

Lesson Plans & Worksheets

PAWS IN JOBLAND

Grades 3 - 5





Lesson Plan 4 - Transport Quiz

Individual activity

Learning objectives:

- To develop research skills and use of computer-based information
- To understand the variety of jobs there are in an area of work

Curriculum links: English, Technology - database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 4
- Writing materials

Background: Paws in Jobland covers only a selection of the jobs that exist. However, the idea behind the clusters/areas in Jobland is to demonstrate the link between jobs within a particular area. This quiz concentrates on jobs in the Transportation area of Jobland, partly to develop a greater understanding of each of the jobs in that area and partly to demonstrate that a variety of tasks, skills and experience can be found within a limited environment.

Introduction/guidelines for students:

- Explain that jobs in one area of work have similarities and differences. You could use your school as an example, describing how the work of the school secretary, the caretaker, the crossing guard, the principal and yourself is different; but you are all linked by the fact that you work in and around a school.
- Ask the students to think of jobs that they know of that involve transport. They will probably come up with some of those in the Transportation, Distribution and Logistics area, but may not think of all of them.
- Hand out the worksheets and ask them to look for answers in Paws in Jobland.

Ideas for further development:

- An extension of the theme could involve students performing a role play exercise. They may have seen some of the jobs portrayed by actors in dramas or documentaries on television. You could ask them to write a script involving some or all of the jobs mentioned, giving the characters suitable and/or humorous names. The plot could involve customers as well as people doing the jobs, and could revolve around some of the situations mentioned in the quiz. It would be interesting to see which roles the children take. Do they see certain jobs as being traditionally male and others as traditionally female? You could address this issue with them.
- Students could write a story about or relate an experience about jobs in this area – "When my brother learned how to drive", "My first flight/bus ride", "The day we got a parking ticket", etc.

Ideas for making the activity easier:

- The activity could be done in pairs or small groups.
- Difficulties with reading or writing could be overcome by working with the student and reading the worksheet questions, asking them to reply verbally once they have seen the job on Paws in Jobland.

Display ideas:

"A Day in the Life of a Station/Airport/Road" - with transport professionals, their vehicles, buildings, etc. These could be drawn or cut out of magazines, then displayed along with model vehicles and poems/short stories about pilots, bus drivers, etc. Quiz sheets could be left out for other students to try.

Answers

- 1) By microphone
- 2) They use radar screens
- 3) Trash collector
- 4) Months
- 5) Loads the truck, inspects and maintains the truck, drives safely
- 6) Bus driver

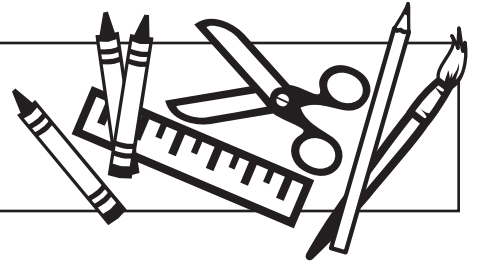


Worksheet 4 - Transport Quiz

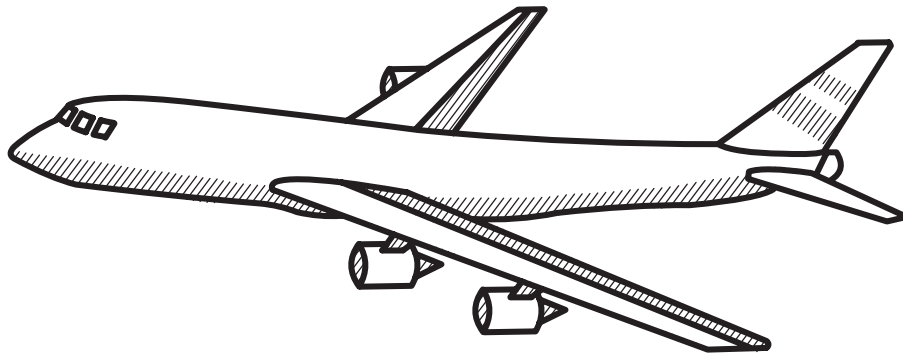
My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 4
- Writing Materials



The answers to all of these questions can be found in Paws in Jobland.
Look at the **Transportation, Distribution and Logistics** areas.



- How do air traffic controllers talk to pilots once they have landed?
- How do ship captains see where they're going when it's dark or foggy?
- Who takes the garbage away from your house?
- How long can it take to learn how to become a flight attendant?
- Name three things a truck driver does.
- Who uses a route plan to know where to go?



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