



## Lesson Plans

<b>Sector:</b> Generic	<b>Occupation:</b> Shippers and Receivers (NOC 1471)
<b>Theme:</b> Problem solving	<b>Occupational Task:</b> Find solutions for the various problems that are typical in a shipper receiver's day.

### Essential Skills (ES) developed during the learning activities:

#### Oral Communication

- Communicate one-on one on detailed and specific matters, interact frequently with several people. (ES3)
- Provide, obtain or exchange detailed complex information and opinions. (ES 3)
- Follow and give detailed multi-step instructions. (ES 2/3)

#### Thinking Skills

- Use problem solving skills to develop solutions to the problem situations. (ES 2/3)

### Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

#### Speaking

- Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)
- Indicate problems and solutions in a familiar area. (CLB 8)
- Ask for and or provide detailed information related to routine work requirements. (CLB 8)

#### Listening

- Demonstrate comprehension of details and speaker's purpose in directive requests, orders and pleas. (CLB 7)
- Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events are reported out of sequence. (CLB 7)

#### Reading

- Identify factual details and inferred meaning in moderately complex text which is mostly concrete and factual with some abstract, conceptual and technical



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vocabulary items. (CLB 6)

- Follow a set of common everyday instructions when not presented completely in point form: sequence/order must be inferred. (CLB 6)

### Writing

- Effectively convey familiar information in familiar standard formats. (CLB 6)
- Fill out moderately complex forms. (6/7)

### Language and culture focus for the learning activities:

#### Grammar

- Grammatical structures needed for questioning and getting more information: What is the problem? Why can't the order be here on time? How can you fix this? What is the latest date we can move this to? What should we do? What do you suggest we should do? What can you do about this? When can we expect the shipment? Should we cancel the shipment? When can we expect the shipment? We can't accept these goods, this merchandise, etc. When can you replace this order? How soon can you have it here?

- Making suggestions (I think we should...., Maybe we could....., I suggest....., I'd like you to...., We need this.... by ....)

#### Vocabulary

- Describe goods, explain problems, suggest solutions  
e.g. damaged, dented, scratched, smashed, spoilt, ruined, late, overdue, amount, quantity, sum, total, merchandise, products, goods, stock, wrong, incorrect, unacceptable

**Culture** - It is necessary to be systematic, well organized and accurate. Shipper Receivers need strong communication skills to coordinate their activities with customers, suppliers, end users, truck drivers and other transporters. They need to be able to come up with ideas to handle problems and stay calm and in control.

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### Suggested teacher resources and classroom materials needed:

#### Essential Skills Profile 1471

<http://srv600.hrdc-drhc.gc.ca/esrp/english/profiles/18.shtml>

#### Background information on shippers receivers

<http://www.edunetconnect.com/cat/careers/shipper.html>

#### Cards with the following problems written on them:

- A shipment is late arriving. Discuss the details with your supervisor and with your
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supplier. Get the necessary information and make some suggestions about what to do.

- A shipment has arrived with damaged goods. Discuss the details with your supervisor and with your supplier. Get the necessary information and make some suggestions about what to do.
- You have received the wrong product for an order. You must determine the most appropriate solution. Two possible solutions are either returning the merchandise or storing it for use in another order. Can you think of any others? Role-play this in a discussion with your supervisor.
- You have received payment slips which are incorrectly filled out. Consult with co-workers for information or contact clients and carriers to clarify the payment details.
- You must cope with the arrival of large shipments of improperly packed goods while short of staff. You must determine how best to arrange for quick unloading of goods without damage, using available staff. Role-play collaborating with your available staff to find a solution.

One evaluation sheet for each learner for each role play. See attached sample of Evaluation sheet.

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**Estimated time for the learning activities: 3 hours**  
**This is one lesson in a series of English in the Workplace classes.**

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**Learner Profile:**

Multi level employees in a manufacturing plant. They either work as shipper receivers already or could potentially move into that job. The content is familiar to the learners because they work in this environment. They need to practice their oral communication skills and have a better knowledge of the demands of the shipper receiver job.

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**Learning Objectives:**

The learners will demonstrate the ability to use correct workplace vocabulary applicable to common workplace situations.

The learner will be able to express a workplace problem, discuss options for solutions and suggest a course of action.

The learner will evaluate their classmates' oral communication skills for appropriateness to a workplace situation.

The learner will fill out a simple peer evaluation form to support their evaluation of their classmates.

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**Learning activities:**

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1. Brainstorm with class to list the job tasks of the shipper receiver and develop a job description. As learners supply tasks list them on the board. Provide needed vocabulary. Make sure they cover all of the following information taken from ES profile 1741. Shippers and receivers ship, receive and record the movement of parts, supplies, materials, equipment and stock to and from an establishment. Also use <http://www.edunetconnect.com/cat/careers/shipper.html>

**(20 minutes)**

2. Ask the learners what they think are the most important skills a Shipper Receiver must have to accomplish these tasks. Guide them towards

- Document Use
- Oral Communication
- Problem Solving
- Job task planning and organizing

Tell them that this lesson will concentrate on oral communication around problem solving. (15 minutes)

3. Divide learners into small groups. They brainstorm the types of problems that may arise for a shipper receiver. They report back to the group. List the problems on the board. Since they are familiar with this line of work they should be able to come up with some ideas. If they have difficulty coming up with suggestions refer them to the Essential Skill Profile for Shipper/Receivers. Following are the situations listed in the Essential Skill Profile for Shipper/Receivers:

- Deal with delayed shipments or damaged goods. They discuss the details with supervisors or suppliers and fill out the appropriate forms.
- May receive the wrong product for an order. They determine the most appropriate solution, such as returning the merchandise or storing it for use in another order.
- Receive payment slips which are incorrectly filled out. They consult with co-workers for information or contact clients and carriers to clarify the payment details.
- May have to cope with the arrival of large shipments of improperly packed goods while short of staff. They determine how best to arrange for quick unloading of goods without damage, using available staff.

(30 minutes)

4. As a class take each problem and brainstorm the vocabulary and grammatical structures needed to express it orally. List these on the board. Review meanings and pronunciation. (30 minutes)

5. Divide the class into pairs. Hand out the problem cards. There should be one for each pair. It is alright if more than one pair works on the same problem. Outline the goal of the role play and the evaluation form. The role plays should follow the format of stating the problem, exploring options to rectify the problem and suggesting a solution to the



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problem. Learners will be evaluated on this content and also on clarity and comprehensiveness. (15 minutes)

6. Give the pairs time to practice their role-play. (20 minutes)

7. Hand out evaluation forms to each learner. They should have one evaluation form for each role play they watch. Review the correct method of completing the evaluation form. (10 minutes)

8. Pairs present their role plays to the class. (depends on size of class, approximately 3 minutes per role play) (30-45 minutes)

9. Instructor and learners give constructive oral feedback to the learners after each role play. Written evaluations are given to the role play participants after the lesson. (approximately 5 minutes per role play) (30 minutes)

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**Additional and/or extension learning activities:**

The following activities should be taught in subsequent lesson to practice another facet of a Shipper/Receiver's job

Filling out forms to accompany damaged goods using

**Workwrite Volume 1, Preparatory Training Programs, ISBN 0-9689048-4-X 2nd Edition , 2002,**

**Page 263, Nonconformity Report**

**Workwrite Volume 1 p. 269 – Product Damage Report**

**page 274 – Inventory Form (sample, instructor would have to make up her own)**

**LETTER READING AND WRITING – SHIPPER/RECEIVER**

**[http://demonstrations.alphaplus.ca/Public\\_dir/22-shipper.TEACHER.rtf](http://demonstrations.alphaplus.ca/Public_dir/22-shipper.TEACHER.rtf)**

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**Evaluation:**

The learners will be evaluated by the instructor and their classmates. As they present their role-plays the audience will fill out a form which will evaluate the format of stating the problem, exploring options to rectify the problem and suggesting a solution to the problem.

The class will also evaluate the role-plays for vocabulary, grammatical structure, clarity and comprehensiveness.

\* See sample evaluation form below.

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## Evaluation Form

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

1 = very good

2 = satisfactory

3 = needs practice

### A. Delivery

- \_\_\_\_\_ Spoke loudly and clearly
- \_\_\_\_\_ Appeared comfortable and at ease.
- \_\_\_\_\_ Used appropriate gestures and body language

### B. Communicative Ability

- \_\_\_\_\_ Pronunciation was clear
- \_\_\_\_\_ Spoke fluently and confidently
- \_\_\_\_\_ Grammar was reasonably accurate
- \_\_\_\_\_ Vocabulary was appropriate. to the situation.
- \_\_\_\_\_ Maintained eye contact with listener
- \_\_\_\_\_ Listened carefully

### C. Content

- \_\_\_\_\_ Presented the problem clearly
- \_\_\_\_\_ Explored options
- \_\_\_\_\_ Suggested solutions