Teacher(s): Mr. Dolan
Grade(s): 9-12
Subject(s): School Counseling
Title of Lesson: Identifying environmental/green employment of the future

Learning Objectives:

- Involve students in community involvement, service, and engagement
- Recognition that we all have an impact (park clean-ups, recycling, etc.)
- Point out community partners in the green economy (i.e., corporations, civic groups, etc.)

Standards Addressed (if applicable):

- Florida School Counseling Framework/Curriculum Standards
- Career Development
- Career Development
- Community Involvement + Multicultural/Global Citizenship Development
- Personal & Social Development

Lesson Outline:

- Brainstorm environmental/green jobs of the future.
- Research environmental/green jobs, lifestyles (i.e., recycling, carbon sequestration, in US Parks, public/private forests, dog parks, etc.)
- How to make environmental-consciousness sustainable, fundraising, capital-investments, for-profit businesses, etc.

Learning Strategies:

- Brainstorming, Collaboration, Participation, Involvement, Digital Media
- School Club Involvement/Participation programs (i.e., park clean-ups, etc.)
Science Concept(s):
- Understanding the difference between weather and climate
- Understanding how climate impacts the environment, infrastructure, sea-level rising, storms, personal and community responsibility.

Humanities Concept(s):
- School Counseling Framework Benchmarks
- Academic (8.1) Student-Managed Educational Plan
- Career (4.1) Learn to analyze factors that impact career decisions
- Community, Multicultural, Global Involvement (6.1) Develop and volunteer in community (bright future)
- Personal and Social Development (6.2) Demonstrate the ability to use skills for goal-setting

Technique(s)/Resource(s) Incorporated from Teaching Florida's Climates Workshop:
- Lessons in Sea-Level Rise - Sponsored by NASA
  https://www.jpl.nasa.gov/edu/tea/thermal-expansion-model/
- Humans and Saltwater: Why I can't drink saltwater
- Reading: "Our Water, Our Florida," by Collins Center for Public Policy

Student Assessment Strategies:
- Being recognized by the town and community for making a positive impact for others

Benefit to my students:
- Better knowledge of future environmental jobs (professional, entrepreneurial, manual labor)
- Community service for Bright Futes Scholarship

Resources and Materials (supplies needed for activities):
- Involvement of school/community groups (i.e., Rotary)
- Computers w/ internet access
- Reading material on climate change, infrastructure needed, sea-levels etc...

Extensions:
- Students could request support from community civic groups.
- Students could write an editorial to the newspaper that relates to their area of interest/research.
- Students involve their high school clubs in community efforts.