

Grade 9-12: FINDING AN ENVIRONMENTAL CAREER PATH

Students identify potential career matches by exploring their personal and environmental interests.

CURRICULUM CONNECTIONS

Related Outcomes

This lesson will contribute to the student's ability to

- relate personal interests, attributes, and values to career planning.

Related Coursework

This lesson works well in classes studying

- career exploration in mathematics, sciences or social sciences;
- self-reflection and career planning.

PREPARATION

Learning Objectives

During this lesson, students will

- assess their environmental concerns, personal interests, and location preferences using the *Pathfinder* survey and Select-A-Career tools on the Aboriginal EnviroCareers website/CD-ROM;
- explore and identify potential environmental career paths using the *Pathfinder* survey and Aboriginal EnviroCareers website/CD-ROM.

Total Time 60 minutes plus homework

Material Required

- Class sets of the *Pathfinder* worksheet from the Aboriginal EnviroCareers website/CD-ROM and the survey (provided)
- Aboriginal EnviroCareers website/CD-ROM and computer access for in-class demonstration
- Computer access for each student (at home or in class)
- Whiteboard/chalkboard or flipchart and markers

DELIVERY



TIME

5 minutes



PROCESS

1. **Introduction: Exploring How People Choose a Career**
(*Brainstorming and Discussion*)
 - 1.1 Write the names of three well-known people whose jobs/careers students can identify with, such as a famous person, the school's principal, etc.
 - 1.2 Brainstorm: "Why do you think these people chose these careers?" Record students' answers in a visible place.
 - 1.3 Discuss: "What are the main reasons people choose the jobs they have? Why is this important information for you as a career planner?"



TEACHER'S NOTES

- 1.2 If necessary, guide students to consider potential reasons such as talent, interests, convictions, and abilities.
- 1.3 The target conclusion for this discussion is that people are more likely to enjoy their jobs and be successful in them if the jobs reflect their interests, values, and skills.



20 minutes



2. **Main Activity: Using the Select-A-Career Tools**

(Assigned Questions)

Assessing Personal Interests and Skills

- 2.1 Introduce the Aboriginal EnviroCareers website/CD-ROM as a resource to help students match their interests and skills with occupations.
- 2.2 Explain: “You’ll be exploring environment sector careers during this lesson because
 - the environment sector is one of the top five employers in Canada;
 - many jobs in the sector allow you to work in or near your home community;
 - there is an increasing need for environmental practitioners who are knowledgeable about traditional and western science and the environmental needs of Aboriginal communities;
 - environment sector careers provide a unique opportunity to combine traditional ecological knowledge and cultural values with a career.”
- 2.3 Review the Select-A-Career section of the Aboriginal EnviroCareers website/CD-ROM, highlighting the three ways to select a career path: Ecozones, My Interests and School Subjects, and My EnviroConcerns.
- 2.4 Distribute the *Pathfinder* survey.
- 2.5 Instruct students to complete part 1 of the survey. They should
 - a. Select statements representing their interests, skills and work preferences.
 - b. Record a concrete example demonstrating each of their selections. If they have no example, then eliminate the selection.
 - c. Record their remaining selections in the My Interests and School Subjects column of the *Pathfinder* worksheet.
 - d. Share selections and examples with the group.

Assessing EnviroConcerns

- 2.6 Explain: “Most environment sector jobs exist because of an opportunity present in the environment or because of a threat against the environment. When exploring environment sector careers, consider
 - a. The role you believe you should play in participating in opportunities present in the environment or in addressing environmental threats.
 - b. The topics or fields of most interest to you including alternative energy, agriculture, hunting and fishing, and so on.”

15 minutes



- 2. Review the Aboriginal EnviroCareers website/CD-ROM prior to class.
 - 2.1 Emphasize the need for students to determine their most important interests, skills, and values. By doing so they will develop a clear idea of their work preferences.
 - 2.5 Clarify statements on the survey, if necessary. Students occasionally have difficulty with statements such as environmental setting or complex problems. *Environmental setting* refers to the habitat of a particular animal while *complex problems* refers to challenges such as decreasing fish populations.
 - 2.9 Students should be lead to suggest roles such as protector, explorer, conservator, educator or manager.
 - 2.10 Emphasize for students that a fulfilling job is also one that is located in the area where they want to live.
 - 2.10 Draw out importance factors like job availability, access to required education, access to family support, financial options, etc.
 - 2.11 Mention to the class that many jobs in the environment sector are located in rural and remote areas, allowing students to stay in their community.



15 minutes



- 2.7 Refer students to the *Pathfinder* survey, part 2. As a group, review the statements and indicate which statements are related to an environmental opportunity and which are related to a threat.
- 2.8 Direct students to rank the statements based on their beliefs about their role in and responsibility to the natural world.
- 2.9 Discuss: "What does each statement suggest about our responsibility to the natural world? What type of environmental work you might pursue for each?"



Evaluation Considerations

Did students

- demonstrate insight into their own interests, skills, and preferences during discussion and in written responses;
- complete the worksheet based on their in-class assessment?

10 minutes

Assessing Location Preferences

- 2.10 Discuss: "Is where you want to live important when choosing a potential career? Why? Do you prefer to find a job that lets you study and work at home, away or a bit of both? Why?"
- 2.11 Review the Ecozones section of the Aboriginal EnviroCareers website/CD-ROM and explain that Canada is divided into 15 terrestrial ecozones based on individual ecosystems. Identify the ecozone your school is in. Indicate that students will explore ecozones as part of their homework.

10 minutes

3. Closure and Evaluation: Choosing a Career Path
(Discussion and Homework)

- 3.1 Summarize the lesson and key concept to this point.
- 3.2 Distribute the *Pathfinder* worksheet and assign it to be completed using the Aboriginal EnviroCareers website/CD-ROM for homework.
- 3.3 Collect and review the completed *Pathfinder* worksheets.

SUGGESTIONS FOR ADAPTATION

- Complete this lesson entirely in class over two periods. Book the computer lab for the second class to ensure all students have access to a computer and the Aboriginal EnviroCareers website/CD-ROM.
- Have students research their Top 3 *Pathfinder* EnviroCareers using the *Dream Job Matrix* (see the Build My Career section of the Aboriginal EnviroCareers website/CD-ROM).



PATHFINDER SURVEY

Name: _____

PART 1: INTERESTS AND SKILLS

Select the interests and skills that apply to you. For each selection, provide an example of how you have demonstrated the interest or skill.

MY INTERESTS

- Being outdoors
- Computers
- Enforcing rules
- Fixing/repairing things
- Helping/teaching others
- Inventing/designing things
- Lab experiments
- Leadership
- Organizing things
- Physical activity
- Plants and animals
- Reading and writing
- Researching
- Solving problems
- Traveling
- Working with my hands
- Working with others

MY EXAMPLES

MY ENVIRONMENTAL INTERESTS

- Government and law
- Land and mapping
- Pollution and waste
- Protecting our future
- Teaching and tourism
- Trees and plants
- Water and marine life
- Weather and climate
- Wildlife and animals

MY EXTRA CURRICULAR ACTIVITIES

- Debate team
- Peer tutoring
- School newspaper
- Science fairs
- Sports

PART 2: ENVIRONMENTAL VALUES

Rate each answer from 1 (most important) to 5 (least important).

RATING

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

MY ROLE

Protect the environment from human and industrial misuse by preventing pollution, reducing waste, etc.

Explore the natural world through research to protect the health of both people and the natural world

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Conserve natural resources like water and find environmentally friendly ways to use resources

Educate people about the importance of protecting the environment and its resources and about environmental issues.

Manage the way people and industry use the environment through policies, legal agreements and company activities.