

# Lesson 3: GO WITH THE FLOW

**TIME REQUIRED:** Homework and 3 x 55 minute lessons.

## BRIEF DESCRIPTION:

Students will follow the path of a product to produce a mind map of the types of jobs in the transport and logistics sectors needed to allow the product to be used.

The exemplar, included, presents a letter in the postal service. Other examples include to follow the path of

1. a lobster from South Australia's South-East to a restaurant table in Japan.
2. Milk from the farm to the table.
3. A donated heart to the future recipient.
4. Deep sea crude oil to a car.

The list could be endless.

## OBJECTIVES:

Students' prior knowledge, previous skills and concepts:

This activity will extend a student's knowledge about the origin of a product. Some students may not have knowledge or skills to use the computer programs mentioned to construct a mind map. Some peer tutoring may be incorporated to assist this.

Students' Values and Perspectives:

(e.g.: Cultural, Environmental, Social, Economic)

Students will have a limited understanding of the types of jobs involved in the transport chain of a product. This may require some significant discussion regarding the source of the product.

## PROCEDURE:

Teachers set a homework exercise where a student is to find a product at home which they are able to trace its movement from production. For example a packet of rice, leg of lamb, butter or one of those mentioned above.

Students are to begin with their product and work backwards to describe the transport chain and associated employment opportunities associated with the product. Some internet research may be of assistance.

Students will present this information as a flow chart.

Job opportunities will be listed for each stage of the transport chain.

## RESOURCES AND MATERIALS:

### Teacher Resources/ Materials:

Exemplar presented

A list of possible products could be prepared for this task.

### Student Resources/ Materials:

Computer access and internet logon

### Student Product:

Students will produce a mind map of the possible jobs within a sector of the Transport and Logistics field.

A class display should be made to emphasise the importance of transport and logistics .

## TEACHER NOTES:

Access to the internet is necessary for this activity

Access to an electronic drawing/brain mapping program such as Inspirations (or MS Word or MS Publisher use is acceptable.)

In setting this up with a class it may be advisable to ask the students to work backward from a product. The idea of this is to keep the product simple.

e.g.: "the transport and logistics jobs involved in the box of cornflakes seen at breakfast."- home, transport, supermarket, transport, warehouse, transport, factory, multiple transport chains (for food materials and packaging materials), factory, transport, harvester, farm.

Information should be kept to a single A4 page to allow for display.

### Extension activities:

1. Students could swap their posters with other students to determine whether they have exhausted the transport and employment opportunities within their designated pathway. Updated posters could then be published.
2. Students could select an employment opportunity from their mind map to research in greater detail.

This activity leads well into the next 2 lesson plans in this package:

1. Lesson 4: What the Jobs Want?
2. Lesson 5: Designs on the Company

### Related Standard:

**SACSA Framework: SOSE**

**4.5** Hypothesises, then collects, records, organises and evaluates data from fieldwork, print and electronic sources, in order to analyse local and global environmental or socioeconomic issues. **In T C KC2 KC5 KC6 KC7**

**From the Australian Blueprint for Career Development:**

• **Learning and Work Exploration-competency 5** 5.2 *Locate, understand and use career information*

### Numeracy and Literacy Strategies:

The nature of this activity facilitates the use of minimal words so is useful for those students who are hindered by writing lengthy assignments.

### ICT Inclusion:

Students will need to be familiar with

- Basic computer operations
- effective Internet usage and search techniques.
- MS Publisher, MS Word, or Inspiration programming for mind map construction

### Modifications for Improved Learning:

Some students may find it easier to work with a peer tutor or SSO to handle the computer programs and concepts necessary to complete this task.

# HOW IS A LETTER TRANSFERRED FROM THE SENDER TO THE RECEIVER INTERSTATE



**example only: incomplete**