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Who Works at Our Port?

This lesson is informed by the big idea of Connection. Students will create an original game (board game, domino game or card game) on the topic of careers and jobs at the Port. The game will depict the skills needed for each job, the equipment used to do the jobs, and how the jobs link together to fulfill the main tasks and activities at the Port of Prince Rupert.

CLASSROOM TIME REQUIRED

Two activities of 30-40 minutes, and 3 activities of 40-50 minutes

LEARNING OBJECTIVES AND OUTCOMES

Students will:

- Classify jobs according to career clusters (e.g., type of work/industry, personal interests)
- Relate personal attributes and skills used in school and recreation to various types of work

MATERIALS REQUIRED

- Board games, guessing games, dominoes, card games.
- *Persistence and Change* text book
- Bulletin board
- KWL chart
- Enough of the following for the whole class (see *Attachments* below):
 - Sequencing graphic organizer
 - Summary graphic organizer
 - 3-2-1 sheet
- The three terminal videos:
 - Fairview Container Terminal Video
 - Ridley Terminal Video
 - Prince Rupert Grain Terminal Video
- Bristol board, brads, other paper, card stock, and felt pens for making games

Online resources describing port related jobs and careers (see *Lesson Plan Resources* below)

TECHNOLOGY RESOURCES REQUIRED

- Computer lab

- Computer and projector / Smart Board (in the classroom)

TEACHER PREPARATION

- Prepare bulletin board with KWL chart.
- Photocopy *Sequencing Graphic Organizer*, *Summary Graphic Organizer* and *3-2-1 Sheet*.
- Watch videos from *Great Canadian Video Resources* and the three port terminal videos for background information.

CRITICAL VOCABULARY (see Glossary for definitions)

Bomb cart	Electrician
Canadian Coast Guard – Vessel Traffic Officer	Gantry Crane Operator
Canadian Border Service Agency Customs Officer	Long Shore worker / Stevedore
Canadian Coast Guard – Vessel Traffic Officer	Marine Engineer
Canadian Coast Guard – Navigation Officer, Marine Engineer, Fleet Officer	Marine Pilot
Container / Cans	Railway Conductor
Drayage Truck Driver	Tug Boat – 1 st Mate

LESSON DEVELOPMENT

Activity 1

- Present to the class a variety of board games, guessing games, dominos and card games. Ask:
 - Do you have a favourite or traditional game you play at home?
- Read ‘Puzzles’ on page 72 of *Persistence and Change* as an example of a traditional Ts’msyen game.
- Share with students that they be making a game that will help others learn about jobs and careers at the Port of Prince Rupert, and that, in order to make their game, they will be learning about what people do at a busy trading port. Their game will illustrate:
 - Similarities between what people do in their jobs
 - How people work together to supply a good or service
 - The skills that people use in their jobs and how their jobs match their interests
- Lead a discussion with students about the jobs and careers that are available at or related to the port in Prince Rupert and what skills are needed for those jobs and careers. Complete **what you know** and **what you want to know** on the KWL chart during the discussion.

(Create a bulletin board KWL chart for this activity, as students will be asked to add to it later in the class by posting information as they find it.)

Example of KWL Chart

What I know	What I want to know	What I learned

Activity 2

- Watch the Fairview Container Terminal, Ridley Terminal and Prince Rupert Grain Terminal videos. Have students make notes individually on a Sequencing Graphic Organizer about how the different jobs that people are doing work together to achieve a bigger goal. (For example, several people work together with different pieces of equipment to unload a container.)
- Have students pair up and share with each other what they learned about how the different jobs that people are doing at the port work together to achieve a bigger goal.
- Display students' Sequencing Graphic Organizers on the KWL bulletin board. (See *Attachments* below).
- Check that students understand that the big goal of the port, that all the various jobs work together to achieve, is processing the resources and goods through the port.
- Check and update the KWL chart by:
 - Checking if **what you know** is correct
 - Checking if you have answered any questions in **what you want to know**
 - Making new questions

Activity 3 (this activity takes place in the computer lab)

- Put students into pairs at a computer. Each pair will watch one the videos about specific jobs at the port. (See *Online Resources* for links to the online videos.)
- Before watching the videos, decide as a class what headings could be used to summarize the information from the videos, based on the objectives of the lesson. Possible examples are:
 - What the person does in his/her job
 - Who the person works with
 - What the person's interests are that lead him/her to the job
- In their pairs, have students make notes on the video they have been assigned using the Summary Graphic Organizer. (See *Attachments* below.) Pairs share with the class what they have summarized. Display the Summary Graphic Organizers on the KWL bulletin board.
- Check and update the KWL chart.
- Complete a 3-2-1 check for understanding. (See *Attachments* below.)

Activity 4 (this activity can be done in class or as a homework assignment)

- Have the students play at least two to three different types of game. (For example: a board game, a card game, dominoes, or a charade/puzzle game.)
- Students write or discuss the answers to the questions on the *Game Summary Sheet* in order to think about what type of game they would like to make. (See *Attachments* below.)

Activity 5

- Discuss with the students how their game will be evaluated as a way to review and organize the information. (See *Assessment* below for more details and suggestions.) Address any questions or misconceptions that arose from the 3-2-1 check for understanding.
- As a class, practise making a game. Draw domino shapes on the board and, using the example of the Fairview Container Terminal, figure out how the various jobs would be sequenced. Ask:
 - What jobs would fit together? (For example, a gantry crane operator to a bomb cart operator – they are both longshore workers)
 - How would you include the skills/interests of a person in those occupations?
- Create a couple of sample dominos with the students.
- Have students create their own game as a homework project.
- When the games are completed, celebrate by playing everyone's games.

ASSESSMENT

- Use the KWL chart, Sequencing and Summarizing Graphic Organizers, and the 3-2-1 tool as checks for understanding.
- Lead students through the development of an evaluation rubric. (You can do this as the lesson is taught or as a review at the end of the lesson.) The process of developing the rubric with the students could include:
 - Students brainstorm criteria
 - Teacher and students negotiate criteria
 - Using student language, co-develop standards, or a rubric outlining the content to be included, depth of information, and conventions
- The game should describe a sequence of jobs at one of the terminals at the Port of Prince Rupert by:
 - Type of work (e.g. hands on, paperwork, using technology, research, indoors and/or outdoors, longshore workers, trades, marine related, etc.)
 - Personal interests (e.g. how the jobs relate to personal interests, values, aptitudes, skills, knowledge, and successes)
- The game should include:
 - The rules
 - The objective of the game
 - A list of the game pieces
 - A name for the game
 - Information from the students' graphic organizers

MODIFICATIONS

- As an enrichment activity, students could read articles or look at photo essays on the websites listed in the *Lesson Plan Resources*.
- Students could find their own resource materials about jobs at the port using Google, the public or school library, the local museum, etc.

- In groups of 4, students can combine their research and develop a game together.

EXTENSIONS

Join with a younger class and together, play the games that students have made.

LESSON PLAN RESOURCES

Online Career Resources

Various careers:

- <http://www.reelyouth.ca/NCYCAP.html>: Series of videos about careers in Prince Rupert. People talk about what they do, how their interests lead them to the job, and their education/experience path. For this lesson, watch:
 - CBSA Officer
 - Canada Coast Guard Marine Communications and Traffic Services
 - Electrician at the Maher Terminal
- www.careervideos.com: Various career videos. For this lesson, focus on the two headings *Marine Shipping* and *Ports*
- <http://www.jobstvnews.com/CpPages/BCIT/WomeninTransportation.htm>: Women in Transportation

Canadian Coast Guard:

- <http://www.youtube.com/user/CCGrecruitmentGCC?feature=mhum>: Canadian Coast Guard YouTube channel (also in French)

Longshore Worker

- <http://www.careertrekbc.ca/episode/long-shore-worker#>: WorkBC “Career Trek” video of a longshore worker in Prince Rupert
- <http://www.youtube.com/watch?v=H39kYfNx8XA>: YouTube video of female gantry crane operator produced by Global Logistics Media
- <http://www.bcacs.ca/index.php/about-the-trade/a-day-in-the-life/>: Essay describing a day in the life of a gantry crane operator

Marine Pilot

- <http://www.bcshippingnews.com/video/bc-coast-pilots-masters-orders-and-pilots-advice-part-seven>

Railroad

- http://www.yourlifeontrack.ca/your_life_on_track_quiz.aspx: Your Life on Track quiz
- <http://www.yourlifeontrack.ca/site/why/careers/trainmaster.htm>: Trainmaster

ATTACHMENTS (below)

- Sequencing Graphic Organizer
- Summary Graphic Organizer
- 3-2-1 Check for Understanding
- Game Summary Sheet

Sequencing Graphic Organizer

Fifth	
Fourth	
Third	
Second	
First	

Summary Graphic Organizer

What the person does in his/her job	Who the person works with	What the person's interests are that lead him/her to the job

3 – 2 – 1

3

Three things I learned today:

2

Two things I found interesting:

1

One question I still have:

3 – 2 – 1

3

Three things I learned today:

2

Two things I found interesting:

1

One question I still have:

Game Summary Sheet

Name of the Game

Objective

Materials

Summary of rules: e.g. how to take turns, how game ends

How would you include the following information about jobs/occupations in the game?

- **Similarities between what people do in their jobs**
- **How people work together to supply a good or service**
- **The skills or interests that are used in or that support their jobs**