

Initial list of specific steps that can be taken to:

Connect Environmental Knowledge / Concern with ALL Careers

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The following is a **preliminary** list of actions and strategies to start the conversation on how connections can be made between environmental principles/concern and **any** career that high school (or early college) students might be envisioning. Individually and collectively, examples like these can make the connection explicit in the minds of young people. They can also provide content and training necessary to help young people envision, enrich, create and/or evolve jobs in ways that create a green economy. **Please send other ideas (or existing resources / classes / methods) to add to this list!**

In schools

- **Provide career counselors with information / resources / training to give to students** whose aptitudes / interests will take them towards careers that are outside “traditional environmental careers.” How can those many other careers become part of a green economy?
- **Bringing environmental principles to business / engineering courses** - using environmental principles to guide design of systems, manufacturing, engineering projects and business itself. Bring real world examples to bear and show how these case studies will become more common as more people entering these fields know about them and receive specific information to enable more such work in the future.
- **Bring business and entrepreneurship principles and case studies to environmental science classes** – give strong attention to human systems as part of living systems of Earth as a whole and seeing human creativity as part of Earth’s living systems. Show how basic business skills and principals are a part of making **any** kind of business thrive.
- **In social studies classes**, explore how politics and policy can be informed by an understanding of how human systems fit in with Earth’s living systems.
- **Hold assemblies to provide large numbers of students with the overall message of the ALL Careers approach** as well as some substance to make it tangible. (Then provide followup opportunities, resources, mentors, etc.)
- **Assemble lists of mentors** *who are specifically making connections between environmental principles and a wide variety of work.* (Ideally, not just those with environmental/social concern, but those doing specific work based on sets of environmental principles as well.)
- **Create video(s), podcasts, etc. that tell stories** of people doing work driven by their interests **and** incorporating environmental principals/concern in a wide variety of careers. Show how all these careers – and all the rest - area necessary for a green economy to materialize.
- **Facilitate / encourage student-led conferences** along the lines of that at Fossil Ridge High School (Environmental Leadership Summit) and **encourage the ALL Careers approach.**
- **Encourage ongoing discussion about all of the above among students.** Encourage students to works towards their own solutions of how to connect environmental principals to ALL careers.

- **Ideas from the California Department of Education “[A Blueprint for Environmental Literacy](#)”** (just some examples of goals that could be implemented at the “school system level.”)
 - Establish and participate in a state-level advisory or coordinating council that provides guidance and common messaging across the state regarding the value and importance of environmental literacy to formal education and career readiness.
 - Showcase ways of utilizing a variety of environmental education resources such as curricular materials, local environmental literacy opportunities, and connections with resource professionals to highlight “real world” examples and career pathways.
- Use existing [Cottonwood Institute](#) curricula and methods – and adapt them to make more explicit connections between environmental literacy and ALL careers.
- Use/showcase/adapt the [Snooze Eatery](#) *12 Months of Green* and other training materials (from them and other businesses with similar resources) at the high school level.

At museums and other locations with public exhibits (including nature centers)

- **Exhibits on how Environmental Literacy / concern ties in with ALL Careers**
- **Smaller, numerous exhibits around building and grounds** - showing linkages between careers involved with every aspect of the property / its function and environmental knowledge. I.e., how can environmental knowledge/concern be applied to everything that went into what is here and happens here?
- **Activities** that allow students to take environmental principles they have learned from any particular visit or learning experience and use them to apply to a variety of careers not usually associated as “environmental careers.” I.e., how would the concept of “nothing is waste” be applied to running of a hospital, the building of a house (and its later deconstruction), etc.

Informal education centers (including nature centers)

- **Biomimicry classes**
- **Become a site for programs about ALL careers theme from multiple angles and a “place of connection” between high school students and professionals already advancing this in the field.** (To the point that a nature center, for instance, could be seen as a major resource in a community for high school students and others to learn about careers, to learn about how environmental principles fit in across a wide spectrum of careers).
- **Exhibits such as those listed above (under museums)**

At trade schools

- Each student takes at least one class specifically discussing environmental principles and how they are applied to “green” manufacturing, food systems, processes, etc.
- Case studies and visits by mentors embedded into each “career track” area at trade school. For instance, students in automotive classes could regularly receive information on latest in fuel saving / electric vehicle / etc. and visits from mentors who are doing this work in the field already.

- Apprenticeships with businesses doing sustainability work and research.
- Expand careers being handled at trade schools to include emerging and new trades that contribute to sustainability

Other

- 1) Gain support for “ALL Careers” approach at multiple levels and from multiple directions: a) “top down” in education – School Boards and administrations; b) school by school, classroom by classroom; c) through businesses, large and small; d) environmental education organizations; e) Social entrepreneurship organizations; f) policy makers; etc.
- 2) Blend ALL Careers approach in with existing environmental career / natural resource career initiatives. Prepare a presentation and written materials on connecting environmental literacy and **all** careers to enable students to think about how all careers affect environment and natural resources and vice-versa.
- 3) Raise awareness of the ALL careers approach through overall messaging. Themes for conferences, meetings, websites, etc. Superintendents and Principal’s messages, etc.
- 4) Connect EE professionals all over Colorado with high school guidance counselors. Provide guidance counselors with all available materials and program possibilities as those listed in this document.
- 5) Produce a video that brings many real-world examples of how and where businesses, entrepreneurs, schools, non-profits, etc., are using environmental knowledge and concern to operate successfully in a manner that is healthy and promotes human happiness. (Listed above, under “schools,” but this could be done by just about any entity).
- 6) Gain advocacy of public health organizations, including mental health organizations. The process of empowering teens to envision and create their life’s work in keeping with the creation of a healthy society is often closely related to physical and mental health.
- 7) Use the terminology of high school students as “change makers.” Adults must help provide students the skills, knowledge and perspectives.
- 8) Encourage accountability of actions and processes of business and also of claims of “eco-friendly,” etc. Students could be a part of this process.
- 9) Encourage the use – and evolution – of phrases such as “eco-eco” (ecology and economics; ecological economics, etc.); “green economy,” and others. Although these sometimes become “stale” and must be revisited, they nonetheless encourage attention to the goals of ensuring that human systems are compatible with living systems that support us.
- 10) Organized events such as MeetUp or Events andAdventures.
- 11) **So much more! Help expand this list!**