

Native Workplace

we make a path by walking

The Leader in Green Collar Careers
for American Indians & Veterans
A Native Operated 501(c)(3)

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Specializing in Green Collar Career Pathways for American Indians and Veterans

Class Project: Relating Green Collar Careers to our Traditions

This class project can be organized in conjunction with a scheduled Green Collar Career Day event, or utilized as a separate project.

The project is designed to develop the following skills: Internet research, essay writing, decision-making, teamwork, artwork and public presentation. These project tasks will engage students in learning about careers in renewable energy and will help them whether they are going to college or entering the workforce directly from high school.

Basic premise:

Class will be broken into groups or pairs depending on the size of the class.

Each group assigned one of the “elements”, which we refer to as “Sources”:

- Water
- Fire
- Wind
- Sun
- Earth
- Thunder



Each team begins a research project by going to the Native Workplace website and using the information on the site to construct their report on careers relating to their assigned Source. Each Source button on the website contains information and links to additional information. It is up to the team to decide how they want to specifically construct their research. This helps them learn decision-making and teamwork skills.

However, each report should consist of:

- Traditional importance of each Source as it relates to the particular Tribe participating, both historically and spiritually.
- A thorough investigation of the career skill sets, training opportunities, employment opportunities, rate of pay, labor statistics, industry overview and growth potential. Careers requiring a higher education should be included in the report to encourage students that may want to continue to college.
- Artwork representing the historical or spiritual history, or a depiction how of old ways combine with new ways.

** We do not expect students to expose ceremonial songs or traditions that are not meant to be public knowledge.*

Example: Water

Traditional piece:

How did Tribal members manage or collect water in the past?
What are the traditional stories about water, what are the water songs or dances?
What ceremonies require water and why is it important?
What do their water vessels look like? How are they made? Are they still made?
Did your Tribe use cisterns? Were they man-made or natural formations?

Tribal Elders should be consulted and involved in the traditional piece, not only for accuracy, but so students take the time to sit with the Elders and learn the value of their life experiences.

Artwork suggestions: paintings of water, of gatherers collecting water, the making of traditional water carrying pots, or anything else they want to create, traditional or modern.

Suggestions for the "Water" report:

What types of Green careers involve water?

Samples:

Rain Catcher
Rain water Irrigation systems
Drinking water and waste water management

Sample: Rainwater Collection Systems



Traditional Caddo Water Vessels

What are they?
What is the technology, how do they work?
How can a person make a living installing rainwater systems?
How does collecting rainwater benefit our households and tribal communities?
Where can a person get the training?
How can the training be paid for?
How does the collection of rainwater help our storm water management?
What can collected rainwater be used for?
How is it made drinkable?
What is the installer certification process?
Does the State or county have a rainwater collection program?
If not, why not, and how can the students impact local politics by encouraging the Tribe or State to implement a program where residents can apply for the materials to install a system?

Each team will write a report, create artwork and make a short presentation *during* the Green Collar Career Day event. This also gives them experience making a public presentation. The artwork they create for their report can be displayed during the event and can be hung in the school afterwards.

At the end of the year, NWP plans to organize an awarded art show, with all of the artwork from Tribal class projects across the country, with the top three art projects winning a cash prize to be shared by the students that created the project. The essays and/or poems from the reports can be published as well, to encourage students that want to write as a career. We will show the students how to copyright their work to protect their intellectual property rights.