

# GREEN CAREERS

## A Conservation Nation Academy Lesson

Please visit [www.conservationnation.org/lessons](http://www.conservationnation.org/lessons) for complete lesson materials including the lesson cards and vocabulary list.



### TIME REQUIRED

30 minutes

### SUMMARY

Students physically move through a series of three “would you rather” questions to express their preferences. At their final station, they are given tailored information about conservation careers that might suit their personalities.

### OBJECTIVES

- Students are introduced to a variety of conservation careers.
- Students identify a career to research that might suit their personality.
- Students reflect on diverse ways that careers can support conservation.

### MATERIALS AVAILABLE AT [www.conservationnation.org/lessons](http://www.conservationnation.org/lessons)

- Set-up Diagram
- Career Cards
- Career Cards Slide Deck
- Vocabulary list

### OTHER MATERIALS NEEDED

- 14 cones or other colorful markers/signs for each station

### SET-UP

- Use a large indoor or outdoor space to set up 14 numbered stations as shown in the set-up diagram. Make sure you spread the numbers out so that students have enough room to move and gather at each station.
- You will be standing with students at the starting point, then asking a series of three questions and directing students to go left or right as they make their decisions.
- Ultimately, students will be sorted into eight possible groups, each representing different conservation careers as shown on the career cards.
- For the final eight stations (7 through 14), there is a corresponding career card that has three potential careers for that station. We recommend laminating the cards if you plan on teaching this multiple times. You can place them at the stations ahead of time or hand them out to students after they have arrived at their final station.
- We have also included slide deck of these cards with the lesson materials in case you find it useful to review the different career options when you are back in the classroom.



## INSTRUCTIONS

- Assemble students at the starting point for the first question. Read the question below and give students time to contemplate their answers. (This question is designed to reveal if a student is more of a doer or a thinker.)

**FIRST QUESTION:** Would you rather visit another planet or plan the perfect rocket launch?

*Instruct students to go to their next station, turning to the:*

- Left (Station 1) if they would rather visit another planet or
- Right (Station 2) if they would rather plan the perfect rocket launch.

- Now students should be in two groups, ready for their second question. Read the second question and give students time to contemplate their answers. (This question is designed to reveal if a student enjoys being more of a problem solver or a storyteller.)

**SECOND QUESTION:** Would you rather have an endless ability to solve puzzles & games or an endless ability to tell stories?

*Instruct students to go to their next station, turning:*

- Left (Station 3 or 5) if they would rather have an endless ability to solve puzzles & games or
- Right (Station 4 or 6) if they would rather have an endless ability to tell stories.

- Most likely, students are now in four groups. Read the third question and give students time to contemplate their answers. (This question is designed to reveal if a student is more of an explorer or observer.)

**THIRD QUESTION:** Would you rather travel around and live in a new place every month, or live in your dream home but never travel?

*Instruct students to go to their final stations, turning to the:*

- Left (Station 7, 9, 11 or 13) if they would rather travel every month or
- Right (Station 8, 10, 12 or 14) if they would rather stay in their dream home.

- Students should now be standing in up to eight different groups corresponding to stations 7-14. Tell students that you are going to give each of them a card that describes people who work to protect wildlife and the environment, and the answers they have just chosen in this three-step process have led them to descriptions of people that may be like them.
- Hand out the cards that correspond to the stations. Have students read their cards (either individually or as a group) and decide which of the three descriptions on their card appeals to them the most.
- Invite your students to introduce themselves to the class as the career character they chose and explain why they feel it was a good match or not.
- After students have shared their careers, invite them to do a gallery walk to look at all the other career options and give them a chance to change their career preference.



**REFLECTION**

This activity is meant to be a fun way to introduce your students to a variety of green careers. To learn more and help your students research numerous careers in more detail, we recommend the following sites:

<https://www.pbslearningmedia.org/collection/lets-go-enviro/t/careers-in-environmental-science/>

<https://www.pbslearningmedia.org/collection/hot-shots-and-hot-jobs-science-matters/>

<https://www.plt.org/curriculum/green-jobs-forest-careers/>

<https://usasciencefestival.org/resources/>

And please check back at [www.conservationnation.org/lessons](http://www.conservationnation.org/lessons) often, as we will be adding to our lesson playlists with video interviews from diverse conservation professionals!

We hope you enjoyed this lesson!  
Learn more about Conservation Nation at  
[www.conservationnation.org](http://www.conservationnation.org)

