

# TEACHING NOTES

## Nigel Woodhead: Global Transportation

**Appropriate Grade Levels:** 6 – 12 (This lesson can be used as the start of a larger research project and career exploration for students in grades 9 – 12)

**Implementation Time:**

One class period (45 minutes to one hour) required for basic exercise.

An additional class period is required if the geography exercise is assigned.

**Materials Needed:**

Teaching notes for “Nigel Woodhead” case study

Student copies of “Nigel Woodhead”

**Career Pathway:** Business & Management

**Subject Area:** Geography, Social Studies

**Learner Outcome(s): What will happen for learners as a result of this lesson?**

Students will explore a career opportunity in international trade. They will learn the basics of the logistics of shipping a commodity overseas. They will review the process of conducting research, collecting information, and then synthesizing it for others. Through the geography exercise suggested with this lesson, students will demonstrate technical writing about global geography and trade issues.

**How will students learn?**

- **Communication:** Students will demonstrate listening and observation skills to gain understanding; will practice communicating ideas clearly and effectively; will demonstrate communication strategies and skills to work effectively with others; and will analyze how communication is used in career settings.
- **Writing:** Students will practice writing clearly and effectively in a variety of forms for different audiences and purposes. Students will practice writing for career applications, producing technical and non-technical documents using resources from career settings.
- **Economics:** Students will observe major forms of business and related careers, comparing the different roles and responsibilities people hold within a business organization. Students will examine the importance of international trade.
- **Geography:** Students will interpret maps to explain transportation and trade networks, and research cultural and trade practices related to geography.

**How will this lesson plan prepare students to be assessed?** This lesson plan will help prepare students for reading, writing, and listening assessment exams. The in-class written exercise will permit students to demonstrate their ability to respond to an expository writing prompt. The longer written exercise will allow students to demonstrate their ability to conduct independent research prepare a persuasive written piece.

## TEACHING NOTES

### **Nigel Woodhead: Global Transportation**

***Procedure:***

*This lesson is designed to be taught in one session.*

1. *Distribute the students' version of the "Nigel Woodhead" case study to your class. Divide the students into groups of two or three.*
2. *Read aloud to them or let them read one section of the case study at a time. Don't let them read ahead. After each section, ask each group of students to brainstorm the answer to the question they have been asked. Then, use the questions in the teachers' version of the case study to guide them through a discussion of what they (in the role of student intern) should do at each point.*
3. *Finish by having students, either individually or in their small groups, complete the memo exercise.*
4. *If you wish, have students choose one of the longer term writing assignments as a homework assignment.*

***Closure/Assessment:***

*Review students' written and/or oral work both for basic writing or presentation skills, as well as for students' ability to explain the steps they would take in researching shipping options.*

*Then, in small groups or as a whole group, have students review the steps they should follow when they are confronted with a problem and don't have enough information to decide what to do. Ask them to share personal experiences of having to conduct research to solve a problem. What did they do? How did they use the information they gathered? What did they do right or wrong? What would they do if they were confronted with the same problem today?*

## Nigel Woodhead: Global Transportation

**Part One** - *Read to the bottom of this page, then stop.*

It is your first day of work as an exchange student intern for Nigel Woodhead at the Unilever Corporation's regional offices in Jebel Ali, Dubai in the United Arab Emirates. And you've just been given a big assignment.

Your new boss, Nigel Woodhead, is Unilever's Logistics Manager in Jebel Ali. That means that he is responsible for getting products in and out of the Middle East. He makes arrangements to have goods shipped to Jebel Ali from Unilever factories all over the world. Then, he gets those goods from the Unilever distribution center in Jebel Ali to countries all over the Middle East including United Arab Emirates, Saudi Arabia, Kuwait, Bahrain, Oman, Qatar, and Yemen. He's held his job for six years and has offered you the chance to spend a school term learning about global transportation.

Unilever is a world-wide corporation that sells food as well as home and personal care products. The company was created in 1929 with the merger of Margarine Unie, a European business, and Lever Brothers Limited from the United Kingdom. Over the years, Unilever has grown from a European-based company that sold mostly soap and margarine to a global firm that sells frozen foods, ice cream, soup, tea, and personal products to people in nearly 200 countries. Unilever sells many brand names you recognize including Lipton, Ragu, Country Crock and Promise margarines, Breyers ice cream, Bird's Eye and Gorton frozen foods, and Chicken Tonight sauces. The company also sells a number of brands that are popular in the Middle East including Omo detergent, Lux soap, Dove soap, Sunsilk shampoo, Signal toothpaste, Ponds cream, Vaseline, Brut and Axe deodorant, Flora margarine, and Walls ice cream.

Just as you're learning your way around the office, Nigel gives you your first assignment. "I need to get a container load of tea to Jebel Ali as quickly as possible," he says. "I want you to figure out how to make it happen. Please give me your recommendation about what to do by this afternoon." So, what should you do?

STOP

## **Nigel Woodhead: Teaching Notes for Part One**

**Getting basic information or doing research** is the first step to take in this or any problem when you don't know enough to solve the problem by yourself.

Prompt the students to discuss their need for information as they attempt to answer Nigel's challenge.

Then, lead them in a discussion of what kinds of information they might need:

- Information about Unilever, the company they have just started working for. They might want to learn what tea producers Unilever works with.
- Information about where tea is produced and who produces it, and – since Nigel has said the shipment needs to arrive quickly – where the nearest location is where tea can be obtained.
- Information on how the tea can be transportation to Jebel Ali. Can it be trucked? Or shipped? How long will it take? Who can ship it?

Any other details students can think of?

Students may suggest many other kinds of information they should gather before they try to create a recommendation for Nigel.

**Part Two** - *Read to the bottom of this page, then stop.*

You realize the first thing you need is information. You need to learn – quickly – a lot more about tea, Jebel Ali, and Unilever.

You quickly jot down a list of questions to answer:

1. Where is tea produced? Specifically, you decide you need to know the CLOSEST place to Jebel Ali where you can get tea, because Nigel has said the shipment needs to arrive quickly.
2. How can the tea be carried? Would it be best to carry the tea by truck or by ship or by train? How long will it take? And what shipping companies does Unilever usually work with?
3. What kinds of cultural or shipping details will you need to be careful about? Are there any special restrictions on moving tea into Jebel Ali? What does it mean to “clear customs?”

Good questions. Now, how do you find the answers?

STOP

## **Nigel Woodhead: Teaching Notes for Part Two**

*Once students realize they need to do research, they need to learn HOW to do it.*

*Prompt students to talk about how they get information to solve problems: from parents, teachers, the library, newspapers, and other students....*

*In this particular case study, how can they get the information they needs?*

*Lead students through a discussion of the tools they have:*

- *They can ask their boss, Nigel, for more information*
- *They can use files and information in the office to learn what has been done in the past to get tea to Jebel Ali*
- *They can research Unilever, tea, and tea producers on the Internet*

*Other research ideas from students?*

**Part Three** - *Read to the bottom of this page then stop.*

After doing research in the office and on the Internet and asking Nigel some follow-up questions, you manage to answer your questions:

1. Where is tea produced? You learn that the closest place to Jebel Ali to get tea is India. Tea has been grown there for centuries, you learn, and can be easily shipped to Jebel Ali from the port of Nhava Sheva in Mumbai, India.
2. How can the tea be carried? You learn that it will be quickest to send the tea by ship from Nhava Sheva to Jebel Ali through the Arabian Sea, the Gulf of Oman, and the Persian Gulf. You also learn that Unilever goods from Nhava Sheva are often carried by shipping company APL Limited. APL has regular ship service between the two ports. The voyage takes four to five days. Including loading and unloading time, it will take nine days to get the tea to Unilever's warehouse.
3. What cultural or shipping details do you need to be aware of? You learn that tea can easily be shipped into the United Arab Emirates – there is no tax or “duty” on tea – but that every step of the process must be carefully tracked. For instance, the tea shipment will require a Heath Certificate issued by the Municipality of Mumbai before it leaves Nhava Sheva. You will need to work with the tea company, the shipping company, the bank that is handling payment for the tea, and government officials in both Nhava Sheva and Jebel Ali. Clearing customs means that the tea must be approved to enter Jebel Ali by government officials and that all taxes on the tea must be paid.

You've learned a lot in just a few hours. But now you need to summarize what you've learned for Nigel. It's a good thing your new office has a word processing program you know how to use!

STOP

## **Nigel Woodhead: Teaching Notes for Part Three**

*Hopefully, your students have done a good job figuring out WHAT they need to know and HOW to get that information. What's next?*

*Prompt the students to talk about how they should summarize that information for Nigel.*

*This is something students should think about whenever they need to communicate information. WHO is their audience – their parents, a teacher, a boss – and what does that person need to know?*

*In this case study, students will be writing a memo to their boss. What does Nigel need to know? And, on a busy day, how can students present this information in a way that is easy to understand and to act on?*

**Part Four** - *Read to the bottom of this page then stop.*

You decide to write a short memo to Nigel summarizing what you have learned. You will arrange it like this:

MEMORANDUM

TO: Nigel Woodhead  
FROM: Your name  
DATE: Today's date  
RE: Shipment of tea to Jebel Ali

Then you will organize the memo into three paragraphs so that Nigel can read it quickly.

Where should you get the tea?  
How should it be moved to Jebel Ali and how long will it take?  
What other details will you need to handle?

You start typing.

## **Nigel Woodhead: Teaching Notes for In-Class Writing Exercise**

*Students' assignment is to create a memo for Nigel Woodhead summarizing what they have learned about shipping tea to Jebel Ali.*

*The attached "Tips on Writing Business Memos" and sample answer key may help.*

*Students should be able to find all the information they need to write the memo in their copy of the case study.*

*However addition, if you have more time to spend on this assignment or wish to use this assignment to help students hone their research skills, you may want to have students find and add a little additional information to the memo.*

*For instance, by using the APL Limited web site ([www.apl.com](http://www.apl.com)) students can find exact departure and arrival dates between Nhava Sheva and Jebel Ali, as well as vessel names. Students could add a touch of realism to their memo by suggesting a specific shipment date and itinerary.*

*Or, by researching Unilever ([www.unilever.com](http://www.unilever.com)) or its Lipton tea subsidiary([www.lipton.com](http://www.lipton.com)), students could learn more about how and where tea is produced and use that information to add to the memo.*

## Tips on Writing Business Memos

The memorandum (or memo) is a common form of business communication. Memos are written by everyone from junior executives and engineers to CEOs. Even in this age of e-mails, mastering the memo format is important, because good professional e-mails and good memos communicate information in exactly the same way.

### Memo Format

Unlike letters, which include inside addresses, salutations, and complimentary closings, memos have just two sections: the heading and the body. A memo's heading includes the following information, usually organized like this:

TO: Nigel Woodhead  
FROM: Your name  
DATE: Today's date  
RE: Shipment of tea to Jebel Ali

The subject line of the memo should be short but accurate, since it often determines where or how the memo will be filed or even if it will be read.

### Memo Content

A good business memo is informative but short. It should have a clear purpose. It should take the reader's needs and knowledge into account. And, it should be carefully organized.

The memo's purpose: Before you start writing, think about why you are writing your memo. What do you want your memo to accomplish? Are you just sharing information? Requesting a meeting so that you can discuss the memo in more detail? Requesting something more, such as money or staff? Make sure that your memo explains its purpose to the reader.

Your reader's needs: How much does your reader know about the issue you are discussing in your memo? Does your reader know a lot about it? Or nothing at all? If your reader knows nothing, you will need to begin the memo with a short summary to explain the issue you are writing about. If your reader knows a lot, you can probably skip the background (or just put it at the end of the memo) and move right into the things you want your reader to do.

### Organizing the memo:

1. **Introduction.** Most memos begin with a one- or two-sentence **introduction** of the issue you are writing about and the reason you are writing (the memo's **purpose**).
2. **Background.** Then, depending on the reader's needs (see above) most memos provide a short paragraph of background information.
3. **List of issues or recommendations.** Then, the memo lists the issues or recommendations and provides a sentence or two with each one.

In the case of the memo to Nigel Woodhead, for example, the student might repeat the assignment from Nigel and then summarize the research s/he did and the recommendations s/he is making.

## Memo Sample Answer Key

TO: Nigel Woodhead  
FROM: Your name  
DATE: Today's date  
RE: Shipment of tea to Jebel Ali

You asked me to give you a recommendation on how to get a container-load of tea to Jebel Ali as quickly as possible. This is what I have learned.

### Getting the tea

I researched countries that produce tea, looking for the location closest to Jebel Ali. I have learned that the closest place we can acquire tea is India. Tea has been grown there for centuries and can be sent to us from the port of Nhava Sheva in Mumbai.

### Shipping to tea to Jebel Ali

Sending the tea by water will be the quickest way to get it from Nhava Sheva to Jebel Ali. APL Limited, a carrier we use frequently for shipments out of Nhava Sheva, has regular shipments between the two ports. We can easily book a shipment. The trip takes four to five days and will carry the tea through the Arabian Sea, Gulf of Oman, and Persian Gulf to Jebel Ali. Including loading and unloading time, we can have the tea in our warehouse in nine days.

### Other details

We will need to work with the shipper, the bank that is paying for the tea, and with government officials at both ports. We will need to prepare clear documentation about each stage of the journey. We will need a Health Certificate before the tea leaves India. I will need your help to learn which forms must be completed to make this shipment happen.

## **Nigel Woodhead: Additional Writing Assignments**

1. Ask your students to research the history of Dubai. What have people in Dubai traded over the years? With whom have they traded? Who are its top trading partners? Ask them to write a one-page paper summarizing what they have learned.
2. The trade topic about the history of tea posted on the Boomerang Box web site ([www.apl.com/boomerangbox](http://www.apl.com/boomerangbox)) gives several suggestions for assignments. Ask your students to learn more about tea and its history by completing one of those assignments.
3. The case study omits a great amount of detail in quickly providing students with a summary of possible recommendations for Nigel. Ask them to research different shipping methods to get a load of tea from Nhava Sheva to Jebel Ali. Are there other options than the option of going by sea? How long has that particular trade route existed?