



Title: Introduction Activity: Transportation, Distribution & Logistics Career Cluster

Grade: 6

Career Development Model:

Career Exploration

Nebraska Career Readiness Standards:

- Manages personal career development

Objective:

- Students will identify career opportunities and job titles within the TD&L career cluster.

Materials and Supplies Needed:

- Any textbook (to use as a prop)
- Copies for each student of “Journey to the Store Shelf” handout
- Optional: UPS or Amazon logistics video or fulfillment center videos
 - Example: Amazon Global Logistics Technology:
<https://youtu.be/1PHwq1-f62k>
or <https://youtu.be/ncwsr1Of6Cw>

Class Instructions:

Time: 30 - 40 minutes

1. Where did it come from? (Distribution)
 - a. Pose the question on the board: “How did this textbook get here?”
 - b. Discuss and map the journey of the textbook from the classroom to the materials from which it was made. (Extreme accuracy is not the required; they just need to get the point. See the “Example for Step 1” provided.)
2. How did it get there? (Transportation)
 - a. Use a different color of board marker.
 - b. For each arrow, list how the textbook may have been transported. (Examples: train, ship, truck, handcart, etc.)
3. Use the map on the board to discuss and illustrate how Part 1 represented Distribution of goods and Part 2 represented Transportation of goods. Share that Logistics are the people and systems that make decisions about what to distribute

and how to best transport goods.

4. Distribute copies of “The Journey to the Store Shelf” handout to each student.
5. Using the information gathered from the textbook example, help students work through the first column on their handout. Capture the information on the board for students to refer back to if needed.
6. If they have not already, ask students to fill in the first column on their chart as demonstrated on the board.
7. Depending on time available, students can work through the remainder of the worksheet on their own or by dividing up the items, splitting into groups and sharing their thoughts for the entire class to hear.
8. Discuss the wide variety of careers in the TD&L career cluster. Share that many are behind the scenes careers, but they affect us all.
9. Optional: Show the UPS Logistics commercial video. Ask students to make up their own definition to the terms “transportation,” “distribution,” and “logistics.” Use the information provided as a gauge for your students’ understanding of the cluster.
10. Continue to encourage exploration of careers in TD&L.

Credits/Sources:

Nebraska Career Education

The Journey to the Store Shelf

Directions: For each product, fill in the answers to the three questions. If drawing a little map is easier for the second and third questions, go ahead and do that in the space provided, on the back of this page, or on another piece of paper.

Product:	Textbook	Banana	Sweatshirt	Notebook	Gasoline
What are some of the raw materials used to make this product?					
Map the product backward from the store shelf to the raw product.					
What are some of the possible means of transportation used from place to place?					