

Trucking

A Storyline Topic Outline

Steve Bell, Storyline Scotland, Dec.2000

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcomes	Maths Activities
1. The vehicle	<p>What are the advantages and disadvantages of trucks to society?</p> <p>What do you think a general purpose truck looks like?</p> <p>How do the trucks compare with each other?</p>	<p>Group brainstorm producing a list of advantages and disadvantages collected by the teacher.</p> <p>The class brainstorms a list of words that add up to being a truck.</p> <p>The teacher demonstrates a simple collage technique for making a two-dimensional visual of a truck. Pupils are grouped into twos or threes to build their visual. No names are added to the sides of the trucks at this stage.</p> <p>These truck pictures are displayed and presented by their creators.</p> <p>Pupils compare and contrast their trucks.</p>	<p>Group and then class</p> <p>Class</p> <p>Groups of 2 or 3</p> <p>Same groups.</p> <p>individuals</p>	<p>Coloured paper and odds and ends.</p>	<p>List of advantages and disadvantages</p> <p>Wordlist</p> <p>Truck pictures</p> <p>Oral presentations</p>	
2. The people	<p>If we wanted to organise these trucks into a business what kind of people would we need to help us?</p> <p>How will we find good people to fill these jobs?</p> <p>What information would you want in an advertisement if you were looking for such a job?</p> <p>The name of a trucking company should carry the feeling of quality. What do you think would be a good</p>	<p>Working in groups of 4 or 5 pupils list all the types of jobs that need to be done - drivers, mechanics, storemen, manager, secretary, accountant etc.</p> <p>This question is discussed and then the decision is taken to advertise.</p> <p>Pupils list the items which they think should be included - name of company, address and telephone number, title of job, salary, hours, holidays qualifications and conditions.etc.</p> <p>A competition is held for the best name. The company also needs a</p>	<p>Groups of 4 or 5</p> <p>Class</p> <p>Group then class brainstorm</p> <p>Small group or individual</p>	<p>Variety of art/craft materials</p>	<p>List of jobs to be done</p> <p>Advertisement designing.</p> <p>Logo design</p>	

<p>2. The people (contd.)</p>	<p>name for our company?</p> <p>How do you think a good advertisement looks?</p> <p>Where will these advertisements be displayed?</p> <p>Which of these jobs would you like to apply for?</p> <p>Do you think that the manager would select people only on the letters of application?</p> <p>What are the best types of question to ask at interview?</p>	<p>badge (logo). Pupils create designs from which one is selected.</p> <p>The pupils work in pairs to write an advertisement for one of the jobs while the teacher makes sure that all the jobs have been covered.</p> <p>This question is discussed and then the advertisements are displayed and compared to real advertisements (e.g. from a newspaper)</p> <p>Each pupil becomes an imaginary applicant for a post in the trucking company, selects a job and writes a letter applying for the job.</p> <p>The teacher selects one pupil to act as a manager.</p> <p>The manager has to read the letters and give opinions on the applicants only from what they have written.</p> <p>The pupils decide that interviews are also necessary.</p> <p>A class discussion on the nature of an interview. The manager appoints a secretary and together they organise a programme of interviews. The workers are then appointed to their jobs. Some pupils may not get the first job they apply for but they will ALL get a job.</p>	<p>Pairs</p> <p>Class</p> <p>Individual</p> <p>Class</p> <p>Individuals</p>	<p>Real newspaper advertisements.</p>	<p>A written advertisement for a job in the trucking company</p> <p>Advertisements are discussed</p> <p>Letters of application</p> <p>Interviewing and appointing staff</p>	
-------------------------------	--	--	---	---------------------------------------	---	--

<p>3. The Company Base</p>	<p>What facilities do we need to make an efficient company base?</p> <p>How can we best show how this base would look?</p> <p>What do you think of your design?</p>	<p>The class brainstorms a list of facilities and these are written and displayed on a flip chart by the teacher.</p> <p>The pupils discuss the best way to illustrate the base - by building a 3 D model or by making a labelled plan or</p> <p>Working in groups the model or plan is created.</p> <p>The base is presented, discussed and maybe adapted or changed.</p>	<p>Class</p> <p>Groups</p>	<p>Boxes, coloured paper etc. according to whether it is a model or a plan.</p>	<p>A list of contents for the company base</p> <p>The company base model or plan</p>	
<p>4. The workers</p>	<p>What do they think the workers look like?</p> <p>Can you give more detailed information about your character?</p> <p>What kind of personality does your character have?</p>	<p>The pupils make a collage portrait of the workers they have become using coloured paper and cloth scraps.</p> <p>Pupils write a biography of their worker giving name, date of birth, address, telephone number, job and family.</p> <p>They write two words describing the personality of the worker they have made.</p>	<p>Individual</p> <p>Individual</p> <p>Individual</p>	<p>Cloth scraps and coloured paper.</p>	<p>Collage portraits</p> <p>Biographies and personality traits</p>	
<p>5. Routes?</p>	<p>Where do you think our trucks will run?</p> <p>If we decide on a national, European or Southeast Asian trucking company how much do we know of the area we have decided on?</p>	<p>The class discusses this question and decides on a working area for our business.</p> <p>Each large group plays a card game where they write on each card a city(national) or a country (international) on a card and try to place them in the relationship with each other to make a rough map of the area the company will cover. This is later checked with an accurate map of the area.</p>	<p>Class</p> <p>Large group</p>	<p>Map of Country, Europe or Southeast Asia</p>	<p>Decision on transport area</p> <p>Pupils' model map which is then compared and corrected according to the real one</p>	

7. Advertising	In how many different ways can we let customers know about our business?	Pupils in large groups discuss this question and list the results - radio, brochures, TV. newspapers, etc.. In pairs they select one of those and design an example.	Large groups	Resources according to the choice of medium. It may be necessary to have a tape recorder or musical instruments etc..	Examples of advertisements	
8. Incidents	What kinds of incidents may happen to our truck drivers?	The class lists incidents and these are noted. The pupils individually or in groups illustrate the incidents in a wide variety of ways - writing stories and poems, painting pictures, drawing comic strips, taping interviews, role playing an event etc..	Class and individual Groups or individual.	Materials according to choice of activity	List of incidents Opportunities for communicating ideas about these incidents	
9. The visit	How do our ideas compare with a real business?	An expert from a trucking company is invited to visit our classroom and to answer our questions. An alternative to this is for the class to visit a trucking company	Class		Interviewing Visit to a Trucking company	
10. The review	What have we learned and what have we still to learn?	Class discussion about what we now know after our study. We list the geography, history, maths, science, technology, art, craft, health, drama, music etc that we have studied.	Individual and class		Review list	

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcome Assesment