

Syllabus for **Pathways to a Green Career**

Class Dates: March 22nd – April 30th

**Location: Beloved Community Center
Pinehurst Building
East White Oak Community Garden
Scott Park Community Garden**

The basis for this training is community gardening and weatherization – retrofitting homes. These careers share an enhanced understanding of nature, natural processes, and how current business practices are changing to better respond to energy supply, global warming, and other natural resource issues. Each career has its own particular set of job skills requirements for an entry level position. These include proficiency with the tools of each trade and an understanding of expected results for work accomplished with these tools. Participants will demonstrate their understandings of these concepts by means of written and oral tests and proficiency in job skills through physical demonstrations. There will be an assessment given before the training begins and on the last day.

Schedule Details

Friday Night Before the Training Begins	Social Gathering and Orientation	Goal – Provide an informal setting for the participants and facilitators to begin getting to know one another and do pre-training assessment of knowledge about green careers.
		Overview of training and requirements
		Self Introductions
		Small group discussions of expectations
		Assessment of knowledge about green careers

Community Building and Gardening: Community building will be woven into the entire six weeks. However, gardening is an especially important opportunity to draw out some essential aspects of community building, as nature is a very good model of how community building works. Features of community building will include wholeness, completeness, interrelatedness, mutuality, corporation, collective work, organic processes, growth etc. In addition to training in the principles and methods of community building, outcomes of the first week will also include preparing participants to be excited about and able to engage effectively in developing gardens and growing produce in the community.

A new community garden of approximately 50' by 50' will be identified for the field work. Students will be organized into pairs and each pair will be given responsibility for a section of the garden for the duration of the cycle. We will also have neighborhood

residents participating with in the field work aspect of the gardening – the garden will be passed off to the neighborhood residents after the cycle is completed.

Week 1	Green Community Building	Goal – While modeling community behavior, prepare participants to understand ecological and botanical concepts and to engage in developing gardens and growing produce
Day 1	Morning	Introduce Community Building principles and classroom orientation to community gardening and basic garden botany
	Afternoon	Tour community gardens and sustainability and organic sites – group reflections
Day 2	Morning	Soils: what is organic and why is it important?
	Afternoon	In teams of two, work in garden preparing soil, forming bed, etc for the team’s garden row
Day 3	Morning	Managing a garden and the many aspects of water
	Afternoon	In teams of two, work in garden preparing soil, forming bed, etc for the team’s garden row
Day 4	Morning	Explore a nursery
	Afternoon	In teams of two, work in garden preparing soil, forming bed, etc for the team’s garden row
Day 5	Morning	Relate week’s experience to community building principles
	Afternoon	In teams of two, work in garden preparing soil, forming bed, etc for the team’s garden row

Work Readiness: This will begin with the characteristics students bring to the group, including cultural practices and beliefs along with their knowledge of curriculum content. This is then used to help construct new knowledge in such a way that is applicable to the real world situations where they are engaged. “Instead of first teaching skills and knowledge separated from their context and hoping that learners will *end up* knowing how to transfer what they have learned to life outside the classroom, EFF teachers start with real-life contexts and weave these contexts into every stage of the teaching and learning process.” (EFF website, <http://eff.cls.utk.edu/fundamentals>) Subject expertise, student assessment and community reinforcement will be used to encourage students to build community, learn from each other, and connect their learning in the classroom to their responsible involvement in the community, workplace, and family.

Week 2	Green Work Readiness	Goal – Begin preparing participants for work with the first two modules of the EFF Work Readiness Curriculum – Orientation and Work with Others with Integrity
Day 1	Morning	Orientation
	Afternoon	Responsibility
Day 2	Morning	Self management
	Afternoon	Know how to learn
Day 3	Morning	In teams of two, work in the team’s garden row – time for reflection on community
	Afternoon	Work with others
Day 4	Morning	Speak clearly, actively listen
	Afternoon	Use workplace systems
Day 5	Morning	Resolve conflict

	Afternoon	Integrity
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Green Career Education: This component will provide participants with an overview of the emerging green economy and sustainability concepts as well as specific information about particular sectors, such as construction and business and finance, to provide the participants a sense of where they might fit into the green economy.

Week 3	Green Career Education	Goal – Begin to expose participants to the emerging green economy and to specific knowledge about jobs that audit energy consumption in homes and that weatherize and retrofit homes. Give them a sense of the business side of the green economy.
Day 1	Morning	Design and Analysis – Visit and observe existing green building
	Afternoon	Design & Analysis – Building science
Day 2	Morning	Construction & Analysis – Visit green building construction sites
	Afternoon	Look at and discuss blueprints
Day 3	Morning	In teams of two, work in the team’s garden row – time for reflection on community
	Afternoon	Natural sustainability, LEED certification, community models, living systems
Day 4	Morning	Measurement & Analysis – Observe blower door test, duct blaster, thermal imaging
	Afternoon	Measurement & Analysis – Discuss implications of morning tests and observations including combustion safety and carbon monoxide protection
Day 5	Morning	Business & Administration – Discuss business principles –visit green business
	Afternoon	Discuss starting a green business – staffing, cost of doing business, running green businesses, sketch of a business plan
Week 4	Green Work Readiness	Goal – Continue preparing participants for work with the third and fourth modules of the EFF Work Readiness Curriculum – Solve Problems and Allocate Resources
Day 1	Morning	Problem solving concepts
	Afternoon	Solve problems
Day 2	Morning	Serve customers
	Afternoon	Responsibility for one’s work
Day 3	Morning	In teams of two, work in the team’s garden row – time for reflection on community
	Afternoon	Work behavior
Day 4	Morning	Practical use of math at work
	Afternoon	Practical use of math at work
Day 5	Morning	Time management
	Afternoon	Time management exercises
Week 5	Green Work Readiness	Goal – Continue preparing participants for work with the fifth and sixth modules of the EFF Work Readiness Curriculum –

		Acquire and Use Information and Use Systems
Day 1	Morning	Acquire, use and share information
	Afternoon	Read to get the job done
Day 2	Morning	Communicate
	Afternoon	Ask for help or clarification
Day 3	Morning	In teams of two, work in the team's garden row – time for reflection on community
	Afternoon	Understand impact of one's performance
Day 4	Morning	Comply with policies and procedures
	Afternoon	Understand emergency procedures, health standards, etc
Day 5	Morning	Accept and use constructive criticism
	Afternoon	Adapt to changes within the organization

Week 6	Green Career Education	Goal – Help the participants reflect on what they have learned and how to apply it. Help them plan their next career steps and assess what they have learned about green careers
Day 1	Morning	Tour of neighborhoods – look for weatherization and retrofit needs, gardening sites, other green needs and opportunities
	Afternoon	Greening the Community discussion
Day 2	Morning	Review the week's topics – Community Building & Gardening – what have they learned?
	Afternoon	Review the week's topics – Work Readiness & Green Careers – what have they learned?
Day 3	Morning	In teams of two, work in the team's garden row – time for reflection on community
	Afternoon	Review specific green job opportunities and skill training options
Day 4	Morning	Assess each participant's career interests
	Afternoon	Develop individualized career plan
Day 5	Morning	End of training assessment about knowledge of green careers
	Afternoon	Reflection and Wrap up – Schedule and plan first post training gathering

Post Training #1 & #2	Social Gathering and Check-in	Goal – Provide an informal setting for the participants and facilitators to check in with one another and continue a group discussion about green careers and community building. Agenda to be determined by participants
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