



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES
In partnership with the Florida Humanities Council

JUNE 24-28, 2019 UNIVERSITY OF FLORIDA

ACTION PLAN TEMPLATE

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 + 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 (Rotary, etc.))

Standards Addressed (if applicable):

Florida School Counseling Framework/curriculum standards

- Academic Development Strands
- 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 + climate
- Understanding how climate impacts the environment, infrastructure, sea-level rising, storms, personal and community responsibility.

Humanities Concept(s) (School Counseling Framework Benchmarks

- Academic (2.1) Student Managed educational plan
Career (4.1) Learn to analyze factors that impact career decisions
Community, Multicultural, Global Involvement (7.1) Develop + volunteer in community (Bright Futures)
Personal + Social Development (6.2) Demonstrate the ability to use skills for goal-setting, decision-making, problem-solving.
- 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/teach/activity/thermal-expansion-model/>

HUMANS + Saltwater: WHY I CAN'T drink saltwater

http://watereducationtoday.com/pdf/WET-LESSON_Plan.12_Desalination-Lab.pdf

Reading: "Our Water, Our Florida" by Collins Center for Public Policy

Student Assessment Strategies: "The WATER WILL COME", Chapter 12: "The Long Goodbye"

• 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 Futures 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 editorial to the newspaper that relates to their area of interest/research.
- Students involve their high school clubs in community efforts.