## Purpose

This activity will help you start thinking about different career paths in which you might be interested. This will prepare you to dive into this lesson, in which you’ll explore future career plans tied to climate-change solutions.

## Process

1. Review the careers listed in the chart on the next page. Pick **two** of these careers, and then answer the following questions:
	* + - Why do each of these two careers interest you?

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* + - * How might each of these two careers connect to climate-change solutions?

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1. Be prepared to share with the class your career choices and the ways they connect with climate-change solutions.

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| **Career Pathway** | If I worked in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , I would study… |
| **Architecture** | the design of buildings and structures at varying scales. |
| **Agricultural Science** | the activities that transform the environment for the production of plants and animals for human use. |
| **Biochemistry** | the chemistry of living organisms, primarily in the agriculture and energy sectors. |
| **City Planning** | the processes related to developing land use on a large scale, including infrastructure and air and water usage. |
| **Chemical Engineering** | the development, design, and operation of chemical products and processes. |
| **Civil Engineering** | the design of the built environment, particularly public works projects like roads, highways, dams, and railroads. |
| **Construction** | the process of building physical infrastructure such as office buildings, homes, and other large-scale structures |
| **Data Science** | large sets of data in order to solve complex problems or make predictions about the future. |
| **Electrical Engineering** | products and systems that use electricity and electromagnetism. |
| **Environmental Engineering** | the use of science and engineering to improve and maintain the health of the environment. |
| **Environmental Law** | legal principles, court decisions, and laws that protect natural resources. |
| **Environmental Science** | the integration of natural resources in both the physical and biological sciences. |
| **Food Science** | problems in the food system related to chemistry, nutrition, biology, and engineering. |
| **Geographic Information Science** | economic, environmental, and social phenomena, through data collection and spatial analysis. |
| **International Law** | the laws governing relations between nations, and those of international organizations like the United Nations. |
| **Material Science** | how materials are made and the relationships between material structure and properties |
| **Mechanical Engineering** | power-generating devices and systems, from car engines to turbines to heating and cooling systems.  |
| **Nuclear Physics** | the centers of atoms and the interactions that hold atoms together. |
| **Public policy** | large-scale problems and the creation and implementation of policies that will address them. |
| **Structural Engineering** | science and math to create solutions to real-world problems related to the built environment. |
| **Teaching** | the skills, tools, and opportunities students will need to help them grow into engaged citizens and innovators |
| **Transportation Planning** | policies governing city and state transportation networks as they intersect with city planning, land use, and energy usage. |