

Examples actions and strategies for Connecting Environmental Knowledge / Concern with ALL Careers

This is a list of *example* actions and strategies to bring the ALL Careers approach to high school (and middle school) students. These and other actions and strategies can provide the vision, content and training necessary to empower young people to create a green economy through just about any career they enter or create.

The “ALL Careers” approach to education makes *explicit* connections between environmental knowledge/concern and ALL careers—not just the small segment of the economy made up of “environmental careers” as presently understood. Let’s empower young people to be a part of creating a green economy through connecting an understanding of how living systems work with whatever career direction they pursue!



In schools

- **Provide career counselors with information / resources / training** to provide students insights and information about how they can be part of creating a green economy through most all careers for which they have aptitudes and interest. Familiarize career counselors with the growing number of university programs, apprenticeships, etc. that are starting to connect environment with a wide variety of businesses and careers.
- **Bring environmental principles to business / engineering courses** - study the use of environmental principles to guide design of systems, manufacturing, engineering projects and business itself. Bring real world examples of businesses already doing this to bear. Provide young people with the vision and understanding of how businesses are already connecting environmental principles with their work and how this can become the rule, not the exception.
- **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 sustainable practices become reality.

- **In social studies classes**, explore how politics and policy can and must be informed by an understanding of how human systems fit in with Earth's living systems. Study examples of how people in other countries and cultures are creating (or not creating) sustainable societies.
- **Hold assemblies to provide large numbers of students with the overall message / vision of the ALL Careers approach** as well as some substance to make it tangible. (Then provide follow-up opportunities, resources, mentors, etc. on this list)
- **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. Involve diverse range of ethnic and racial groups represented to best communicate to wide range of students. Mentors can speak to classes, counsel students, host field trips, etc.
- **Make the ALL Careers approach the theme for career fairs** – invite a variety of businesses that are transforming their work through the application of environmental principals and have them showcase what they are doing.
- **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.
- **Include environmental principles and information in consumer education classes**.
- **Ideas from California Department of Education's "A Blueprint for Environmental Literacy"** (just some examples of goals that could be implemented at the "school system level." See document for many more)
 - 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.
- **Example of existing business resources to use for teaching:** 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, nature centers, etc.

- **Create exhibits** on how Environmental Literacy / concern ties in with a wide variety of careers, not just “environmental 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.
- **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.** A nature center, for instance, could be seen as a major resource in a community for high school students and others to learn how environmental principles can be applied across a wide spectrum of careers.

Through businesses, organizations and government

- **Internships and apprenticeships** in career areas that are a part of the sustainability equation inherently (water authorities, food systems, etc.) but also in any and all other area of their work.
- **Encourage entry level personnel to bring ideas** about overall sustainability of company -not just the operations, but also supply chains, products, services, and more.
- Become mentors for/at high schools and middle schools to inspire and instruct young people how they can hips

At trade schools

- **Provide each student at least one class specifically discussing environmental principles** and how they are applied to “green” manufacturing, food systems, processes, etc. (any career that is represented at the trade school).
- **Provide ALL Careers case studies and visits by mentors as part of 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 career tracks being provided at trade schools** to include emerging and new trades that contribute to sustainability

Other (not neatly fitting into categories, above)

- **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.
- **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.
- **Raise awareness of the ALL careers approach through overall messaging.** Themes for conferences, meetings, websites, etc. Superintendents and Principal’s messages, etc.
- **Connect environmental education professionals with high school guidance counselors.** Provide guidance counselors with materials and program possibilities as those listed in this document.
- **Connect EE professionals with Chambers of Commerce and other business groups.**
- **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).
- **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.
- **Use the phrase “change makers” to describe high school students.** Adults provide students the skills, knowledge and perspectives but students are the change makers.
- **Encourage accountability of actions and processes of business and also of claims of “eco-friendly,” etc.** Students could be a part of this process of quality checking such claims.
- **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.
- **Start the conversations early** – even kindergarteners can hear from firemen, doctors, teachers, farmers (and other jobs kids start learning about at that age) about how they are working to connect human life to the living world.
- **Explore funding mechanisms by business for green business education**
- **Make the ALL Careers approach the underlying theme** for FBLA, DECA Club and other youth business clubs
- **So much more! Help expand this list!**

Forward your examples or questions and suggestions to Martin Ogle

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