

# Green Collar Jobs in the Culinary Arts

## AIM

To introduce students to the concept of green jobs, focusing on jobs in the culinary arts field, and to develop a command of relevant vocabulary as well as an understanding of the importance of the growth of a green economy in their own lives.

## OBJECTIVES

At the end of this session, students will be able to:

- Tell the difference between a clean environment and a polluted environment.
- Define basic environmental vocabulary words.
- Recognize various green jobs in the culinary arts field.
- Compare environmentally friendly processes in the United States with other parts of the world.
- Access places in their community that offer have environmentally friendly food and services.
- Locate these places on the Internet using search sites such as [www.google.com](http://www.google.com).
- Look for green jobs in their own community on sites such as [www.jobmonkey.com](http://www.jobmonkey.com).

## TARGET GROUP

Beginning low to beginning high-level ESL students (levels 1–4). For the purpose of this lesson, the target group levels range from 1 through 8, with the following guidelines: 1 = beginning, 5 = intermediate, 8 = advanced.

## LENGTH

Three class periods, two hours each

## OVERVIEW

In this lesson, students learn the difference between a polluted and unpolluted environment, then locate and explore jobs in the culinary arts field that support a green environment. Students are also exposed to basic computer functions, such as using a search engine and looking for jobs online.

## DAY ONE

### Schema Building

1. Show students the image from

<http://www2.maxwell.syr.edu/plegal/ppae/pollution.jpg>

Ask the following questions:

- What do you see in the picture?
- What do you think the gray color is around the earth?
- Why is the earth coughing?
- What is the earth coughing?

2. Show students the image from

[http://www.pasadena.edu/wetlands\\_research/images/coastal\\_pollution.jpg](http://www.pasadena.edu/wetlands_research/images/coastal_pollution.jpg)

Then stream the first minutes from **Ocean Adventures** at

<http://www.pbs.org/kqed/oceanadventures/video/gyre> about the huge quantities of garbage that ends up on the most remote islands in the world.

- What do you see in these pictures?
- Do these places look clean or dirty?
- In the first picture: Do you think the people are happy? Why or why not?
- In the second picture: Where do you think this garbage comes from? How do you think this garbage and waste affects birds and animals?

3. Show students the video images of Pescadero State Beach, by scrolling down the page at <http://www.kqed.org/quest/exploration/pescadero-state-beach-exploration>.

- What do you see in these images?
- Do these places look clean or dirty?
- What colors do you see?
- What do you like about these places?

**MATERIALS**

- Image from <http://www2.maxwell.syr.edu/plegal/ppae/pollution.jpg>
- Image from [http://www.pasadena.edu/wetlands\\_research/images/coastal\\_pollution.jpg](http://www.pasadena.edu/wetlands_research/images/coastal_pollution.jpg)
- Image from <http://www.pbs.org/kqed/oceanadventures/video/gyre>
- Image from *QUEST* (a KQED science series) of Pescadero State Beach, available at <http://www.kqed.org/quest/exploration/pescadero-state-beach-exploration>
- “**The Veggie Van**,” *NOW* (PBS), 5/29/09, available at <http://www.pbs.org/now/shows/522/veggie-van.html> – video clip that features examples of green collar jobs in Westchester, N.Y.; one example focuses on government employees who are recycling vegetable oil as fuel for hybrid vehicles.
- “**The Veggie Van**” **Discussion Questions** handout
- <http://www.eslflashcards.com> – offers occupation flashcards.
- **Contact Assignment: Green Jobs in the Culinary Community** handout
- [www.jobmonkey.com](http://www.jobmonkey.com) – offers access to job listings by area; the search function can be used to look for green jobs, including jobs in the culinary arts.

4. Once the idea of a clean environment versus a dirty environment is established, write the following vocabulary words on the board and define their meaning, along with a few examples and discussion questions:

## ENVIRONMENT

Compare the environment of San Francisco to your native city.

## POLLUTION

What are some things that create pollution?

## DEBRIS

What examples do you see in the images?

## RECYCLE

What things do you recycle at home?

## PESTICIDE

In your country, are there pesticides in your food?

## ORGANIC

What are some examples of organic foods?

## GREEN ENVIRONMENT

What do you think makes an environment green?

## GREEN JOBS

What are some examples of green jobs?

5. Explain to students that the focus today will be on the green jobs that support a green environment. They will be looking closely at a video clip showing an example of a green job from “**The Veggie Van**” from *NOW* (PBS) at <http://www.pbs.org/now/shows/522/veggie-van.html>.

Use the handout “**The Veggie Van**” **Discussion Questions**, provided at the end of this lesson, to frame the discussion of the video clip.

- Start with the “Before Watching” discussion questions.
- Next, play the video clip, pausing periodically where indicated by the handout.
- After viewing the video, discuss the “Post-Viewing” questions as a class.

**DAY TWO**

1. Review vocabulary from the previous day: organic, environment, pollution, recycle, pesticide, debris, green jobs.
2. Review the video from day before:
  - What was the name of the video from yesterday?
  - Where did the workers take the oil from the fryer?
  - Why did they take the oil to the garage?
  - What were the green jobs you saw in the video?
3. Go to <http://www.eslflashcards.com> and access Occupations and Jobs Flashcards, Sets A and B. You will use only those jobs that are culinary or food related: cashier, chef, farmer, waiter/ waitress, butcher, delivery person, garbage man, truck driver, gardener, florist.

4. Prepare a handout that lists the occupations and includes a picture and the name of each occupation. If downloading the flashcards, you will need to cut out the occupations above and tape them to a blank page, then make copies for students. Distribute the handout to students and review the pronunciation of each job.
5. Distribute the handout **Contact Assignment: Green Jobs in the Culinary Community** provided at the end of this lesson and discuss as a class the different places that are mentioned in the handout:
  - What is a grocery store for? What kinds of jobs are there in a grocery store?
  - How do you know if vegetables and fruit are fresh? Are organic?
  - What is a farmer's market? What kinds of jobs are there in a farmer's market?
  - What's a community garden? What kinds of jobs are there in a community garden?
  - What is a restaurant? What kinds of jobs are there in a restaurant?
  - What is a recycling program? What kinds of jobs are there in a recycling center?
6. Organize students in pairs and assign each pair one place to visit. Explain to students that to locate the place that they plan to visit, they will use the computer lab and log on to a search engine, such as [www.google.com](http://www.google.com). They should type in the name of the place they are to visit, plus the city and state. Check the students' location maps to ensure they are clear about where they need to go and how to get there.

For example: "Organic grocery stores San Francisco, CA"  
"Farmer's markets San Francisco, CA"  
"Community gardens San Francisco, CA"  
"Organic restaurants San Francisco, CA"  
"Recycling centers San Francisco, CA"

### DAY THREE

1. Remind students that they are visiting the place they located on the Internet the day before.
2. In small groups, send students to their venues with the **Contact Assignment: Green Jobs** in the Culinary Community handout so that they can write down the jobs they see.
3. When they return, ask students to discuss their findings within their groups and talk about the jobs they saw at their assigned location. Which of these jobs were green jobs? What would make them green?  
Then invite the groups to report back their findings to the class.

4. Ask students to return to the computer lab to research [www.jobmonkey.com](http://www.jobmonkey.com) or <http://ecolocalizer.com/2008/06/19/how-to-find-green-jobs/> for the range of green jobs in food- and culinary-related industries. Other sites include Grist, Sustainable Industries, Environmental Career Center, Green Biz, Green Dream Jobs. For [www.jobmonkey.com](http://www.jobmonkey.com):
  - They will need to log on to the site and click on Search Open Jobs.
  - Under All Categories, students should select Green Jobs.
  - Students should then type “Culinary Arts” in the search box and select the appropriate state.
  
5. Depending on the jobs available, students may or may not see green jobs having to do with food. Guide the students through the jobs available, picking out key vocabulary. For example:
  - What jobs do you see? At what companies?
  - You see the word **solar**. What does that mean?
  - Is that a green job? Why or why not?
  
6. Conclude with a review of the websites and how useful they were in searching for green jobs in the culinary arts field. Which sites would students recommend and why?

### “The Veggie Van” Discussion Questions

#### Before Watching

ASK STUDENTS:

1. What does the title of the video mean to you?
2. Look at the still image. What does the sign on the barrel say? What do you think that means?
3. Do you think this is a green job? Why or why not?

#### Focus for Viewing

DISCUSSION QUESTIONS:

4. *Pause the video at :39.* What does the sign on the truck say? Where have you seen that before? How do you think the two objects with that same sign (the barrel and the truck) are related?
5. *Pause the video at :47.* What are those and what do you think they are used for in a restaurant?
6. *Pause the video at :53.* What does the label say? What does that mean? What is vegetable oil used for? Where do you think they are taking the vegetable oil? Are these green jobs? Why or why not?

#### Fast Forward to 2:17

DISCUSSION QUESTIONS:

7. *Pause the video at 2:17.* Where are the people now?
8. *Pause the video at 2:29.* What is the man doing? What do you think is coming out of the pump? What is it for?
9. *Pause the video at 2:36.* What is his job? Do you think this is a green job? Why or why not?

#### Post-Viewing

DISCUSSION QUESTIONS:

10. To help you review what you saw in the video, write down the steps of turning oil into fuel in the order they happen.
11. In your country:
  - Are there jobs like these?
  - How do you care for the environment?
  - Do you recycle?
  - Do you eat / sell organic foods in restaurants? Grocery stores?

**Contact Assignment: Green Jobs in the Culinary Community**

What green jobs exist in your culinary community? Each group will visit an assigned location. Write on this handout the jobs you see there:

1. GROCERY STORES THAT HAVE ORGANIC FOOD

Name of store:

Jobs you see:

2. GROCERY STORES THAT CARRY FRESH FRUITS AND VEGETABLES

Name of store:

Jobs you see:

3. FARMER'S MARKETS

What street is the market on?

Jobs you see:

4. COMMUNITY GARDENS

Name of garden:

Jobs you see:

5. RESTAURANTS THAT OFFER ORGANIC FOOD

Name of restaurant:

Jobs you see:

6. RECYCLING CENTERS

What street is the recycling program on?

Jobs you see: