

# Careers Exploration

## NUTSHELL

*In this classroom lesson, students become aware of five careers that are forestry-related by listening to descriptions of them, matching the name of the career with a symbol of the career, and drawing a picture of the career that they think is most interesting.*

### ENDURING UNDERSTANDING

- 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.

### ESSENTIAL QUESTION

- What careers relate to trees and forests?

### OBJECTIVE

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

- Name forestry-related careers.
- Make connections between a forestry-related job and its duties.

### SUBJECT AREAS

Arts, Language Arts, Science, Social Studies

### LESSON/ACTIVITY TIME

**Total Lesson Time:** 35 minutes

- Activity 1 .....20 minutes
- Activity 2 .....15 minutes

### TEACHING SITE

Classroom

### 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 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 TERMS

**Arborist:** A person who takes care of individual trees by pruning, removing, or treating them.

**Orchard Owner:** A person who raises fruit trees in order to pick the fruit and sell it.


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

**Research Ecologist:** A person who researches the interactions of forest parts and the impacts of human actions.


**Wildlife Biologist:** A person who researches wildlife and their habitats and takes action to improve those habitats.

## PROCEDURE

### Activity 1 - Career Matching


1. Read the *Career Profiles* from each lesson to the class.
2. Hand out a copy of Student Page , **Careers Worksheet**, to each student.
3. Read the names of the careers listed to the class. Ask students to draw a line between the name of the career and the symbol that reminds them of that career. (For non-readers, ask them to match the word that starts with “a” to the picture that reminds them of what an arborist does.) Expand descriptions of the careers as needed.

### Activity 2 - My Favorite Forestry Career

1. Pass out a copy of Student Page , **My Favorite Forestry Career Is**, to each student.
2. Tell the students to draw a picture of their favorite forestry career that they learned about.

## MATERIALS LIST

### For Each Student

- Copy of Student Page , **Careers Worksheet**
- Copy of Student Page , **My Favorite Forestry Career**

### For the Teacher

- Copy of five Career Profiles from the unit.
  - Joe, Arborist (page 23)
  - Eric, Research Ecologist (page 37)
  - Bruce, Park Ranger (page 47)
  - Linda, Orchard Owner (page 62)
  - Marty, Wildlife Biologist (page 76)

“When the wind blows through a wood, its mass is cut and closed by every leaf, forming a train of jittery vortices in the air.”

★ Alice Oswald ★

## EXTENSION

If your class is able, have them write a description of what they thought would be best about the job they are drawing.

## SOURCES

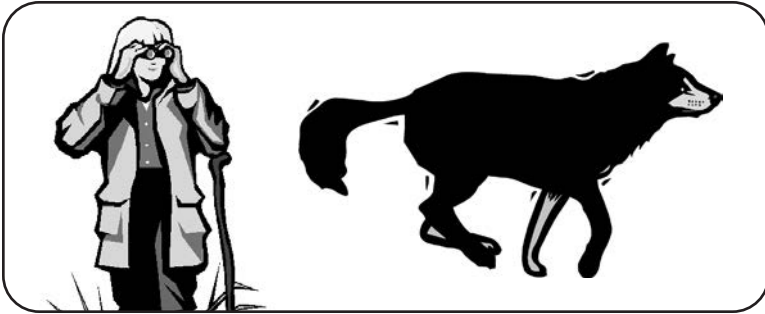
*Wisconsin Forests at the Millennium*. (2000). Madison: Wisconsin Department of Natural Resources Division of Forestry.

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

# CAREERS WORKSHEET



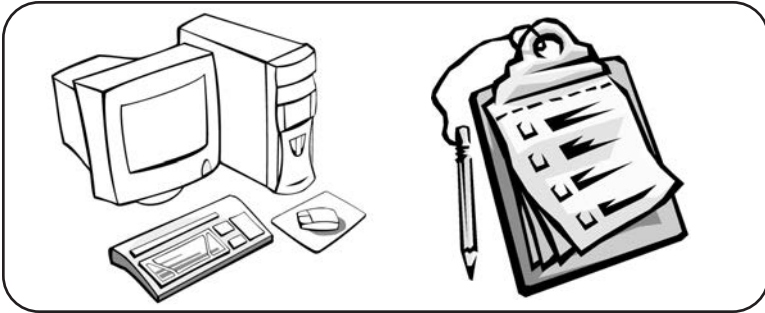
ARBORIST



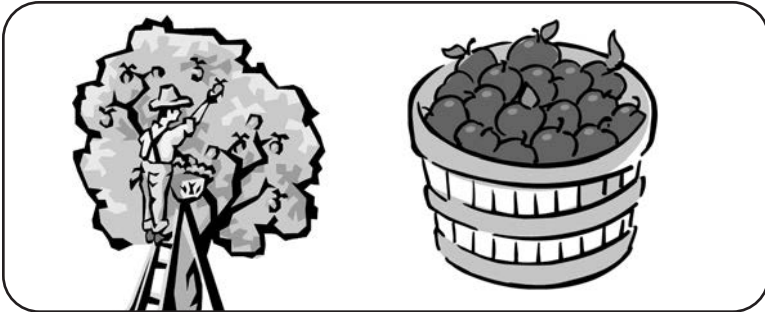
WILDLIFE  
BIOLOGIST



PARK RANGER

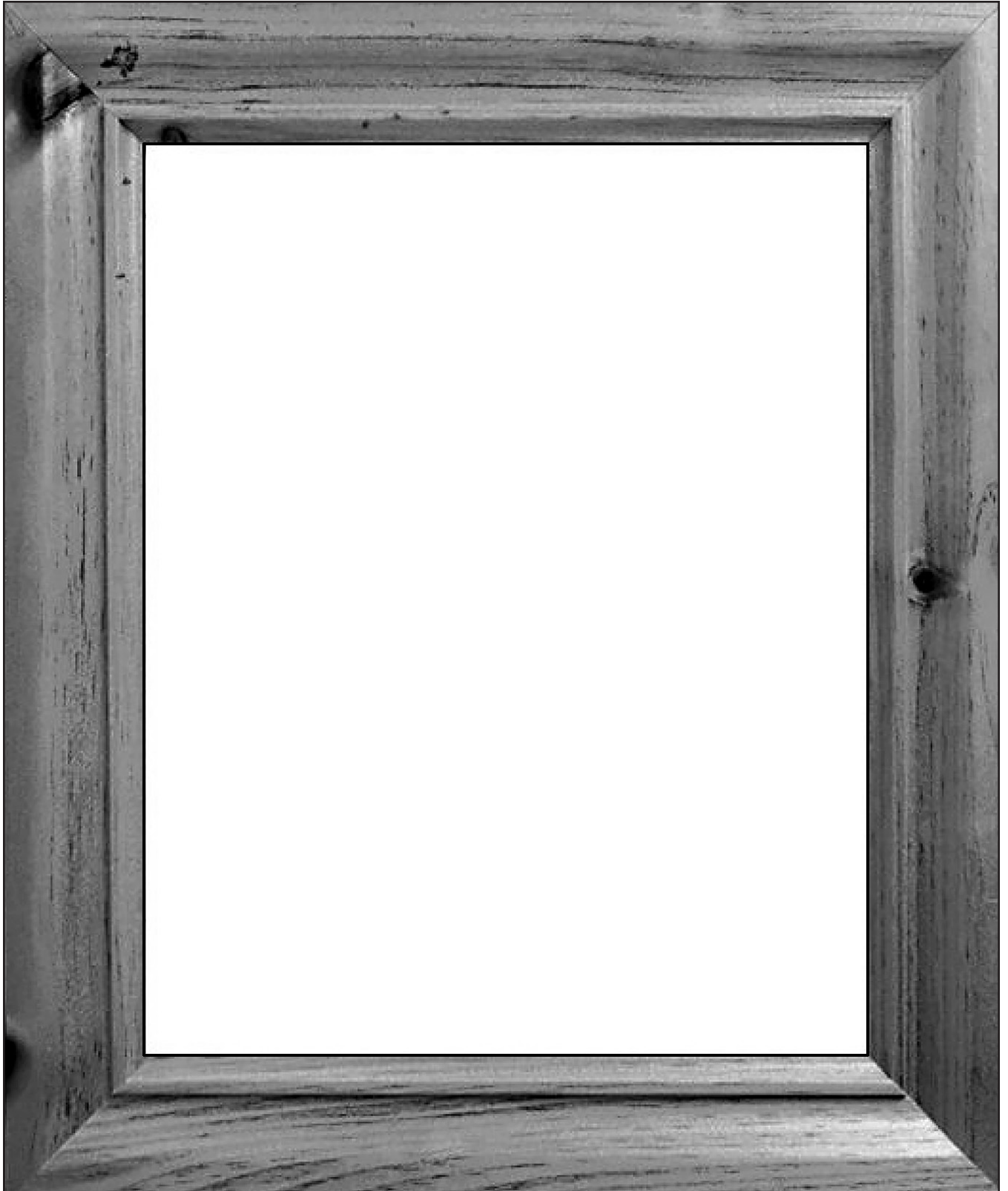


ORCHARD  
OWNER



RESEARCH  
ECOLOGIST

**MY FAVORITE FORESTRY CAREER IS \_\_\_\_\_**



**Student Page  2**