

Activities/ Resources for Outcomes

Activities/ Resources for Outcome #1

Contextualized Reading Module Outcome #1 Activity 1

Student uses Materials Handling Equipment section as a handout from J. J. Keller's *OSHA Safety Training Handbook*.

Student examines title, subtitles, and pictures.

Student Name: _____

Scan the reading on Materials Handling Equipment to locate answers to the Question List.

Question List

1. What does OSHA mean, and why is it important?
2. What are some hazards an equipment operator might encounter?
3. What types of equipment require frequent inspections?
4. Is a periodic inspection more or less complete?
5. What are the characteristics of a load?
6. What precautions must be followed for maintenance procedures?
7. What are two operating procedures?
8. What are two points for working safely?

Activities/ Resources for Outcome #2

Contextualized Reading Module Outcome #2 Activity 2

Student practices identifying main ideas and finding important details by using
Workplace Skills: Reading for Information Levels 3 and 4.

Contextualized Reading Module Outcome #2 Activity 3

This is a jigsaw activity. Students use Lanter Corp.s' "Ford Kansas City SOP" as a handout. **Use Resource file: Ford Kansas City SOP.**

Students get into small groups of 3 or 4. Each group chooses a sub-section from Section 2.0 "Receiving." For example, the sections chosen by four groups of students might be: HVC, Cross Dock, Line Haul, and Delivery. Students in each group read their group's selection and become experts on the information in the section they have chosen.

Students regroup. The new groups include an expert on each topic. Students orally report and share the information they have read.

Contextualized Reading Module Outcome #2 Activity 4

Students use contents of MSDS Lesson Plan:

- Reading an MSDS. **Use Resource file: ToolkitMSDS**
- Biodiesel Sample Material Safety Data Sheet Questions. **Use Word File: MSDS data sheet questions**
- Biodiesel Sample Material Safety Data Sheet Activity: Using the MSDS section title strips, students match each with a section of the MSDS document on which the section titles are deleted. **Use Resource files: MSDS data sheet and MSDS Data sheet activity.**
- Household Products Activity Assignment
- MSDS Writing Assignment

Biodiesel Sample Material Safety Data Sheet Questions



1. CHEMICAL PRODUCT

What is the General Product Name? _____

2. COMPOSITION/INFORMATION ON INGREDIENTS

Does this product contain hazardous materials? _____

3. HAZARDS IDENTIFICATION

List the potential health effects if you get Biodiesel in your eye.

4. FIRST AID MEASURES

If you get Biodiesel on your skin, what should you do?

5. FIRE-FIGHTING MEASURES

What are the special fire-fighting procedures for Biodiesel?

6. ACCIDENTAL RELEASE MEASURES SPILL CLEAN-UP PROCEDURES

If you have an accidental spill of Biodiesel, you should remove sources of ignition and _____

7. HANDLING AND STORAGE

You should store Biodiesel in closed containers between what temperatures?

8. EXPOSURE CONTROL/PERSONAL PROTECTION

What type of protective clothing should you wear when working with Biodiesel?

9. PHYSICAL AND CHEMICAL PROPERTIES

What is the appearance and odor of Biodiesel?

10. STABILITY AND REACTIVITY

Is Biodiesel stable? _____

11. DISPOSAL CONSIDERATIONS

You should follow _____ disposal regulations when dumping Biodiesel.

12. TRANSPORT INFORMATION

What is the shipping classification for Biodiesel? _____

13. REGULATORY INFORMATION

Is this product listed on TSCA (Toxic Substances Control Act)? _____

Title Strips

CHEMICAL PRODUCT

**COMPOSITION /
INFORMATION ON
INGREDIENTS**

HAZARDS IDENTIFICATION

FIRST AID MEASURES

FIRE-FIGHTING MEASURES

**ACCIDENTAL RELEASE
MEASURES SPILL CLEANUP
PROCEDURES**

HANDLING AND STORAGE

**EXPOSURE CONTROL /
PERSONAL PROTECTION**

**PHYSICAL AND CHEMICAL
PROPERTIES**

STABILITY AND REACTIVITY

DISPOSAL CONSIDERATIONS

TRANSPORT INFORMATION

**REGULATORY
INFORMATION**

Household Products Activity

Assignment: Find three chemical products in your home. List three of the active ingredients in each product. In class we will research the MSDS of the active ingredients in the household products you have listed. A sample has been provided for you.

CHEMICAL PRODUCT	ACTIVE INGREDIENTS
A. Lysol Disinfectant Spray	1. Alkyl
	2. Dimethyl Benzyl Ammonium Saccharinate
	3. Ethanol
B.	1.
	2.
	3.
C.	1.
	2.
	3.
D.	1.
	2.
	3.

Student Name: _____

MSDS Writing Assignment

Why is it important to review MSDS sheets?

[illegible]

Activities/ Resources for Outcome #3

Contextualized Reading Module Outcome #3 Activity 5

Student reads the excerpted article “To Catch Up, Walmart Moves to Amazon Turf,” highlights new vocabulary, and discusses comprehension questions. **Use file: To Catch Up, Walmart Moves to Amazon Turf [inserted below]**

Student reads the background information on e-commerce and researches more information on e-commerce companies on the website:

<http://www.networksolutions.com/education/what-is-ecommerce/>

<https://people.hofstra.edu/geotrans/eng/ch5en/conc5en/ecommercelog.html>

Student reads an assigned section and orally reports.

(excerpt) To Catch Up, Walmart Moves to Amazon Turf

(by Claire Cain Miller and Stephanie Clifford, *The New York Times*, NYTimes.com, October 19, 2013)

SAN BRUNO, Calif. — A plucky Silicon Valley company, forced to compete for talented engineers, is trying it all — recruiting billboards on Highway 101; workplace perks like treadmill workstations and foosball tables; and conference rooms named after celebrities like Rihanna and Justin Bieber.

The name of that arriviste company?

Walmart.

The country's largest retailer, which for years didn't blink at would-be competitors, is now under such a threat from Amazon that it is frantically playing catch-up by learning the technology business, including starting @WalmartLabs at Walmart Global E-Commerce, its dot-com division.

The two retail behemoths, one the king of the physical store and the other the conqueror of the online world, are battling over e-commerce — competing for the most talented engineers, trying to gain the upper hand in the new frontier of same-day delivery and warring over online pricing.

They want to control not just Internet shopping but all shopping. Even as Walmart pours money into technology, Amazon is building a physical presence across the nation, adding warehouses and pickup locations. Both companies' moves indicate that they believe the future of commerce is not just stores and not just online but a combination of the two....

This year, @WalmartLabs has gone on a start-up shopping spree, buying four companies — Torbit, OneOps, Tasty Labs and Inkiru — that build things like tools to crunch data and speed up Web sites....

Amazon, which is based in Seattle...developed the Kindle and is working on other mobile devices. Amazon is a much bigger player online, with

\$74.4 billion in revenue expected for 2013. While Walmart's total revenue is close to \$500 billion, it has said it expects just a fraction of that, \$10 billion, in e-commerce revenue for the year ending January 2014.

Walmart.com had 62.5 million unique visitors in August, compared with Amazon's 133 million, according to Compete, which tracks Web use....

Walmart was slow to embrace online shopping, keeping its Web operations separate and haltingly adopting new technology. These days, though, it is trying to turn its 4,100 stores in the United States and many of its 6,200 stores overseas into e-commerce assets.

Two-thirds of the United States population is within five miles of a Walmart, according to the company, and more than 10 percent of items ordered online are shipped from stores. Countries in which it has a physical presence for e-commerce include Brazil, China and Britain.

It is also allowing customers to pick up online orders in stores or, in a test in Washington, in lockers. It is trying same-day delivery in five markets, and grocery delivery in the Bay Area and Denver.

Executives say Walmart wants to become almost as fast as Amazon, but for people who can't afford the \$79 fee of Amazon's Prime service, with its free two-day shipping.

Amazon has been building warehouses throughout the United States as it tries to expedite its shipping and conquer online grocery delivery. It has had lockers at stores like 7-Eleven for about a year, though in September, RadioShack and Staples stopped participating in the program. Abroad, Amazon has moved even faster with services like same-day delivery and groceries....

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(<http://www.nytimes.com/2013/10/20/technology/to-catch-up-walmart-moves-to-amazon-turf>) Visit the website at www.NYTimes.com

Comprehension Questions

1. Why is Wal-Mart under threat from Amazon?
2. What are some of the measures Wal-Mart needs to take to successfully compete with Amazon?

E-Commerce Companies

What is e-commerce?

E-commerce allows consumers to electronically exchange goods and services with no barriers of time or distance. Electronic commerce has expanded rapidly over the past five years and is predicted to continue at this rate, or even accelerate.

It covers a range of different types of businesses, from consumer-based retail sites, through auction or music sites, to business exchanges trading goods and services between corporations.

Electronic commerce has also led to the development of electronic marketplaces where suppliers and potential customers are brought together to conduct mutually beneficial trade.

Logistics is being impacted by e-commerce, particularly by its business to consumer segment. The emergence of e-commerce has changed the relationship between customers and retailers (e-retailers). The consequences of e-commerce on logistics are little understood, but some trends can be identified. As e-commerce becomes more common, it is changing physical distribution systems.

Assignment

Use the websites to choose one of these sections to read about e-commerce and prepare to give an oral report.

What is e-commerce?

Which are the most successful e-commerce companies today and why?

What are the differences between conventional retail logistics and e-commerce retail logistics?

What is Business to Business?

How is e-commerce changing distribution and logistics?

What if I want more information?

Contextualized Reading Module Outcome #3 Activity 6

Safety at Work

- Student identifies hazardous pictograms and labeling requirements, using the OSHA Safety Training Handbook, and plays teacher-created BINGO game.
- Student identifies the driver and hour of service regulations. Student uses information provided from Federal Motor Carrier Safety Administration at <http://logistics.about.com/od/forsmallbusinesses/a/Federal-Motor-Carrier-Safety-Administration.htm>.
- Student locates information on eye protective wear from the jjkeller.com catalog, pages 70-71, and discusses questions on eye protection. **Use Resource file: eyeprotect catalog.**
- Student reads Eye Protection chapter in J.J. Keller's *OSHA Safety Training Handbook* and completes the Eye Protection Review questions on pages 49-50. **Use Resource file: Eye protect OSHA.pdf—This section can be used for TDL if the Eye Protection Review in the OSHA handbook 7th edition is replaced for this current one, which deals specifically with welding/manufacturing. Eye protection is an issue for those in TDL, and the review questions in the 7th edition are much more TDL-friendly.**

PPE: Eye Protection
Workplace Safety Magazine Activity

1. List three features of the Radnor Elite Plus Series Eyewear.

1. _____

2. _____

3. _____

2. Is the Radnor Elite Plus Series Eyewear available in a black frame with clear anti-fog lens?

3. What is the code # for the Radnor Elite Plus Series Eyewear with clear lens and a black frame?

4. How much would it cost to purchase 10 pairs of the Radnor Elite Plus Series Eyewear, code #WS-135-PSG?

5. List two features of the Radnor Visitor Spec Series Eyewear.

1. _____

2. _____

6. What is the code # for the Radnor Visitor Spec Series Eyewear?

7. How much would it cost to purchase 20 pairs of the Radnor Visitor Spec Series Eyewear?

8. Which glasses block 99.9% of harmful UV rays?

9. Which glasses have a scratch-resistant lens coating?

10. Why is it important to wear eye protection?

KMPozniak.03.2011

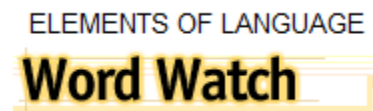
Activities/ Resources for Outcome #4

Contextualized Reading Module Outcome #4 Activity 7

Students use these websites to learn new vocabulary.



Students choose words to keep in “My Learner’s Dictionary.” For additional review, students make flash cards of new vocabulary.



<http://hlla.hrw.com/la/eolang/ww/?grade=&group=>

Students choose a grade level Grades 6-12 from the drop down menu. They select a word group and then go to Jump To and click on Fab Vocab on the drop down menu. Options are to watch animation and hear pronunciation for the selected word. Click on these options for further information on the word:

- What does it mean?
- How do you use it in a sentence?
- What are some synonyms?
- What are some antonyms?
- What are some other meanings?

Student creates vocabulary quadrant cards.
For an example, see **Outcome 10 Activity 18**.

Contextualized Reading Module Outcome #4 Activity 8

- Students brainstorm to answer the question: What are the rating categories on an Employee Performance Appraisal form? They complete the concept web graphic organizer.
Use website: <http://www.visd.com/hr/EvaluationInstruments/Warehouse.pdf>
- Students pair up to read the Purchasing Truck Driver Warehouse Specialist Appraisal form. Students circle new vocabulary as they read. They use these websites to find definitions of the new vocabulary.



- Two student pairs form a small group to engage in a “think-pair-share” activity and share new vocabulary and concepts acquired in Appraisal form.
- Each group completes the Positive-Negative graphic organizer chart, using the vocabulary from the Performance Appraisal form.
- Each group completes the two sections on Performance Goals and General Comments on Page 3 of the Performance Appraisal form. They also complete the Employee Signature line and Employee Comments section. **Use Resource file: Positive/Negative Chart.**
- Results are shared by the class.

Contextualized Reading Module Outcome #4, Activity 9 Part I

- Students are introduced to relevant “Green” vocabulary on the “Green” Word List and their definitions.
- Students complete “Green” Vocabulary Activity. **Use Resource file: Green Vocabulary**
- Students engage in an activity to review vocabulary. Students form a group of four. Each student writes a word/term from the reading on a blank sheet of paper in front of him or her. Then each student passes his or her paper to the right. Again, each student writes another word on the new sheet. This activity continues until the group members cannot think of additional words. The group compiles a word list and shares it with other class members.
- To extend the vocabulary review, students provide definitions of relevant terms.

“Green” Word List

bio-
biodegradable
bioregionalism
biosphere
CFL – compact fluorescent lamp
conservation

re-
recycling
renewable resource
retrofit
solar energy
sustainability

eco-
ecology
ecosystem
environment
environmentally friendly (eco-friendly and nature friendly)

wind power

hydro-
hydroelectricity
natural resource
non-renewable resource
organic matter or organic material
photo-
photovoltaics

The Central Illinois Adult Education Service Center (CIAESC) is a special project conducted under the provisions of the Workforce Investment Act, Title II Adult Education and Family Literacy, and is administered through the Illinois Community College Board. Federal funds provide 100% support. CIAESC is part of the Illinois Service Center Network.

Contextualized Reading Module Outcome #4 Activity 9 Part II

Students engage in a pre-reading activity in order to activate prior content knowledge. Students complete the first two sections of the KWL Chart on the topic “Green Transportation and Logistics” from the website:

<http://www.dell.com/learn/us/en/usc corp1/corp-comm/earth-transportation-logistics>

Use: KWL Chart (see below)

Each student silently reads the article.

Students complete these sentences.

1. When people think of transportation, distribution, and logistics, they usually think of _____.
2. These days more people are becoming concerned with the _____.
3. Some environmental concerns of TDL businesses are _____.
4. Several ways TDL companies can change to become more environmentally friendly are _____.
5. Some of the benefits of TDL companies becoming more “green” can be _____.

Students share their answers as a class. Students engage in a discussion of the article with teacher-directed question prompts.

To wrap up, students complete the What I Have Learned section on the KWL Chart and orally share their responses.

KWL Chart

Name _____

What I K now:	What I W ant to Know: or What I W onder:	What I Have Learned:

Contextualized Reading Module Outcome #4 Activity 9 Part III

Students are assigned the article “How the Logistic Industry is Going Green to Get Green”: **Use: “How the Logistic Industry is Going Green to Get Green” [inserted below]**

How the Logistics Industry is Going Green to Get Green

Going green when getting something from Point A to Point B seems counterproductive when you think about how important it is to get goods where they need to go. At the same time, it is just as important to keep shipping and transport costs to a minimum, especially in a competitive market. Despite these facts, even the logistics industry isn't immune to efforts to make the planet a better place to live, work and do business.

ECO-FRIENDLY DRIVING

Changes in the trucking industry are helping to drive the green trend for businesses that depend on trucks to transport goods. In 2007, UPS made headlines by requiring drivers to only make right turns to cut fuel costs and increase efficiency. At the time, such a move seemed out of the ordinary. Not so much today. Government regulations now require certain updates such as fuel-efficient tires and regular inspections. Many trucking companies are also updating their fleets to reduce maintenance needs and keep trucks on the road. On top of this, some states have requirements to reduce or eliminate idle time in an effort to cut emissions.

WAREHOUSE STORAGE AND DISTRIBUTION

In warehousing and distribution, energy costs can be reduced in simple, cost-efficient ways such as switching to LED lighting in warehouses. LED lighting can cut energy costs by about 80 percent, according to the U.S. Department of Energy. Another simple update is to use motion sensors that only illuminate areas when a truck or other vehicle is actually present at the loading dock or other pickup points. Using solar panels or even just adding some skylights in a warehouse to take advantage of natural lighting can further reduce energy costs and carbon emissions.

LOCATION SUGGESTIONS

The location where a warehousing and distribution center is located is a key decision factor in making logistics a little greener. It's not really that easy to move warehouses to the most convenient location. Adjustments in warehouse and distribution center location aren't easily changed. In addition to the best logistical location, other factors that go into warehouse location include the availability of a skilled workforce, tax benefits and investment friendliness and the overall quality of infrastructure. A proposed solution already being experimented with in Europe is finding a logistics partner strategically closer to the target market.

LOGISTICS PARTNERS IN THE DIGITAL AGE

Logistics is more than just physically getting something where it needs to go. Companies could, for example, share a common IT platform for real-time data transmission. This concept can cross technologies, both old and new. If one company is better at physical movement of goods and another is better at the electronic transmission of data, combining efforts could save both companies money. In Europe, this has been branded the time-to-market concept. This is a concept that involves establishing relationships with partners close to the target market – both physically and electronically. The idea is to combine resources to improve overall efficiency. On a green level, that means a smaller carbon footprint for both companies in the partnership.

REAL WORLD EXAMPLES

FedEx published a Global Citizenship Update in 2010 that detailed the company's green logistics efforts. Some of the most noticeable efforts include switching to fuel-efficient Boeing 777F planes, purchasing electronic vehicles to cut carbon emissions and teaching drivers eco-driving techniques. Eco-driving, according to the report, includes emphasizing gentle acceleration, adopting a flat speed and reducing idling times. Aside from the right-turn only policy, UPS has adopted a sustainable packaging program that involves designing packaging to meet client's needs and eliminate waste. DHL Express, a division of the German logistics company, Deutsche Post, allows clients to track carbon emissions of different delivery options using carbon reporting software. As with other industries that go green, a big reason for the move to a greener logistics industry is to cut costs in a tough economic climate and enjoy other incentives for reducing carbon emissions. From a marketing perspective, it just makes good business sense. Increased fuel-efficiency offsets higher gas prices, passing the savings on to the consumer. It's a win-win situation for businesses and consumers alike. To paraphrase Kermit the Frog, "It may not be easy being green," but it does have its perks.

Source: <http://www.greenerideal.com/business/0323-how-the-logistic-industry-is-going-green-to-get-green/>

A. After reading the article, fill in the blanks with these words from the article.

1. Government regulations have required certain updates for TDL companies, including regular inspections and _____.
2. Some states require reducing idle time in order to cut _____.
3. _____ can cut energy costs by about 80 percent.
4. Using _____ in a warehouse can reduce energy costs.
5. Factors that go into warehouse location include availability of skilled workforce, tax benefits, investment friendliness, and overall quality of _____.
6. The time-to-market concept involves establishing relationships with partners close to the _____.
7. A reason for the move to a _____ industry is to cut costs in a tough economic market.
8. Increased _____ offsets higher gas prices.

infrastructure	target market	solar panels
LED lighting	fuel-efficient tires	emissions
fuel efficiency	greener logistics	

B. Write two questions to ask a classmate about this article.

Activities/ Resources for Outcome #5

Contextualized Reading Module Outcome #5 Activity 10

Student is introduced to initialisms and acronyms with emphasis on those related to transportation, distribution, and logistics.

Student completes the activity handout and starts filling in the Abbreviations Log (see page 50 of this section).

PRE-READING ACTIVITY: ABBREVIATIONS

Directions: Discuss the following questions.

- What do the letters 'USA' stand for?
- Have you ever seen letters that represent a name, phrase or group of words?

READING ACTIVITY



Directions: Read and discuss the following information.

An Introduction to Abbreviations

- An **abbreviation** is a shortened form of a name, phrase or group of words.
- Two examples of abbreviations are: **initialisms** and **acronyms**.
- An **initialism** is an abbreviation that is formed by the first letters of a name, phrase or group of words. To pronounce an **initialism**, spell out each letter individually.

Example: <u>E</u> uropean <u>U</u> nion	=	EU
<u>I</u> nternational <u>T</u> echnical <u>U</u> nion	=	ITU
<u>M</u> iles <u>P</u> er <u>H</u> our	=	MPH
<u>U</u> niversity of <u>I</u> llinois at <u>C</u> hicago	=	UIC

- An **acronym** is a word that is formed by the first letters of a name, phrase or group of words. To pronounce an **acronym**, pronounce the letters as a word.

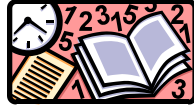
Example: Individual Retirement Account = IRA

North American Free Trade Agreement = NAFTA

Immigration and Customs Enforcement = ICE

National Organization of Women = NOW

Reading Activity – Let's Review



Directions: Work with a partner and choose the word that best completes each sentence.

1. An _____ is a shortened form of a name, phrase or group of words.

abbreviation word phrase

2. _____ examples of abbreviations are: intialisms and acronyms.

One Two Three

3. An _____ is an abbreviation that is formed by the first letters of a name, phrase or group of words.

example initialism acronym

4. To pronounce an intialism, _____ out each letter individually.

throw hear spell

5. An _____ is a word that is formed by the first letters of a name, phrase or group of words.

initialism acronym pronunciation

6. To pronounce an acronym, pronounce the letters as a _____ .

word letter song

7. The initialism for 'Social Security Number' is _____.

SSN SNS NSS

8. The acronym for 'North Atlantic Treaty Organization' is _____.

NATO OTAN NAOT

Activity – Matching

Directions: Write the letter of the correct **initialism** next to each name, phrase or group of words. Please write your answer in the space provided.

- | | | |
|--|-------|---------|
| 1. Bureau of Transportation Statistics | _____ | A. CDL |
| 2. Global Positioning System | _____ | B. CEO |
| 3. Adaptive Cruise Control | _____ | C. USPS |
| 4. National Highway System | _____ | D. FAA |
| 5. Full Time | _____ | E. GPS |
| 6. Chief Executive Officer | _____ | F. FT |
| 7. U.S. Postal Service | _____ | G. MSDS |
| 8. Commercial Driver's License | _____ | H. ACC |
| 9. Federal Aviation Administration | _____ | I. BTS |
| 10. Material Safety Data Sheets | _____ | J. NHS |



Activity – Let's Abbreviate: Initialisms!

Directions: Write the correct **initialism** of each name, phrase or group of words. Please write your answer in the space provided. Practice pronouncing each initialism.

1. Aviation Safety Reporting System _____
2. Federal Transit Administration _____
3. Hazardous Materials Identification System _____
4. Variable speed limit _____
5. Blood Alcohol Concentration _____
6. National Transportation Safety Board _____
7. Liquefied Petroleum Gas _____
8. Electronic Toll Collection _____
9. Air Traffic Control _____
10. TransWorld Airlines _____
11. Department of Motor Vehicles _____
12. Americans with Disabilities Act _____

Activity – Let’s Abbreviate: Acronyms

Directions: Write the correct **acronym** of each name, phrase or group of words.
Please write your answer in the space provided. Practice pronouncing each acronym.

1. Final Approach Spacing Tool _____
2. Low Earth Orbit _____
3. Bay Area Rapid Transit _____
4. North American Free Trade Agreement _____
5. Federal Emergency Management Agency _____
6. Special Aviation Fire and Explosion Reduction _____

Outcome: Please list three facts that you learned about abbreviations.

1. _____
2. _____
3. _____

Abbreviations Log



Abbreviations	Definition	Type initialism, acronym

Activities/ Resources for Outcome #6

Contextualized Reading Module Outcome #6 Activity 11

Student follows directions in reading quiz activity. **Use Handout: Following Directions Activity**

Following Directions Activity

This quiz is to test your skill in reading and following directions. It should take you 2 minutes to complete.

Directions:

1. Read everything through carefully on this page before you do anything.
2. Print your name in the upper left-hand corner of this page.
3. Write the date below your name in the upper left-hand corner.
4. Circle the number “4” at the beginning of this sentence.
5. After the date written just below your name, write your birth date.
6. Draw a line through this sentence.
7. Put an “X” in the upper right-hand corner of this page.
8. Punch a hole with your pencil through the number “8” at the beginning of this sentence.
9. Draw a big smiley face in the middle of this paper.
10. Now that you have read everything through carefully, do only items 1 and 2.

Activities/ Resources for Outcome #7

Contextualized Reading Module Outcome #7 Activity 12

Student uses Lanter Corp.'s *John Deere – SE Dock Sort Guide*. **Use Resource file: John Deere Cross Dock Sorter SOP**

Student is introduced to new vocabulary on these pages.

Student engages in partner conversation activity.

Student writes four additional questions to ask the class.

Conversation Activity

Partner A

Ask your partner these questions. Your partner uses the *John Deere – SE Dock Sort Guide* to answer each question.

1. What are sort criteria?
2. What is an identifier?
3. Where should you place each piece?
4. How can you verify if the piece is in the correct location?
5. With what should you mark the shipping label?

Conversation Activity

Partner B

Ask your partner these questions. Your partner uses the *John Deere – SE Dock Sort Guide* to answer each question.

1. From whom should you receive instructions on how to sort?
2. What is a “Ship To”?
3. How many identifiers should you receive?
4. Which document identifies the sort location?
5. Why do you need assigned color identifiers?

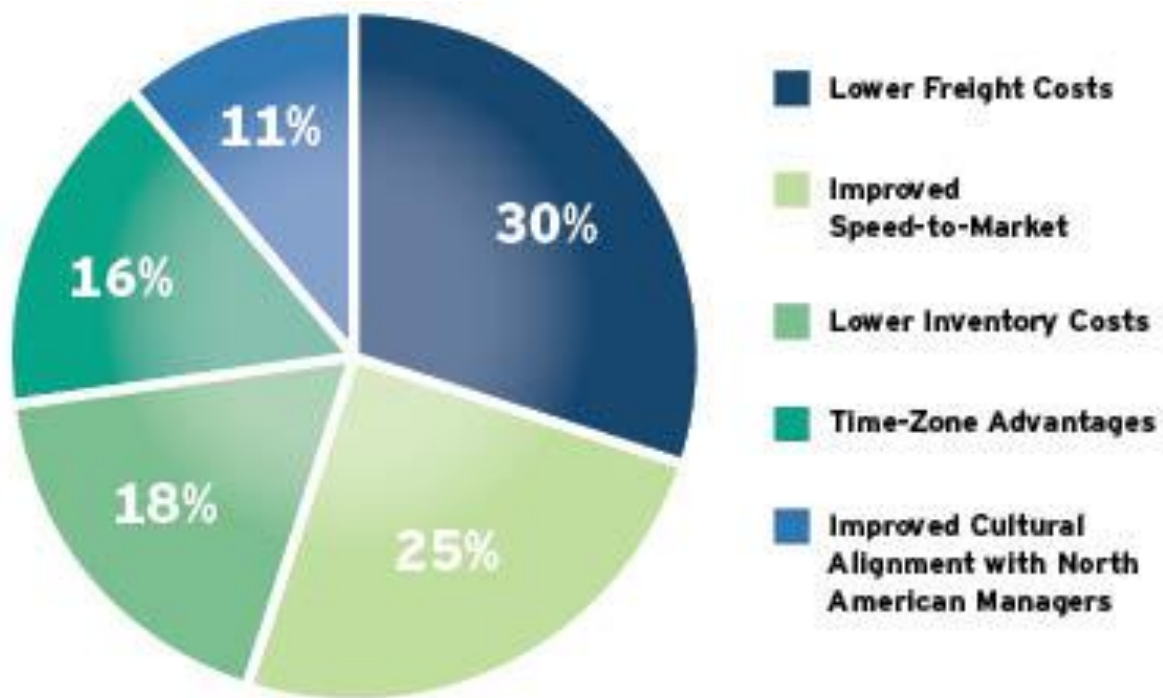
Activities/ Resources for Outcome #8

Contextualized Reading Module Outcome #8 Activity 13

Student is introduced to types of graphs such as circle/pie and bar.

Student finds information in graphics and adds missing information in graphics using teacher-selected sections of the resource *Workplace Skills: Locating Information*. Some appropriate sections may be Level 3 Lesson 1 Find Information in Graphics and Level 3 Lesson 2 Add Missing Information to Graphics. **Use: SP11-BRIDGE-Bar_Graph and SP11-BRIDGE-CirclePie_Graph [inserted below]**

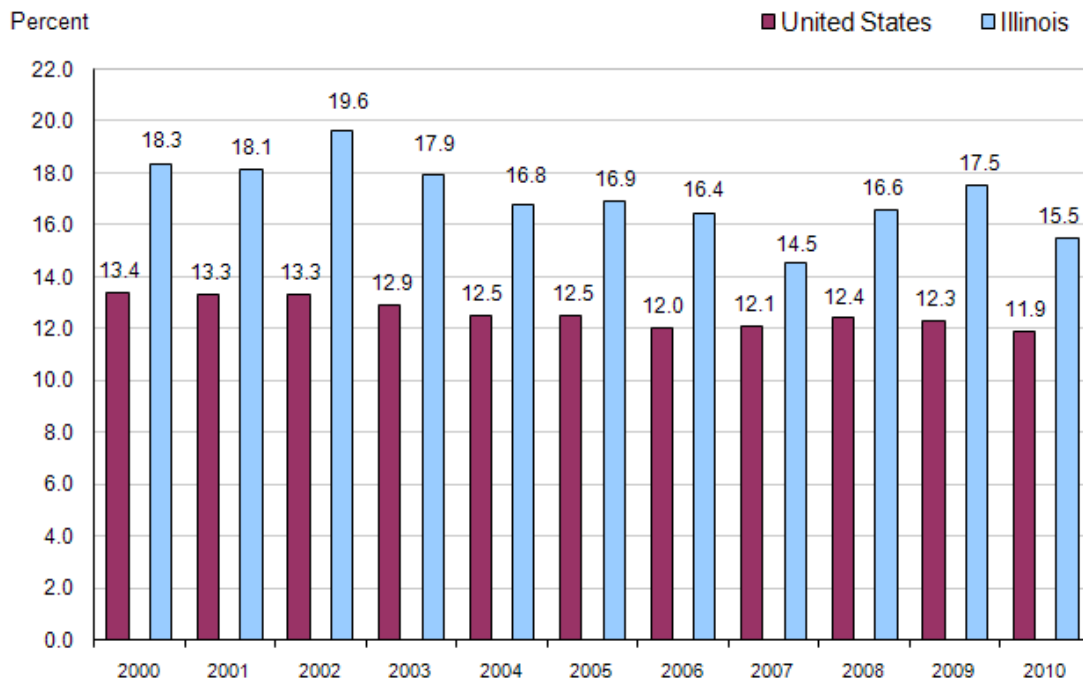
Circle Graph/Pie Graph



Source: Inbound Logistics, "Nearshoring Latin America: A Closer Look," March, 2012.
<http://www.inboundlogistics.com/cms/article/nearshoring-latin-america-a-closer-look/>

Bar Graph

Chart 1. Members of unions as a percent of employed in the United States and Illinois, 2000-2010



Source: United States Department of Labor-Bureau of Labor Statistics-Union Membership in Illinois. <http://www.bls.gov/ro5/unionil.htm>

Contextualized Reading Module Outcome #8 Activity 14

Student reads the Career Cluster in the Transportation, Distribution, and Logistics description and lists the seven Career Pathways. **Use: Career Clusters and Career Clusters TDL Activity**

Student chooses one occupation of interest from a selected pathway. Using the Internet, student searches for information on this occupation.

Students orally share their findings.








Career Clusters

Career Clusters provide students with a context for studying traditional academics and learning the skills specific to a career, and provide U.S. schools with a structure for organizing or restructuring curriculum offerings and focusing class make-up by a common theme such as interest.

The 16 Career Clusters

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>

 Health Science	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
 Hospitality & Tourism	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
 Human Services	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 Information Technology	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
 Law, Public Safety, Corrections & Security	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 Manufacturing	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 Marketing	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 Science, Technology, Engineering & Mathematics	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 Transportation, Distribution & Logistics	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

Career Clusters TDL Activity

1. List the seven TDL Career Pathways.

2. A career occupation I would like to research is:

3. Complete this informational chart.

Skills needed	
Salary	
Education required	
Outlook for hiring	
Other	

Activities/ Resources for Outcome #9

Contextualized Reading Module Outcome #9 Activity 15

Student locates information on Invoice form on page 43 of *Workplace Skills: Reading for Information*.

Contextualized Reading Module Outcome #9 Activity 16

Student uses pdf forms as follows:

- Vehicle Request Authorization Form
- Central Motor Pool Daily Rental Form

Check your work, using this checklist:

- ☐ Are all of the spaces that need to be completed filled in correctly?
- ☐ Is the information accurate?
- ☐ Did you spell all of the words correctly?
- ☐ Did you capitalize correctly?
- ☐ Did you use correct punctuation?
- ☐ Is your writing clear so that others can read it?
- ☐ Did you print where requested and sign where requested?

Use Resource files: MM-11.pdf and UCHC Form 11C. pdf

Obtained from:

http://opa.uchc.edu/a_mm_web/catalogs_forms.htm

Activities/ Resources for Outcome #10

Contextualized Reading Module Outcome #10 Activity 17

Student interprets trends in graphic sources by using *Workplace Skills: Locating Information* Levels 4, 5, and 6.

Contextualized Reading Module Outcome #10 Activity 18

I. Read the Student Information sheet. **Use Resource file: “Logistics/Supply Chain Process.”**

II. Fill in the blanks with information from the article. Check your answers with a classmate.

1. Logistics is part of the _____ that plans, implements, and controls the flow of goods and services.
2. Logistics is necessary in order to meet the _____.
3. Transportation, warehousing, packaging, and demand forecasting are all _____ activities.
4. Providing products, services, and information, beginning with suppliers and ending with customers is called the _____.
5. Companies that make an end product for consumers are called _____.
6. _____ store and sort product for shipment.
7. End users of retail products are _____.
8. List six supply chain attributes:

III. Make a list of new vocabulary. Create a quadrant card for each new vocabulary word. Use the Sample Vocabulary Quadrant Card as an example or **Use:**
vocab_quadrant_chart

IV. Complete the Cause and Effect Chart graphic organizer. For the Cause, fill in the following: "If you implement supply chain management within your business..." For the Effects, choose some information from the article to complete these sections. **Use:**
Cause/effect organizer

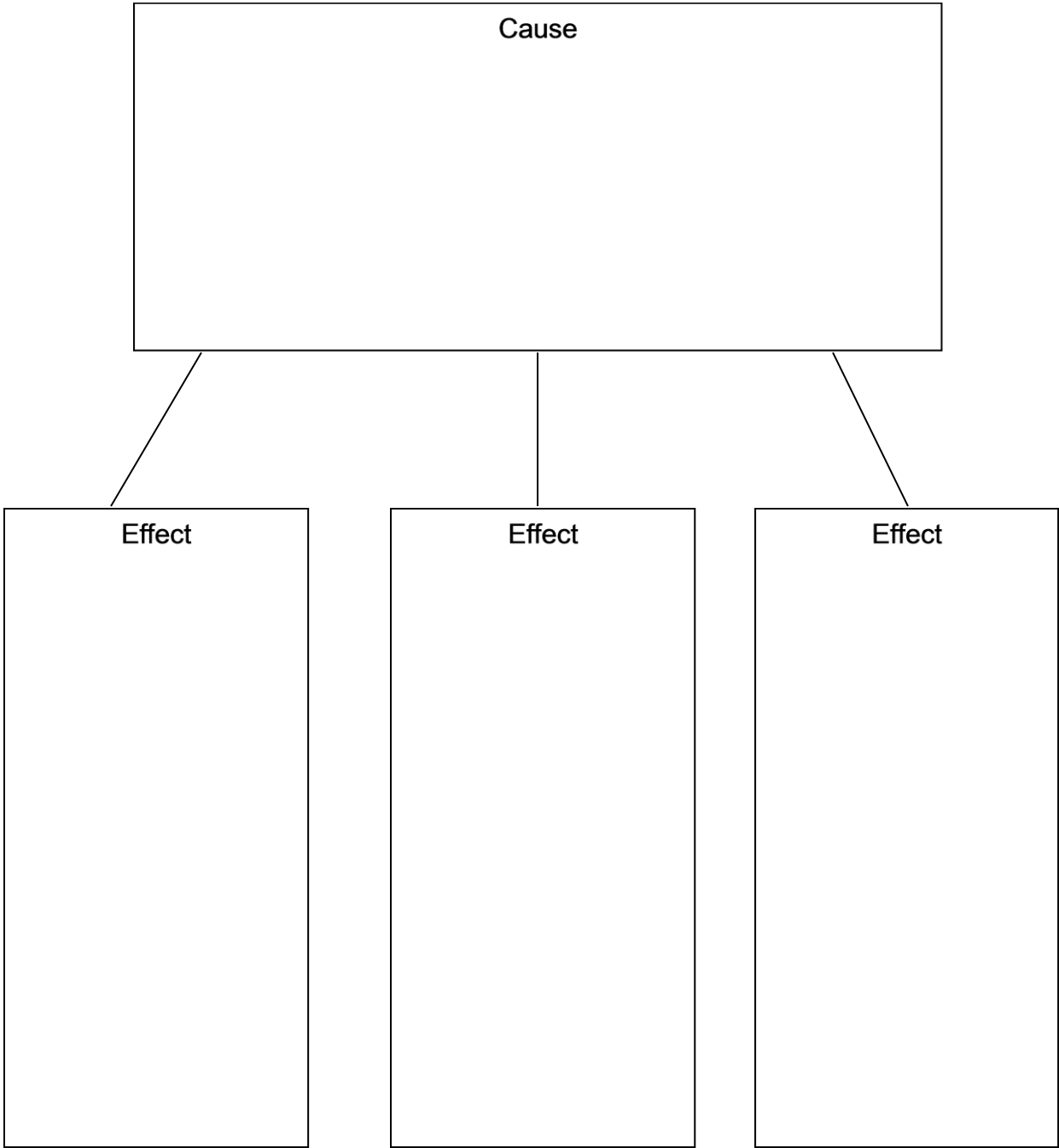
(Both the Sample Vocabulary Quadrant Card and the Cause and Effect Graphic Organizer appear on the next two pages.)

Sample Vocabulary Quadrant Card

<u>Vocabulary Word</u>	<u>Meaning</u>
tie up	invest money in something in a way that prevents it from being used for some other purpose
<u>Examples</u>	<u>Opposites</u>
The money was tied up in stocks. They tied up all their money in their new business.	available for use

Graphic Organization – Text Structure

Cause/Effect:



Contextualized Reading Module Outcome #10 Activity 19

Student goes to website:

“Virtual Warehouse”

<http://msvaps.com/warehouse/quality-inspection/>

Click on the numbers within the Virtual Warehouse for the various components.

Student completes the comprehension activity.

Computer Lab – Virtual Warehouse

- Go to the Virtual Warehouse website at: <http://msvaps.com/warehouse/quality-inspection/>
 - Click on each number in the warehouse to read and view accompanying clip.
 - Use the information in this tutorial to answer the following questions.
-

1. Inbound logistics provides a specific service, which is:

2. What are the three steps of inventory management?

3. How are packages labeled?

4. What is material sequencing?

5. How is technology used within material sequencing?

6. What are six steps involved in Quality Inspection?

7. Why is Quality Inspection at the warehouse important for both the supplier and the customer?

8. Component assembly consists of _____ assembled for supply chain introduction.

9. What is Outbound Logistics?

10. What are five possible steps within Outbound Logistics?

Activities/ Resources for Outcome #11

Contextualized Reading Module Outcome #11 Activity 20

Student develops critical thinking skills by using Plan for Successful Solving as described in each lesson of the resources: *Workplace Skills: Reading for Information* and *Workplace Skills: Locating Information*.

Contextualized Reading Module Outcome #11 Activity 21

Student reads the following problem to solve; **Use Resource files: Caterpillar Interoffice Memorandum and Student Information Sheet 3 “Analyzing a Logistics and Distribution Problem.”**

Students form small groups to discuss the problem and solutions and complete the Problem Analysis Work Sheet in Figure 1.3.

Make sure student groups complete each of the five (5) steps within the Activity on Student Information Sheet 3.