



# CAREERS EXPLORATION

## BIG IDEAS

- Forest research and management involves professionals with backgrounds in many fields, including forestry, biology, wildlife, soils, water, land management, urban planning, engineering, sociology, geography, technology, environmental education, and chemistry. (Subconcept 52)

## OBJECTIVES

Upon completion of this lesson, students will be able to:

- Name seven forestry-related careers.
- Explain the types of duties that are associated with different types of forestry-related careers.

## SUBJECT AREAS

Arts, Language Arts

## LESSON/ACTIVITY TIME

- Total Lesson Time: 60 minutes
- Time Breakdown:
  - Introduction.....5 minutes
  - Activity .....25 minutes
  - Conclusion.....30 minutes

## TEACHING SITE

Classroom

## NUTSHELL

In this lesson, students learn about seven professionals in Wisconsin with forestry-related careers. By playing a game of *Forest Career Bingo*, students discover the skills used in each profession. Students describe a day as one of the seven forestry professionals and draw a picture of themselves in a forestry-related career.

## BACKGROUND INFORMATION

There is a wide array of forestry-related careers. They range from direct care of trees, to landscape planning, to the processing and production of lumber and products. One of the fastest growing specialty areas in forestry is in urban forestry, where people are involved in caring for trees in urban and suburban areas. In Wisconsin, the forest products industry is the second largest industry in the state (agriculture is the first). There are approximately 1,800 forest product companies that employ 99,000 people in Wisconsin. The paper industry employs 52,000 workers and indirectly supports 125,350 jobs.

Careers in forestry-related fields generally require some type of higher education due to the level of science and technology used. Education may include an advanced degree and/or technical training. Well-developed people skills are also important for those in forestry-related careers. Communication with the public and professionals in other natural resource fields is important when managing resources.

Helping students to become aware of natural resource careers, such as those in forestry, gives them options for the future. Forestry-related jobs are important to the social, economic, and environmental health of our state.

## VOCABULARY

**Archeological Technician:** A person who helps archaeologists find and learn about objects from people who lived long ago.

**Assistant Sawmill Supervisor:** A person who helps supervise the people who make and sort lumber in a sawmill.

**Business Owner:** A person who sells things to make a profit.

**Environmental Educator:** A person who teaches about forests and other environmental topics.

**Forest Ranger:** A person who fights fires in forests, grasslands, and marshes.

**Landowner:** A person who owns land.

**Logger:** A person who cuts down trees and sells them to make a living.

**Park Ranger:** A person who works in a park to protect the park and people who use it.

## PROCEDURE INTRODUCTION



Remind students that in Wisconsin there are many people who have jobs related to forests and the forest products industry. There are many people who do not work directly with forests, but are connected in some way. For example, salespeople who sell forest products, truck drivers who haul logs and lumber, and park rangers who provide information to visitors. Ask students if any of their family members have jobs connected to forests in some way. Tell students that in this lesson they will read about individuals who have a variety of jobs related to forests in Wisconsin.

## ACTIVITY



1. Read the seven career descriptions from this unit to the class. One career profile is found at the end of each lesson. As an option, you can

## MATERIALS LIST


### FOR EACH STUDENT

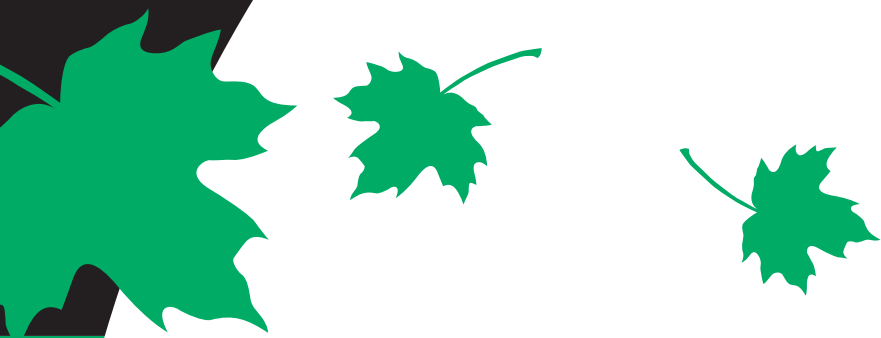
- Copy of Student Page  1, *Forest Career Bingo*
- Copy of each of the seven career profiles (optional)
- 12 small items to mark Bingo card
- Copy of Student Page  2, *My Day As A \_\_\_\_\_*

### FOR THE TEACHER

- Copy of Student Page  1, *Forest Career Bingo*
- Copy of Teacher Key  1, *Forest Career Bingo Key*
- Copy of each of the seven *Career Profiles*
  - Kim, Archeological Technician - pg. 18
  - Dennis, Logger - pg. 31
  - Dawn, Assistant Sawmill Supervisor - pg. 47
  - Solin Family, Land and Business Owners - pg. 62
  - Chris, Forest Ranger - pg. 103
  - Bruce, Park Ranger - pg. 125
  - Sandy, Environmental Educator - pg. 136


give the profiles as handouts for students to read individually or take turns reading them to the class orally.

2. Hand out copies of Student Page  1, *Forest Career Bingo*.
3. Tell students to cut out the squares at the bottom of the page and glue them on the bingo card at the top of the page in any order they choose.
4. Explain that you will read clues that are either the description of a duty that someone with a forestry career on their card has or the name of a career. Students must find the name or description that goes with the clue you read and mark it on their sheet. Two squares are




marked "BONUS." They may be marked, one at a time, when you call out "BONUS." The first student to get four boxes marked down, across, or diagonally wins *Forest Career Bingo*. Allow ample time for students to think of, and then mark the squares on their bingo card.

You may allow them to look through the career profiles to find the answers as well.

5. Read clues randomly from Teacher Key  1, *Forest Career Bingo Key*. Mark the clues as you read them. Check the winning card to make sure all of the answers the student(s) has (have) are for the clues you called.

## CONCLUSION

Hand out Student Page  2, *My Day As A \_\_\_\_\_*. Tell students to think about the careers they learned about and choose one that sounds like a job they'd like to do. Have students fill in the blanks on the worksheet with information they think would go with that career. Tell students to draw a picture on the bottom of the page that shows the things that happened during their imaginary day. Post the sheets on a bulletin board.

## REFERENCES

Wisconsin Forests at the Millennium. (2000). Madison: Wisconsin Department of Natural Resources Division of Forestry.

Wisconsin Paper Council. World Wide Web: [www.wipapercouncil.org](http://www.wipapercouncil.org)

# RECOMMENDED RESOURCES

There may be professionals who are willing to come into your classroom to talk about their jobs. Here are some ideas of where to find them.

## Wisconsin Department of Natural Resources (WDNR)

Your local **WDNR** office can put you in touch with many people. Look in the phone book under Wisconsin, State of, then Natural Resource, Department of. Or, visit the WDNR website at: [www.dnr.state.wi.us/whereulive/](http://www.dnr.state.wi.us/whereulive/) to find options for information and who to contact in your area. If you don't see the specific contact you need, try the service center in your area.

## National Forest

For contacts at the **Chequamegon-Nicolet National Forest** visit their website at: [www.fs.fed.us/r9/cnnf/](http://www.fs.fed.us/r9/cnnf/). Under General Info you can find information about specific Forest Service offices in Wisconsin.

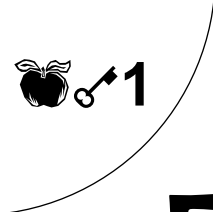
The **Wisconsin Professional Loggers Association (WPLA)** and **Forest Industry Safety & Training Alliance (FISTA)** may be able to put you in touch with loggers in your area. They may be contacted at the following addresses: WPLA HC1, Box 83A, Florence, WI 54121 and FISTA, 3243 Golf Course Road, Rhinelander, WI 54501

## ●●● VIDEO ●●●

The Right Choice: Careers in the Forest Products Industry by the Temperate Forest Foundation. Follow the process of planting a tree, cutting and selling it, and creating products while learning about all the careers involved along the way. To obtain a copy contact the Temperate Forest Foundation at (503) 579-6762 or [www.forestinfo.org](http://www.forestinfo.org)

# FOREST CAREER BINGO


Archeological Technician	Assistant Sawmill Supervisor	Logger	Landowner/ Business Owner
Forest Ranger	Park Ranger	Environmental Educator	<b>BONUS</b>
Digs to find tools people left behind long ago.	Supervises people who make lumber.	Uses big machines to harvest trees.	Uses their land to earn a living.
Encourages us to be careful with our campfires.	Helps protect people and state parks.	Teaches about forests.	<b>BONUS</b>



# FOREST CAREER BINGO KEY

TEACHER READS THIS CLUE	STUDENTS MARK THIS ANSWER
1. Archeological Technician	1. Digs to find tools people left behind long ago.
2. Helps protect historic places and objects.	2. Archeological Technician
3. Assistant Sawmill Supervisor	3. Supervises people who make lumber.
4. Counts how much lumber is made.	4. Assistant Sawmill Supervisor
5. Logger	5. Uses big machines to harvest trees.
6. Knows how to keep the environment healthy while harvesting trees.	6. Logger
7. Landowner/Business Owner	7. Uses their land to make a living.
8. Runs a family business.	8. Landowner/Business Owner
9. Forest Ranger	9. Encourages us to be careful with our campfires.
10. Puts out wildfires.	10. Forest Ranger
11. Park Ranger	11. Helps protect people and state parks.
12. Helps people who come to enjoy state parks.	12. Park Ranger
13. Environmental Educator	13. Teaches about forests.
14. Likes teaching people things that get them to spend time outside.	14. Environmental Educator
15. BONUS	15. BONUS
16. BONUS	16. BONUS

# MY DAY AS A \_\_\_\_\_

My name is \_\_\_\_\_. I work as a \_\_\_\_\_. Yesterday was an interesting day. The first thing I did when I got to work was gather my tools, which include \_\_\_\_\_. Once I got that done I had to \_\_\_\_\_. I had been at work most of the day, and things were going well, when all of a sudden \_\_\_\_\_. This sort of thing happens all the time. I'm used to it. I got that taken care of and finished \_\_\_\_\_ before I went home for the day. I really like my job because \_\_\_\_\_.

**Draw a picture of your day here.**