



Green Career Research PowerSave Schools Lesson Plan

Teacher's Name: Amanda Ayers
School: Washington Elementary
District: Corona-Norco Unified School District

Overview: Students will work in small groups to engage in internet research on a particular "Green" career, create posters to display their findings, and make an oral presentation.

Objectives:

1. Students conduct internet research on a particular "Green" career.
2. Students design and create a poster to display research.
3. Students develop and deliver an oral presentation to the class.

Subjects: English-Language Arts

Suggested Grade Level: 5th or 6th grade

California Standards Addressed:

- **5th Grade RC 2.1** Understand how text features make information accessible and usable.
- **5th Grade RC 2.3** Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- **5th Grade LS 1,5** Clarify and support spoken ideas with evidence and examples
- **5th Grade LS 1.6** Engage the audience with appropriate verbal cues, facial expressions, and gestures

OR

- **6th Grade WS 1.4** Use organizational features of electronic text to locate information
- **6th Grade RC 2.1** Identify the structural features of popular media and use the features to obtain information
- **6th Grade LS1.4** Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience

Time: Four 30-40 minute sessions

Materials:

1. One computer with internet access for each group

This program is funded by California utility customers and administered by Southern California Edison under the auspices of the California Public Utilities Commission.





Using less. Doing more.



2. Poster board
3. Markers

Preparation and Background: Teacher prints a list of 10 green careers from <http://green-buzz.net/environment/10-green-jobs-for-the-future>, or other website. The list from this site includes: organic farmer, electric car designer, sustainability officer, eco educator, land use planner, wind energy developer, forester, solar power installer, hydrologist, and environmental law attorney.

Procedure:

Session 1 (30-40 min.):

1. Teacher introduces the idea of "Green Careers" as a career with a focus on environmentally-friendly practices, products, or services. Teacher shares brief descriptions of ten examples of "Green" careers.
2. Students break into small groups (3 or 4) and choose which job they would like to research (each group chooses a different job from the list).
3. Teacher gives each group a brief description of their job (printed from above website).
4. Students conduct internet research in order to answer questions about their job such as:
 - a. What does a _____ do?
 - b. How does a person become a _____?
 - c. How much money does a _____ earn?
 - d. Why is a _____ considered a "Green" career?

Session 2 (30-40 min.): Students continue internet research.

Session 3 (30-40 min.): Students work with their groups to create a poster displaying facts and pictures related to their green career.

Session 4: (30-40 min.) Students present their poster to the class.

For Discussion:

1. Of all the "Green" careers discussed, which is the most interesting to you? Why?
2. Why are "Green" careers becoming increasingly popular?
3. What do all of the careers have in common? How are they different?

This program is funded by California utility customers and administered by Southern California Edison under the auspices of the California Public Utilities Commission.





Using less. Doing more.



Extensions:

Optional: Students can continue researching a particular career more in-depth, or research a different “Green” career.

Optional: Teacher and/or students can try to contact a person working in one of the researched careers and ask them to make a classroom presentation.

Resources: N/A

This program is funded by California utility customers and administered by Southern California Edison under the auspices of the California Public Utilities Commission.

