

# TEACHER QUEST TAMPA BAY PROGRAM

## ACTION PLAN – EVALUATION VERSION

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**Lesson Title:** Maritime Career Exploration

**Grade Level:** 6 - 8

**Subject Area(s):** Science

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### Summer work experience (3 - 4 paragraphs)

This summer I was granted a teacher internship through Technological Research & Development Authority to work with The Propeller Club of the United States – Port of Tampa. Designed by Dave Sessums, I had the opportunity to work within five various maritime companies to learn more about the overall industry. These companies included Tampa Bay Pilots, A.R. Savage & Son, Ports America, Pfitzco Engineering, and International Ship & Repair. My time with each agency was approximately one week long during which I worked alongside and shadowed various team members to gain practical experience in the field. I also collected and read various hand-selected resources to broaden my knowledge base while at each agency.

Unique to my situation, I am one of six teachers currently employed by the School District of Hillsborough County who are working to develop a maritime curriculum. Approached a few years ago by leaders in the local maritime community, our Superintendent was asked to work in partnership with them to develop a maritime curriculum to help create interest and generate a local job candidate pool for the maritime industry. As the second largest industry employing citizens in the Tampa Bay area, the maritime industry is responsible for not only careers at sea but also for several thousand jobs on land. In fact, it is estimated that for every one sea position, there are 1,500 land positions created. Currently, with a scope and sequence mapped out from grades six through twelve, our maritime curriculum team is awaiting feedback from maritime industry leaders to continue creating units and associated curriculum guides. Our hope is to implement grades six and nine for the 2010 – 2011 academic year, with all subsequent grades, grades six through twelve implemented for the 2011 – 2012 academic year.

Specific to this geographic region, I feel the knowledge, skills, and resources that I have been exposed to during this teacher internship will help assist me in creating a well rounded maritime

curriculum that will compliment all levels of educational experience – high school diploma only, associates degree, bachelors, masters, doctoral degree. While creating course content, the relationships and networking I have created will serve as a great asset when content needs to be reviewed. Experts in the field have expressed their excitement and appreciation for this project and are overly willing to assist however possible. These relationships will be of great value particularly when trying to create internship opportunities for local high school students. Internship opportunities may result in a viable local talent pool for maritime job positions.

### **Lesson plan/unit of study (including the following subheadings)**

#### **Objective(s):**

- Students will gain exposure to the various maritime careers available locally, as well as nationally, and worldwide.
- Students will investigate a maritime career of interest and focus on workplace skills and career/educational planning.
- Students will create an electronic portfolio through a variety of means (i.e. podcast, video cast, stop motion video, digital presentation) to showcase their chosen maritime career selection for public forum and/or internet access

#### **Sunshine State Standards:**

- Course # 8600220 – Exploring Technology & Career Planning (Orientation/Exploratory and Career Planning)

#### **Self- Awareness**

- 29.0 Identify five values that they consider important in making a career choice.
- 30.0 Identify skills needed for career choices and match to personal abilities.
- 31.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 32.0 Identify strengths and areas in which assistance is needed at school.

#### **Exploring Careers**

- 34.0 Demonstrate the ability to locate, understand, and use career information.
- 35.0 Use the Internet to access career and education planning information.
- 36.0 Identify skills that are transferable from one occupation to another.
- 37.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 38.0 Explain the relationship between educational achievement and career success.

## Workplace Skills

- 41.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 43.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills

## Career and Education Planning

- 44.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 45.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

### Materials:

- Maritime career exploration cards
- Maritime industry web site listing
- Student maritime career planning worksheet

### Instructional Procedures:

- Students will be assigned to a computer with internet access.
- Drawing out of a container, students will choose one maritime career exploration card in which they will research.
- Each student will be given a student maritime career planning worksheet to help guide their investigation. Students will be encouraged to perform preliminary research about their selected career using Wikipedia. **\*It is important to stress to students that Wikipedia is a collaborative community effort in building the “norm” for various topics and ideas presented on the site. Wikipedia can be publicly edited and can contain inaccurate information. However, Wikipedia is a great resource to use to get a basic understanding for/on a certain topic.**
- Students will fill out the student maritime career planning worksheet while obtaining information about their assigned maritime career. Students will be encouraged to use the marine industry web site listing, which contains local agencies that offer maritime careers noted on their exploration card, as well as other suitable and appropriate web sites.
- Upon completion, students will then create a podcast or video cast summary (preferably typed) about their maritime career. At a minimum, all information gathered on the student

maritime career planning worksheet should be included. Any additional information may also be included.

- Students will trade summaries and carry out two peer review sessions.
  - Peer review can be done for the first 5 – 7 minutes at the start of each class period.
  - Students can then take the feedback gained and make modifications that evening for homework
  - This pattern can be repeated as many times necessary as determined by the teacher
- Once peer review has taken place, the student will submit their summary for teacher review.
- The teacher will review the student's summary for grammatical structure and accuracy of information.
- Students will then use their summary that has been both peer reviewed and teacher approved, and create a digital project as a final presentation means. Acceptable grade level appropriate projects include:
  - Podcast
  - Video cast
  - Stop motion video
  - Digital presentation file – Microsoft PowerPoint with narration, Apple KeyNote with narration
- Student projects will be shared with other students and community members via internet. Projects may be posted to a classroom web site, school web site, shared using Google Docs, YouTube, or other social networking sites. **\*Be sure to comply with district internet safety guidelines and photo/video/digital work authorization procedures.**

**Integration of summer work experience/follow-up activities:** Please see “Summer Work Experience” section above

**Assessment Instrument:**

- An assessment instrument in the form of a grading rubric will be created by the teacher prior to starting the maritime career investigation. The teacher may decide to provide the grading rubric to students before starting the web based research or upon completion and review of their summary.

# Maritime Industry Web Site Listing

## Local Maritime Agencies

<b>A.R. Savage &amp; Son</b>	<a href="http://www.arsavage.com">http://www.arsavage.com</a>
<b>International Ship &amp; Repair</b>	<a href="http://www.internationalship.com">http://www.internationalship.com</a>
<b>Pfitzco Naval Architects</b>	<a href="http://www.pfitzco.com">http://www.pfitzco.com</a>
<b>Ports America</b>	<a href="http://www.portsamerica.com">http://www.portsamerica.com</a>
<b>Tampa Bay Pilots – Florida Pilots</b>	<a href="http://www.floridapilots.com">http://www.floridapilots.com</a>
<b>Tampa Port Authority</b>	<a href="http://www.tampaport.com">http://www.tampaport.com</a>

## Related Articles & Resources

<b>American Pilots Association</b>	<a href="http://www.americanpilots.org">http://www.americanpilots.org</a>
<b>FairPlay – International Shipping News</b>	<a href="http://www.fairplay.co.uk">http://www.fairplay.co.uk</a>
<b>Journal of Commerce</b>	<a href="http://www.joc.com">http://www.joc.com</a>
<b>Marine Log</b>	<a href="http://www.marinelog.com">http://www.marinelog.com</a>
<b>Pacific Maritime Magazine</b>	<a href="http://www.pacmar.com">http://www.pacmar.com</a>
<b>Port Manatee</b>	<a href="http://www.portmanatee.com">http://www.portmanatee.com</a>
<b>Who Are The Harbor Pilots of Tampa Bay?</b>	<a href="http://www2.tbo.com/content/2009/jan/16/qa-harbor-pilots-tampa-bay">http://www2.tbo.com/content/2009/jan/16/qa-harbor-pilots-tampa-bay</a>
<b>Wikipedia – Port of Tampa</b>	<a href="http://en.wikipedia.org/wiki/Port_of_Tampa">http://en.wikipedia.org/wiki/Port_of_Tampa</a>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### Maritime Career Planning Worksheet

Maritime Career Focus:

In the space below, briefly state how you would describe this position to someone who has no knowledge of the ocean, port operations, or maritime field.

What level of education do maritime agencies require of those applying for this position?

High School Diploma

Associates Degree

Bachelor Degree

Masters Degree

Doctoral Degree

Identify any special certifications strongly recommended or required to obtain this position.

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If you were an employer in charge of hiring a person for this position, what five personality characteristics would you look for? Place a + next to each characteristic you feel you possess or a – next to each characteristic you feel you are lacking for this position.

Personality Characteristics	Personal Assessment
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Using a minimum of five adjectives and no more than ten adjectives, describe the general work conditions a person would have to be willing to work in, in order to carry out this position?

**Does this position support local economy? If so, evaluate how the economy would be impacted if this position was lost?**

**What is the average workday like for a person in this position?**

**What is the salary for this position?**

<b>Hourly</b>	<b>Daily (8 hours)</b>	<b>Weekly (40 hours)</b>	<b>Monthly (4 weeks)</b>	<b>Yearly (52 weeks)</b>