ 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**

- ▶ Power Point with embedded video
- ▶ Student/group worksheet
- ▶ “Where Are You Going”, A Guide to Careers and Education in Washington, Workforce Training and Education Coordinating Board

### **TEACHER NOTES**

The focus of these lessons is on the student-created green jobs and not a presentation by the teacher. The PowerPoint is offered as a way to make sure students have common introductory or anchor information to use in developing their green job and to be able to discuss this with each other. The video clip embedded in the Power Point is approximately 4 minutes long.

### **CORE ACTIVITY**

#### Introduction

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.

#### Activity

1. 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.
2. Present the PowerPoint with the embedded four-minute video, “What are Green Jobs?” from the Community Colleges and Workforce Development, Oregon Green Career Paths. Build on what students already know as you debrief the information with students.

3. This step allows students to work independently or in pairs to create a “green job” for the future in 2020 and further! Students should record their information on the student worksheet and be prepared to share first with a small group and then with the class as a whole (time permitting).
4. 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.
5. Have the groups share summary list of new jobs with the entire class.

### Closing

Give students time to reflect on how today’s discussion may have shifted their thinking about jobs that interest them in the future.