

Lesson 11

Note to teacher:

This lesson explores occupations in the area of Natural Resource Systems. Students will print out the schools that offer the training for occupations they identified on their survey sheet.

Materials Needed:

Copies of the Lesson 11 Worksheet and computers

Objectives:

1. After hearing a short vignette about a career in the area of Natural Resources the students will participate in a critical thinking discussion.
2. Each student will research places where they could get training/education for three of the occupations identified on their survey sheet.

Evaluation:

- Each student will participate in a critical thinking discussion about the human resources career presented in the vignette by making at least one appropriate comment during the activity.
- Each student will list on the worksheet schools where they can get training in the occupation they listed on their survey sheet.

Instruction:

Introduce Natural Resource Systems and then orally read the vignette below.

A Day in the Life of Stan Markowitz

Stan is a Wilderness Ranger for the U.S. Forest Service. He works four ten-hour days a week usually, except on holidays such as the 4th of July and Labor Day, when he *always* has to work. Today, he rises out of his sleeping bag around 6:00 a.m. He stretches, makes a breakfast of coffee and oatmeal on his backpacking stove and begins to break camp. By 7:00 a.m. he is on the trail hiking. He carries his sleeping bag, tent, food, extra clothing, and water filter in his backpack. He also carries a tool called a pulaski (pull-ask-ee), which is an axe on one side and a digging blade on the other. He uses this because no chainsaws may be used in the wilderness areas.

About an hour down the trail, Stan encounters a group of backpackers just starting to break camp. Stan checks in with the group and inquires where they are from, the number of people in their group, and the route they plan to hike. As he continues on down the trail, Stan takes a moment to record the data on a small notepad.

Another mile down the trail, Stan finds a tree that has fallen across the trail. Setting his pack down, he chops the tree in two places with the pulaski, so that the section across the trail can be moved out of the way. Sweating slightly from the exertion, Stan shoulders his pack and moves on down the trail.

Before lunch, Stan clears four trees and repairs two wash outs on the trail. He counts two groups of hikers and one group of people on horseback. Stan stops for lunch at a bubbling little creek and filters water into his water bottle.

Munching on a piece of jerky and some dried fruit, he watches the fish swimming in a small pool. Stan pulls his water quality kit from his backpack and performs two tests for pollution before recording his results in the notebook.

Before moving on, he pulls out his map and finds his location. He will have to hike hard to make the lake he is aiming for, but the fresh fish will make it worth the effort, he thinks. Gathering his equipment, he continues hiking.

By 5:30 p.m. he arrives at the lake, but he needs to hurry if he wants to catch any fish. Darkness comes early in the high mountains here. An hour later, as the crickets begin to chirp, Stan fries fresh brook trout on his stove while pitching his tent. He settles in early for the night because there is another long day of hiking ahead.

1. Use these questions to begin the discussion of Stan's job as a Forest Service Ranger.
 - Does Stan have to have his own car for work?
 - Are his hours of work flexible?
 - Does Stan have people that work for him?
 - How much responsibility does Stan have?
 - Does Stan work by himself or with other people?
 - Is the job physically stressful?
 - Does he make an hourly wage or a salary?
 - Does Stan do the same thing every day or is every day different?
 - Does Stan have a long commute to work?
 - What kind of education would a person need to have Stan's job?
 - Is there any special training that a person would need?
 - Could Stan do whatever he wanted after his workday?
 - Does Stan get to go home every day?
2. Distribute the Lesson 11 Worksheet to the class. Using the Educational Information Center (<http://www.QualityInfo.org/olmisj/EIC>), they need to search for instructional programs and schools that offer training or education for their chosen occupation. (Note: not all occupations may have instructional programs associated with them, so have the students search by keyword).
3. Review any of the tools where students have struggled. **Suggestion:** If you have a student who missed some days, have them go through the **OLMIS Guide** at the top of the QualityInfo home page to review or learn the tools.