**Preparation**

* Download the Careers Chart

**Purpose**

This activity is designed to encourage you to think more deeply about your future. To reduce the impacts of climate change, we’ll need lots of people in many different careers working on climate solutions. In this activity, you’ll explore different careers and choose one you might pursue to help us achieve our climate goals.

## Process

1. In Part 1, think about different activities you enjoy or want to learn to do. Circle your responses on the chart and respond to the questions.
2. Next, you’ll consider some climate-friendly career options that match the interests you identified in Part 1 by reviewing the Careers Chart. You’ll select two careers you are interested in and respond to the questions.
3. In Part 3, you’ll learn more about your selected careers by doing some research and tracking your findings. If possible, put your responses into your own words. You can look through reference material that you find on your own on the internet, but these websites are a good place for you to start:
	* [O\*NET,](https://www.onetonline.org/) the Occupational Information Network database
	* [Occupational Outlook Handbook](https://www.bls.gov/ooh/a-z-index.htm)
	* [California Career Zone](https://www.cacareerzone.org/clusters)
4. Finally, in Part 4 of the activity, you’ll pick the one career that seems the best fit for your interests and skills—whichever one you think you are most likely to pursue in the future. You'll write a 3-5 sentence paragraph describing why you chose that career.

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***Part 1***

**Directions:** Think about the following question: What kinds of things do you like to do now, or would you like to do in the future? Then, circle at least five of the activities below that you enjoy:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grow plants | Be imaginative | Help others | Explore other cultures | Design environments | Figure out how things work |
| Work with my hands | Be outdoors | Conduct research | Lead my community | Solve social problems | Create efficient processes |
| Solve technical problems | Plan and organize | Analyze data | Teach others | Observe and analyze others’ behavior | Solve mechanical problems |
| Follow careful procedures | Budget and keep records | Make laws and policies | Innovate new technologies | Put different ideas together | Invent technologies |
| Communicate through writing | Operate and maintain technology | Debate and discuss issues | Study the natural world | Create art | Conduct experiments |
| Perform for others | Learn about the natural world | Help people work together | Network and meet new people | Speak publicly | Make predictions based on evidence |
| Design media | Lead others | Be an advocate for or defend others | Teach or coach | Persuade others | Study environments |
| Work with numbers | Buy and sell things | Investigate and report | Make logical arguments | Work in a lab | Make new materials |

***Part 2***

**Directions:** Pick two careers from the Careers Chart, add them to the table below. If you know of other climate-related careers, you can add those to the chart as well.

|  |  |  |
| --- | --- | --- |
| **Career** | **I’m interested because:** | **I have (or want to learn) these related skills:** |
|  |  |  |
|  |  |  |

***Part 3***

**Directions:** Research the two careers from Part 2 and complete the table below, with some basic information about these careers.

|  |  |  |
| --- | --- | --- |
| **Questions** | **Career 1:** | **Career 2:** |
| What does a person in this career actually do (tasks, work activities)? |  |  |
| What training, education, certifications, and skills do you need to do this career? |  |  |
| What are two ways that this career can help reduce carbon emissions? |  |  |
| What is one step you can take now to pursue this career path? |  |  |

***Part 4***

**Directions:** Pick one career that seems the best fit for your interests and skills and you are most likely to pursue in the future. Write a 3-5 sentence paragraph describing why you chose that career.

|  |
| --- |
|  |