Ports and the economy

Teachers' resource

Humanities - Economics unit

This unit of work is designed to link the levels 5 and 6 Humanities-Economics standards of AusVELS with the daily activities of the Port of Melbourne.

Connecting student learning to the world outside the school gates greatly increases student engagement and the likelihood that students will retain the information over the long term.

Given that the Port of Melbourne plays such a vital role in the Victorian economy and our everyday lives, Port of Melbourne is pleased to provide teaching resources which explores the port's operations and international trade within the framework of the current school curriculum.

The objectives, key concepts, knowledge and skills that will be addressed in the following unit are outlined on page 2. This outline aims to assist teachers in identifying their learning goals for students. The unit also includes activities for assessing the student's prior knowledge as well as various formative and summative assessment activities throughout the topic.

The corresponding 'Student Activity Sheets' are provided to make the classroom teachers' workload easier. They can be printed and used lesson by lesson, or they can be altered as required.

Outcomes:

This outline is directly linked to:

- AusVELS levels 5 & 6

The program's connections to each of the standards in the above levels are outlined on page 3.

The key objectives

Big idea

As the largest container and general cargo port in the nation, the Port of Melbourne plays a vital role in the Victorian and Australian economies by providing an international gateway for imports and exports. The Port of Melbourne is a key economic asset supporting the prosperity of thousands of businesses, regional producers and the daily lives of people across Victoria and south-eastern Australia.

To meet the trade needs of a growing city, Port of Melbourne is responsible for developing the port to meet customer and community expectations to build on the strengths of its significant infrastructure and transport links within its inner city location.

Key concepts
- The Port of Melbourne is a key link in the supply chain.
- The Port of Melbourne helps to strengthen economic ties between nations of the world through facilitating imports and exports.
- Modern day lifestyles are dependent on imports.
- Strong export markets are necessary for economic growth.
- Ports need to accommodate for growing populations.
- Ports directly and indirectly provide tens of thousands of jobs to Australian residents.

Knowledge
- The Port of Melbourne is Australia's busiest port for containerised and general cargo.
- The Port of Melbourne promotes global links through trade.
- Imports and exports provide various benefits to the Victorian economy and standards of living.
- The Port of Melbourne's biggest import markets are: China, USA, New Zealand, Thailand, Malaysia, Germany, Italy.
- The Port of Melbourne's biggest export markets are: China, New Zealand, Japan, USA, South Korea, Taiwan, Indonesia.
- The Port of Melbourne is primarily a container port, with containers accounting for 73% of total trade.
- The Port of Melbourne handles 36% of the nation's containers.
- Many processes are involved in supplying the needs and wants of consumers.
- The Port of Melbourne is an important step in the process of distribution of various commodities.
- The Port of Melbourne directly and indirectly generates tens of thousands of jobs for the community.
- The population and the trading needs of Melbourne are expanding rapidly, and the Port of Melbourne is planning to accommodate these growing needs.
- Being a city port, the Port of Melbourne needs to be mindful of its neighbours and community expectations.

Skills
- Interpreting tables about the current trade performance at the Port of Melbourne.
- Analysing the role and significance of trade in influencing Australia's standard of living.
- Predicting the economic benefits of the Port Capacity Project.
- Using creative writing to express knowledge about the processes of consumption, production and distribution.
- Collecting and processing data about the Port Capacity Project
- Examining various types of work made possible through trade.

Essential questions
- Why do we need global trade?
- How is the Port of Melbourne linked to the processes of production, distribution and consumption of various commodities?
- How will the Port of Melbourne plan for growing populations and growing trading needs?

Eliciting Prior Knowledge
- How well do I know these terms?
- Brainstorm activity
- Know, think and learn

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Addressing the learning standards:

			1. How well do I know these terms?	2. Know, Think and Learn	3. Think, Pair and Share	4. Why do we trade?	5. Imports and Exports	6. Imports and exports at PoM	7. Connecting the world	8. comparing trade	9. Production, distribution and consumption	10. Creative writing	11. Planning for growth	12. Providing jobs	13. Self-evaluation
Physical, Personal & Social Learning	Health and Physical Education														
	Interpersonal Development				●	●	●				●	●	●		
	Personal Learning		●	●	●	●	●	●	●	●	●	●	●	●	●
	Civics & Citizenship					●	●		●		●	●	●	●	
Discipline-based Learning	The Arts														
	English											●			
	Languages other than English														
	Humanities -Economics	K & U*	●	●	●	●	●	●	●	●	●	●	●	●	●
		R & I*						●	●	●	●	●	●	●	
	Mathematics						●	●		●					
	Science														
Interdisciplinary Learning	Communication		●		●	●	●					●			
	Design, Technology & Creativity											●			
	Information & Communication Technology (ICT)			●									●		
	Thinking Processes		●	●	●	●	●	●	●	●	●	●	●	●	●

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Activity 1: How well do I know these terms?

Learning objective:

This activity is designed to assess the student's prior knowledge of the terms that they will encounter throughout the topic. Success in any learning area depends on being able to use the significant, identifiable and distinctive terminology that is representative of the content of that learning area.

Materials needed:

- Student activity sheet 1: 'How well do I know these terms?'

Activity:

1. Have the students complete the activity sheet, 'How well do I know these terms?'

2. Ask the students to select three of the terms that they claimed they knew well, and ask them to write the definitions of these terms, or write the terms in an appropriate sentence.

3. Ask the students to select three of the terms that they claimed they didn't know, and ask them to research the definitions using the internet, the glossary on the Port of Melbourne's website www.portofmelbourne.com or a dictionary.

   *Hint: This activity works best when repeated numerous times throughout a unit, where students get to assess their own learning by 'moving' the words that they have developed a greater understanding of.

   The teacher may also choose to collect these worksheets and record the total number of terms in each column for the class. This will allow the teacher to formatively assess the whole classes learning of these terms throughout the topic.

Activity 2: Know, think and learn

Learning objective:

This activity is designed to assess the student's prior knowledge of the Port of Melbourne. It will also help the teacher elicit any misconceptions that the students have and get a better understanding of the students' interests in the Port of Melbourne.

Materials needed:

- Student activity sheet 2: 'know, think and learn'
- Internet access to the website: www.portofmelbourne.com

Activity:

1. Have the students browse through the website: www.portofmelbourne.com.

2. Students should aim to fill in at least four points in each of the columns on the Student Activity Sheet after browsing the website, allow students to view other student's tables to get ideas off other students.

   *Hint: The teacher may choose to collect the worksheets and alter the unit to suit the individual students learning interests or the teacher could designate certain times throughout the unit where students spend time researching answers to the questions that they had written on the 'Learn' section of their table.

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Activity 3: Think, pair and share

Learning Objective:

This lesson is designed to assess the student's prior knowledge of the influence that ports have on the Australian economy and our everyday lives. It is also a useful activity for eliciting student misconceptions. It gets the students brainstorming and discussing their ideas with other students.

Materials needed:

- Student activity sheet 3: 'Think, pair and share'

Activity:

1. Get the students to silently think about, write or type the answers to the following questions.
   - What is the Port of Melbourne?
   - Why do we need the Port of Melbourne?
   - Have you ever bought anything that would have entered Australia through the Port of Melbourne?
   - What do you think life would be like if all Australian ports had to stop shipping for a year?

2. Have the students discuss their answers with the person next to them.

3. Have the students discuss their answers with the rest of their table, or class.

4. If there is time, students can go to the Port of Melbourne's website; www.portofmelbourne.com and use the information on the website to alter their initial responses.

   *Hint: Brainstorming activities work well in a 'think, pair, share' system as above. This ensures that all students are actively engaged with the questions, and all students should feel confident to share their answers with the class after completing the first two steps.

   The teacher may choose to get students to answer these questions again at the end of the topic to formatively assess the students learning.

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Activity 4: Why do we trade?

Learning objective:

This lesson allows students to consider the reasons for national and global trade.

Materials needed:

- Student activity sheet 4: 'Why do we trade?'
- Gift certificates, see page 7

Activity:

1. Discuss a situation where two people benefit through a trade, such as when a student trades money for lollies at the canteen, the student values the lollies more than the money, and the canteen values the money more than the lollies.

2. Have students write down an example of when trade benefits two parties, on 'Student Activity Sheet 4: Why do we need trade?'

3. Have students get into groups of eight, and hand each student in the group a different certificate (see page 7).

4. Tell students to pretend their certificate is real and to rate their certificate from 1 to 10 (1 being of little value, and 10 being very valuable) on their worksheet.

5. Add up the total score of each group on the whiteboard.

6. Tell students they have three minutes to trade their certificates with any willing member of their group.

7. Once students have finished trading add up the total score of each group on the white board, and have them copy their group's results into the table on their worksheet.
   ** Since the trades are voluntary, all of the groups' scores should be equal or higher. Compare these results to trading in Australia, all items are traded within Australia because it allows everybody to benefit.

8. Tell the students that they are now allowed five minutes to trade with any willing member in the classroom.

9. Once students have finished trading add up the scores of each group on the whiteboard and have them copy their group's results into the table on their worksheet.
   ** Since the trades are voluntary, all of the groups' scores should be equal or higher. Compare these results to worldwide trading.

10. Have all students answer the following questions;

    - Why do you think trading is important?
    - Why do you think it is good to be able to trade with other countries?

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GIFT CERTIFICATES:

$100 Jewellery store voucher	**$100** Clothes store voucher
$100 Toy store voucher	**$100** Pet store voucher
$100 Sports store voucher	**$100** Grocery store voucher
$100 Video game voucher	**$100** Football ticket voucher

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Activity 5: What are imports and exports?

Learning objective:

This lesson is designed to introduce students to the terms imports and exports, and allows them to understand how prominent imports are in their lives. It will have students thinking about why imports and exports are important while practising important graphing skills.

Materials needed:

- Student activity sheet 5: 'What are Imports and Exports?'

Activity:

Introduction activities:

1. Have the students complete question 1 of Student Activity Sheet 5: 'What are imports and exports?'

2. As a class, get the students to think about which items around the classroom might be imported. List these on the whiteboard.

3. Have students work in pairs to check the labels on their jumper, shirt, pants and shoes. Write which country those items were made into their tables on the worksheet.

4. Create a class tally explaining which country all of the clothes from school came from.

5. Have the students try to graph the information from the tally in a histogram.

6. Have students write their own explanation about why imports are important.

7. Remind students that even though imports are everywhere, Australia also exports lots of items. Have students think about why Australia might do this. **Remind them to think about what they did in the 'Why do we trade?' lesson.

8. Have students discuss with their partners, and then discuss with the class why Australia might export items.

9. Have students write their best possible reasoning for exports on their activity sheets.

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Activity 6: Imports and exports at the Port of Melbourne

Learning objective:

This lesson is designed to help students understand how many items are imported and exported through the Port of Melbourne each day and also help them understand where the trade is travelling to and from.

Materials needed:

- Student activity sheet 6: 'Imports and exports at the Port of Melbourne'

Activity:

1. Have students predict the answers to the following questions:
   - Where do you think the Port of Melbourne gets most of its imports from?
   - Where do you think the Port of Melbourne sends most of its exports?

2. Have students read through 'Student Activity 6: Imports and exports at the Port of Melbourne' interpreting the different graphs and answer the questions on the worksheet. Promote student discussion throughout the worksheet as some of the students may need assistance with some of the questions.

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Activity 7: Connecting the world

Learning objective:

This lesson is designed to allow students to understand how the world is connected through trade, by following the shipping routes of various international shipping lines which call at the Port of Melbourne.

Materials needed:

- Student activity sheet 7: 'Connecting the world'
- An atlas or access to Google maps may also be helpful

Activity:

1. Have students read through 'Student activity sheet 4; Connecting the world' and trace the movements of the five different ships on the map provided.

2. As a class, students can check how closely their map relates to the accurate map below, and discuss valid reasons for any differences.

3. Have students answer the questions on 'Student activity sheet 4: Connecting the world'

   *Hint: For kinaesthetic learners, this could be turned into a role play, where different students can represent different countries and the links can be made by using string.

   To enhance the use of ICT in the classroom, you could also get students to develop an online interactive map using Google maps or a similar program.

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Activity 8: Comparing trades

Learning objective:

This lesson is designed to allow students to consider amount of trade that occurs through the Port of Melbourne and to compare it to the trade that occurs nationally and internationally.

Materials needed:

- Student activity sheet 8: 'Comparing trades'

Activity:

1. Based on the students' knowledge from, 'Lesson 7: Connecting the world', have the students predict which ports in the world would handle the most containers. Tally the students' predictions in a class tally.

3. Have students read through 'Student activity sheet 8; Comparing trades' interpreting the different graphs and answer the questions on the worksheet. Promote student discussion throughout the worksheet as some of the students may need assistance with some of the questions.

Activity 9: Production, distribution and consumption

Learning objective:

This lesson is designed to introduce students to the processes of production, distribution and consumption. Having students think about all of the different steps that can occur in the distribution process, and understanding the Port of Melbourne's role in this process.

Materials needed:

- Student activity sheet 9: 'Production, distribution and consumption'

Activity:

1. Have students read through 'Student Activity 9: Production, distribution and consumption'. Promote student discussion throughout the worksheet as some of the students may need assistance with some of the questions.

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Activity 10: Creative writing

Learning objective:

This activity will take much more than a lesson and it can be used as a formative or summative assessment. It is designed to allow students to express their learnt knowledge through creative writing. It is also a useful task for allowing students creativity as well as eliciting student misconceptions.

Materials needed:

- Student activity sheet 10: 'Creative writing'

Activity:

** Much scaffolding needs to take place in order to provide students with the structure and support they need to complete a creative writing task. The student activity sheets include trialled planning tables that allow the students to plan their characters and the facts that they want to include in their story, as well as the overall structure of the story as well. You may however prefer to scaffold students using templates you already use with the students.

1. Introduce students to the creative writing task, allowing all students an option to choose what commodity they will track in their story. It is best to have students share their ideas with the class, so that all students can gain ideas from others.

2. Once all students know what commodity they plan to follow, have them fill in the character planning sheet. Some students may plan to have the commodity as their main character, or others may have the ship crew or other human workers as their characters.

3. Since this story needs to include specific terms and facts, have students think and write down what facts they plan to include in their story. You may also get all students to write the definitions for the terms that they will need to include in their story.

4. Have all students fill in the storyboard table. This will help students organise their story and include all of the narrative elements.

5. It is always a good idea to go through the story assessment criteria with the students, so that the students understand what they need to include in their stories. A sample criteria sheet is included below. Many teachers like to have the opportunity to build the criteria with their students. Another idea is to give students the criteria sheet but leave the 'prompts' section blank or add another section called 'what are we looking for, that students could fill in. This way the students can fill in these sections and actively think about the processes required of them in this task.
   * * The criteria sheet has not been included in Student activity sheet 10: 'Creative writing' as many teachers may prefer to alter the criteria sheet or alter their method of sharing it with students.

6. Ask the students to begin writing. Two example introductions are written on their activity sheets so that the students can gain ideas.

7. Once all students have finished writing their stories allow students to evaluate each other's stories. A good way to do this is to firstly introduce students to the idea of giving 'useful feedback'. Have students explain why the phrase 'good work' is not useful feedback. Feedback should describe what has been written well, and what areas could do with improvements. Once students understand what useful feedback is, have students read each other's work and complete the two stars and a wish section of their worksheet. Where students list two positive things about the story, and one wish for improvement.

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Criteria sheet:

Criteria	Prompts	Marks
Ideas are original and clear.	Are my ideas are fresh and original? Have I shown understanding of the processes of production, distribution and consumption?	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident
Writing is well **organised**.	Do I have all the narrative elements? Do I have paragraphs? Does my story flow and make sense?	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident
Vocabulary is **specific**.	Have I used words that create clear mental pictures? Have I used the following words; trade, import, export, port, Port of Melbourne, distribution, production, consumption	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident
Narrative is built on **factual information**.	Do I have at least three obvious facts in my story? Are the facts and explanations accurate and necessary? Do the facts show my understanding of the topic?	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident
Accurate use of writing conventions – spelling, punctuation and grammar	Has all spelling been checked? Is the story all written in the same tense?	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident
Presentation is appropriate for the genre.	Does it read like a story? Have I supported the story with pictures? OR Have I used the appropriate descriptive words to create strong mental images?	5 Very high 4 High 3 Medium 2 Low 1 Very Low 0 Not evident

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Activity 11: Planning for growth

Learning objective:

This lesson is designed to introduce students to the idea that the Port of Melbourne needs to grow and develop in order to meet the economic and lifestyle needs of a growing state as well as the idea that the Port of Melbourne must always be mindful of community expectations.

Materials needed:

- Student activity sheet 11: 'Planning for growth'
- Internet access to the following website www.portofmelbourne.com

Activity:

1. Get students to log onto the Port Capacity Project section of www.portofmelbourne.com and follow the links to find the project details and fill in the table on the worksheet. Promote student discussion throughout this work as some of the students may need assistance in finding or understanding some of the information.

2. Have students write a summary paragraph about their views on the Port Capacity Project which includes the following information:
   - How beneficial they think it will be for the Victorian economy.
   - How they think it will affect their lifestyle.
   - How it will affect the local community.
   - How it will affect the environment.
   - Any unanswered questions they have about how the Port Capacity Project.

3. Have the students share their summary with two other students, using a PMI chart, whereby the students need to find points about the summaries that they find positive, needing improvement and interesting retrospectively.

4. Have students alter their summary using some of the feedback they received.

Tell us what you think!

If students are particularly impressed with their Port Capacity Project summary or if they have outstanding questions, the Port of Melbourne would love to hear them.

Have students send their summaries of the project to education@portofmelbourne.com

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Activity 12: Providing jobs

Learning objective:

This lesson is designed to allow students to see the various types of work made possible through trade, and the relationship of those jobs to their everyday lives.

Materials needed:

- Student activity sheet 12: ' Providing jobs'

Activity:

1. Tell the students to silently list as many port related professions as they possibly can

2. Have students leave their lists on their desks, and give all students one minute to walk around the room and 'borrow' ideas from other students by looking at their lists

3. Give students time to add as many new professions as they can to their lists.

4. Tell the students to read through Student activity sheet 11: 'Providing jobs' and work through the questions. Promote student discussion throughout the worksheet as some of the students may need assistance with some of the questions.

Activity 13: Self-evaluation

Learning objective:

This activity provides students with an opportunity to reflect on what they have learnt and the learning processes they have been involved in. Self-evaluation is an important skill to develop for lifelong learning as it allows them to critically evaluate their own performance by first identifying the skills and standards expected of them so they can act appropriately on any insights acquired.

Materials needed:

- Student activity sheet 13: ' Self-evaluation'

Lesson:

1. Have students complete Student activity sheet 10 'Self-evaluation', make sure that students attempt to answer all sections of the worksheet.

   *Hint: Teachers may choose to collect the self-evaluation sheets and return them to the students at the end of the next topic so that students can assess whether they feel that they have gained any new skills or cooperated with others in any different ways.

Contact information

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