

FIND YOUR PATH

Instruction Guide

Grades
6-12



Find Your Path was created by the Oregon Forest Resources Institute (OFRI) to help students explore a range of careers in Oregon's forest sector. It profiles 19 different Oregonians working in various forestry-related professions and jobs.

This instruction guide is designed to help you use the *Find Your Path* booklet in your middle school or high school classroom. It provides background information on Oregon's forest careers to support you in presenting this topic to your students, and suggests discussion questions and learning activities to help bring various forest careers alive for your students. This guide also identifies standards connections, to assist you in making the necessary links with your school curriculum. We invite you to add your own creative ideas to the mix, and hope you enjoy exploring *Find Your Path* with your students.

BACKGROUND

Oregon's forest sector – the part of Oregon's economy derived from forests – provides more than 60,000 jobs for our state. This sector includes managing forests, harvesting trees and creating lumber, plywood, poles, paper, energy and other forest products. It also involves careers in forestry, science and engineering, trucking and equipment, manufacturing, energy, recreation, government, and forestry support such as firefighting and logging.

The *Find Your Path* booklet examines 19 different careers in the forestry sector:

- Field Forester
- Forest Manager
- Wildlife Biologist
- Forest Engineer
- Natural Resource Ecologist
- Recreation Unit Manager
- Road and Right-of-Way Specialist
- Research Economist
- Logging Crew
- Harvester Processor Operator
- Log Truck Driver
- Field Technician/Service Mechanic
- Wildland Firefighter/Base Manager
- Nursery Manager
- Mill Operator
- Shipping and Sales Coordinator
- Vice President of Manufacturing
- Millwright
- Vice President of Timberlands



Questions for Discussion

You may use the *Find Your Path* booklet to spark a discussion about careers related to Oregon's forests, using questions such as:

What are some of the ways people help Oregon's forests survive and thrive?

What careers are related to Oregon's forests?

What would be appealing about working in or on behalf of forests?

How might someone find out more about forest-related jobs?

OREGON FOREST LITERACY PLAN CONCEPTS

The *Oregon Forest Literacy Plan*, developed by a diverse statewide stakeholder group, identifies critical concepts for K-12 students in understanding Oregon's forests. Concepts relevant to *Find Your Path* include:

- Theme 2, D.1. Forests provide multiple economic benefits, including jobs and forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as carbon storage, clean water, recreation and tourism.
- Theme 3, C.2. Forest resource professionals aim to meet individual, societal and environmental needs.
- Theme 4, B.4. A variety of professionals and skilled trade workers are needed to sustain our forests, including foresters, biologists, soil scientists, engineers, lawyers, information technology professionals, land managers, investors, environmental educators, communications specialists, logging operators, mechanics and wood products manufacturers.

Activity: Imagine Helping Forests

In this activity, students identify what interests them about specific forest sector careers profiled in the *Find Your Path* booklet.

Materials: *Find Your Path* booklet, copies of the "What Does It Take?" student page.

Procedure:

1. Give students copies of the *Find Your Path* booklet (or online access to it) and a copy of the "What Does It Take?" student page.
2. Direct students to choose three careers in the booklet to examine in depth. For each career, they should describe the job involved, as well as the education, skills, experience and personal attributes that someone would need to be successful in that career. They should also write a brief paragraph about whether or not that particular job appeals to them and why.
3. Have students partner with another student to read and discuss what they wrote.

RESOURCES

Find Your Path videos. In addition to the *Find Your Path* booklet, OFRI also offers 16 two-minute videos, each highlighting a particular forest career from the voice and perspective of a real person with that career. Available at LearnForests.org.

Inside Oregon's Forests: A High School Forestry Curriculum. This 37-lesson, stand-alone module from OFRI provides an in-depth exploration of Oregon's forests and forestry. Available at LearnForests.org.

Careers in Forestry and Natural Resources. This website lists a variety of forest sector careers, and includes a number of profiles of real people with those careers. ForestryCareers.org.

The Oregon Career Information System. Students can explore various career options using a number of assessment tools provided on this site. Check with your school district or local library for access. oregoncis.uoregon.edu.

Information about various careers and their potential salaries may be found at glassdoor.com, salary.com and other apps.

"Jobs, Careers & People in Idaho Forests." This resource from the Idaho Forest Products Commission contains profiles and salary information for many different forest sector careers relevant throughout the Pacific Northwest. idahoforests.org/jobs.htm.

More Activity Suggestions

Choose one or more activities to deepen your students' understanding of careers connected to Oregon's forests:

- Challenge students to research and graph salary data and education requirements for some of the jobs described in the booklet using glassdoor.com, salary.com or other apps or websites.
- Direct students to pull out the three pieces of advice from throughout the booklet that mean the most to them. Provide materials for creating a graphic or other display that they can post on their refrigerator, bathroom mirror or bedroom wall to remind them to follow this advice.
- Invite students to map out a possible career path for themselves like the ones shown in the booklet. Start by having them identify their work experience (paid or volunteer), any training they've had, the hobbies or other interests they enjoy, and the skills and personal traits they possess. Discuss what steps they see themselves taking next to add to their career path. You might suggest that they use key words from a career search tool to describe where they want to end up working.
- Direct students to conduct research on a forest sector career not included in the *Find Your Path* booklet, including what education, experience, skills and personal qualities are required. (See Resources for possibilities of where to start.) Have students use this information to create an online poster or other visual to share what they learned.
- Work with the class to create a "dichotomous key" to forest sector careers, to help others determine which might be best suited to them. The key would be a series of paired questions or attributes to which users respond. It might include such attributes as indoor versus outdoor, high school education versus college education, urban setting versus rural setting and so on, to organize the career options.
- Discuss the value of personal connections in forging a career path. Encourage students to begin a contact list of people who could serve as references for them when applying for a job. Students could include each reference's name, title, address, email and phone number, and notes about the experience or personal characteristics they could speak to.
- Invite someone working in the forest sector to come in and speak to students about a range of careers. Or arrange for the Talk About Trees organization to present a free in-class forest career program, geared for grades 6-8 (see LearnForests.org for contact information).



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STANDARDS CONNECTIONS

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Ideas

- MS-ESS3.A. Natural Resources. Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources.
- HS-ESS3.A. Natural Resources. All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies

and social regulations can change the balance of these factors.

Common Core State Standards – Literacy/ELA

- W.6.2, W7.2, W8.2. Writing. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WHST.9-10.7, WHST.11-12.7. Writing History, Science, and Technical Subjects. Conduct

short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core State Standards – Mathematics

- MP.4. Mathematical Practice. Model with mathematics.

What Does It Take?

For each forest-related career, identify what education, skills, experience and personal qualities are required. Then write a paragraph telling whether that career appeals to you, and why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

Personal qualities: _____

Does this career appeal to you? Explain why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

Personal qualities: _____

Does this career appeal to you? Explain why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

Personal qualities: _____

Does this career appeal to you? Explain why or why not.