



Ports and the economy

Teachers' resource

Humanities - Economics unit

This unit of work is designed to link the levels 9 and 10 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 explore 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 and to allow teachers to prepare for various formative and summative assessment strategies throughout the topic. The unit also includes activities for assessing the student's prior knowledge.

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 9 & 10

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 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 Australasia'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.
- The Port of Melbourne handled around 2.6 million containers in the year 2015-16.
- Various issues can impact the volume of particular imports or exports e.g. the Japanese tsunami impacted new motor vehicles
- 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 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 exchange, trade and globalisation in influencing Australia's standard of living.
- Predicting the economic benefits of the Port Capacity Project.
- Using relevant economic concepts and relationships to evaluate the outcomes of various scenarios.

Essential questions

- How does the Port of Melbourne influence Victoria's economy?
- How does the Port of Melbourne influence Victoria's standard of living?
- 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



Addressing the learning standards:

Lesson			1. How well do I know these terms?	2. Know, think and learn	3. Think, pair and share	4. Connecting the world	5. Imports and exports	6. Comparing trade	7. Preparing for economic growth	8. Providing employment	9. Port scenarios	10. 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		•	•	•	•	•	•	•	•	•	•



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 watching the video, allow students to view other student's tables to get ideas from 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.

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.



Activity 4: Connecting the world

Learning objective:

This lesson is designed to allow students to consider the meaning and importance of globalisation and to understand how the shipping routes of various international shipping lines which call at the Port of Melbourne help to connect Australia to the global community.

Materials needed:

- Internet access
- Student activity sheet 4: 'Connecting the world'

Activity:

1. Have students individually (or in partners), describe the term 'globalisation' and list as many benefits as they can about globalisation.
*Hint: If after 'Student activity sheet 1: How well do I know these terms?', it is evident that very few students know the meaning of the term, get students to research the term using the internet or their textbooks.
2. Have some of the students share their terms with the class and decide on a class definition for the term, and a class list of benefits of globalisation.
3. Have students read through 'Student activity sheet 4: Connecting the world' and trace the movements of a shipping vessel from one of the listed shipping lines on the map provided on the worksheet. **If students are finding it too difficult to access or read the shipping schedules or if no internet access is available, you can use the sample shipping schedules below.

No.	Shipping route
1	Brisbane → Sydney → Melbourne → Singapore
2	Sydney → Melbourne → Brisbane → Taiwan → Hong Kong (China) → Shanghai (China) → Shenzhen (China)
3	Sydney → Melbourne → Adelaide → Malaysia Malaysia → Khor Fakkan (United Arab Emirates) → Jebel Ali (United Arab Emirates)
4	Sydney → Melbourne → Adelaide → Malaysia Malaysia → France → Netherlands → Germany → Belgium
5	Sydney → Melbourne → Adelaide → Malaysia Malaysia → Greece → Turkey → Romania → Ukraine

Many ships don't travel all the way around the world on their own instead they may transfer their goods from one ship to another in a central area such as Malaysia, and the next ship will take the goods exactly where it needs to go.

4. Have students share their map with at least five other students in the class and add the five extra shipping routes obtained onto their map. This can be done in a class discussion style or the students can be allowed to roam the room and collect the information themselves.
5. As a class, students can check how closely their map relates to the accurate map below, and discuss valid reasons for any differences.



6. 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.

Activity 5: Imports and exports

Learning objective:

This lesson is designed to allow students to consider the positive and negative effects of a strong import and export market. It will 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 5: 'Imports and exports'

Activity:

Introduction:

1. Have students list as many items as they can think of that Australia might export internationally.
2. Have students list as many imported items around the classroom as they possibly can.
3. Have students predict the percentage of imported clothing compared to Australian made clothing in the classroom.
4. Have students check the labels on their clothes.
5. Create a class tally showing the countries that each student's clothing comes from. If all students are wearing uniform, get the students to research their favourite brand of clothing instead.
6. Calculate the percentage of imported clothing compared to Australian made clothing in the room.

Positives and negatives of imports and exports:

1. Have students think about, discuss and answer the following questions:
 - List as many benefits of imports as you can.
 - List any negatives that they believe imports can have on the economy.
 - List as many benefits of exports as they can.
 - Have students predict whether they think Australia exports more, less or an equal amount of goods as it imports and explain a possible reason for their answer.
2. Have students share their answers to the above questions with the rest of their table, and then the rest of the class.

Port of Melbourne's link to imports:

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 sheet 5' and answer the questions on the worksheet.

Activity 6: 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 6: 'Comparing trades'

Activity:

1. Based on the students' knowledge from, 'Lesson 4: Connecting the world' have the students predict where the top five container ports in Australia would be.
2. Have all students predict where in the world they would expect the top container ports to be. Tally their predictions in a class tally.
3. Have students read and complete 'Student Activity 6: Comparing trade'.



Activity 7: Planning and preparing for economic 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 7: 'Planning and preparing for economic growth' worksheet
- Internet access to the following website www.portofmelbourne.com

Activity:

1. Get students to log onto the Port Capacity Project section of <http://bit.ly/PortCapacity> and follow the links to fill in the table on the worksheet.
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 you think it will affect their lifestyle.
 - How it will affect the local community.
 - How it will affect the environment.
 - Any questions that they have that are unanswered about how the Port Capacity Project will be completed.
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, Port of Melbourne would love to hear them.

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

Activity 8: Providing employment

Learning objective:

This lesson is designed to introduce students to the vast range of careers that are made possible by the functioning of the Port of Melbourne as well as allow them to analyse the education and training required for such roles.

Materials needed:

- Student activity sheet 8: 'Providing employment'
- Internet Access to the following website: www.portofmelbourne.com

Activity:

1. Tell the students to silently list as many port related professions as they possibly can in their workbooks.
2. Have students leave their lists on their desks, and give all students one minute to walk around the room and 'steal' 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 log onto the website and use the careers section to complete, 'Student activity sheet 8'.

Activity 9: Port scenarios

Learning objective:

This lesson is designed to allow students to think about various shipping scenarios and consider the consequences the scenarios would have on an individual company, as well as on the community. It gets them thinking about how everyday occurrences have an impact on the shipping supply chain.

Materials needed:

- Student activity sheet 9: 'Port scenarios'

Activity:

1. Have students work through the worksheet considering the various scenarios.
2. Have students discuss and share their answers with other members of their table or the class.
3. Have students add any extra information that they possibly can after their discussions.

Activity 10: 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 to and standards expected of them so that they can appropriately act on any insights acquired.

Materials needed:

- Student activity sheet 10: 'Self-evaluation'

Activity:

1. Have students complete, 'Student activity sheet 10' attempting 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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