

Global Education Programme

General guidance for
employee volunteers

Dear Colleagues,

Welcome to the DP World Global Education Programme.

Thank you for your interest in becoming a DP World education programme volunteer.

We have developed nine educational modules that you can take into local schools and deliver to children aged 8-14 years as part of your volunteering leave and/or your Personal Development Plan. Along with this guidance document, the modules come with lesson plans, delivery notes, student activities and worksheets – everything you need to help you deliver an inspiring session to the young students of your community. Each module can be delivered either in isolation or as a series of volunteering sessions, so you can choose the module(s) to best suit your role and experience. The modules – developed with a specialist education consultancy and support from teachers – cover a wide range of topics to engage young people with the maritime sector, an important but often overlooked industry.

Education is one of the four focus areas of DP World's community investment strategy. Global educational needs are urgent, particularly in priority areas and developing economies where DP World has a presence. As a leader in global trade and logistics, it is important to ensure that our people and our resources serve as a vehicle for education, and that we raise awareness of maritime trade and its role in everyone's lives. By establishing a global education approach, we can build on our existing activities, and achieve great impact.

The main objectives of the education programme are to:

- boost the **skills, aspirations and confidence** of young people in DP World communities
- raise **awareness** about the maritime sector and related career options
- develop a **talent pipeline** of future employees and into DP World's higher education programmes
- build employees' soft skills and enhance their professional development.

We hope you find the DP World Global Education Programme engaging and relevant for your Business Unit.

Please share with us any feedback – positive or negative – to:
sustainability@dpworld.com

Best wishes,

DP World Sustainability Team

Your role

What it means to be a DP World education programme volunteer

Volunteering with the DP World education programme enables you to share your skills, experience and insights with local young people, helping them to learn more about the world around them. You will enjoy the achievement of taking on a new and different kind of challenge, see your own job in a new light, develop skills and make a real difference in your local community.

When you volunteer you become an ambassador for DP World. You represent DP World and the shared corporate values that guide us:

- Courage
- Respect
- Intelligence
- Pride

When you work with a local school, communicate with teachers and lead sessions with young people, think about how you can bring these values to life and:

- showcase your skills
- be a role model for the young people
- make a great impression on teachers and the school
- demonstrate DP World's commitment to building vibrant, secure and resilient communities.

Promoting your port and the careers it supports

Many people will not know about what happens at a port or of the careers it supports, and may not understand its importance in bringing them the goods and products they use each day. So, you should think about how you can bring our business to life in each session:

- What different careers are needed to help ports function?
- How many local people does the port or Business Unit employ, and what economic value does this add to the local community?
- Where do goods arrive from or leave for, globally, and what are these goods?
- How might life be different if ports did not exist?

The sessions

Objective

You can visit schools on your own, with a colleague or even as a small group. The sessions aim to bring ports and the world of global trade and logistics to life through eight different activity modules. For each session you deliver, you have the flexibility to present the module which best matches your role and experience.

Time commitment

To make the most of your time in school, it is advisable that you spend at least 2-3 hours preparing and understanding the session content. Each session lasts about 60 minutes, but you may wish to spend more time in the school. At the end of your session, you will need to complete the post-visit evaluation process. So, in total, you can expect to spend one whole day volunteering. There is a breakdown of the expected time commitment on page 15.

Session structure

- **Introductory presentation:**
Introduce yourself and your port.
- **Module starter activity:**
Get students engaged and generating ideas about the topic covered in the module.
- **Main module activity:**
Introduce the challenge or problem, which students must work together in small groups to solve.
- **Wrap-up:**
A series of questions helps students reflect on what they have learned.

Sessions can be delivered in just 60 minutes, if you carefully adhere to the minimum timings outlined in the delivery notes. However, we suggest

that to get the most out of your visit, you arrange to spend more time at the school. This will allow students to have more time completing the activities. It also creates the opportunity for more conversation and an extended question and answer session between you and the students.

Introductory presentation

Students will not know much, if anything, about containerised transport and international shipping. The introductory presentation sets the scene and lets you explain your own role in helping goods flow smoothly in and out of your port. Download this presentation from Connexions. Each slide comes with detailed presenter's notes, which you can follow as closely as you choose. Before you lead a session you will need to tailor the slides to include information about yourself and your port. You can add any slides you feel will bring the session to life even more. For example, you may wish to add more images, or information about work experience and apprenticeships. Feel free to make the session your own!

Vocabulary slide

Key vocabulary definitions for each module are included in the introductory presentation. They should be displayed while students complete the activities, and explain important vocabulary and jargon with which students may not be familiar. Be prepared to supplement the vocabulary slide with your own explanations using familiar language.

Modules

Each module is based around a theme and topic, for example: 'What makes a good location for a port?' In the session, students help solve a problem that is

age-appropriate but realistic. Modules link to a curriculum subject they will study at school.

The right module is one that you feel confident to deliver and which delivers useful learning outcomes for pupils. You can run a session on your own, or with a colleague.

So, you don't have to offer every module to the school. Decide first which ones you will feel confident to deliver and only share information about these modules with your teacher contact.

The modules overview, and each module's delivery notes, outline the activities and learning outcomes. Show your teacher contact the summary table and offer to drop off, email or post them a set of delivery notes for any modules that interest them.

Delivery notes

Each module has detailed delivery notes for students aged 8-11 (lower) and 11-14 (higher). This has instructions on what to do, what students should do, timings for each stage and suggested questions to include.

Student materials

Each module comes with two student worksheets that help students complete the activities. There are separate worksheets for the higher and lower delivery options.

Leave behind ideas

Each module includes a short set of follow-up activity ideas that teachers may wish to pursue after your visit. Leave a copy with the teacher or offer to drop off, post or email a copy afterwards.

Evaluation process

We have developed an evaluation framework to robustly measure the impact of this programme in relation to our wider sustainability strategy. Evidence will be gathered through **questionnaires** which are to be completed by the teachers and students who have participated in a volunteer session, as well as your own feedback to us. Your cooperation is therefore crucial in helping us to understand the successes and opportunities of the programme.

Before your session, you will need to download and print adequate copies of both the teacher and student questionnaire from Connexions. It is **essential** that the questionnaires are completed by teachers and students after your session. You will need to collate the responses and submit them, along with your own completed questionnaire, to the Education Portal. Access to the Education Portal is only via these **exact** links:

- Feedback from students:
<http://surveys.dinksurveys.com/start.aspx?sid=RYZ6VD>
- Feedback from teachers:
<http://surveys.dinksurveys.com/start.aspx?sid=IRZ6VD>
- Your own feedback:
<http://surveys.dinksurveys.com/start.aspx?sid=5YZ6VD>

Alternatively, if the school has the technical capacity, you could provide the following (different) links for teachers and students to submit their feedback directly.

- Link for teachers:
<http://surveys.dinksurveys.com/start.aspx?sid=AYZ6VD>
- Link for students:
<http://surveys.dinksurveys.com/start.aspx?sid=JRZ6VD>

Make sure you confirm that this is possible before your visit.

Modules overview

Each module includes a session for lower (age 8-11) and higher (age 11-14) delivery that include age-appropriate activities linked to the curriculum. You may wish to deliver the Extended session, which brings together activities from modules 1, 6 and 7.

Location, location

Ports and port management: What makes a good location for a port?

Curriculum subject: Geography

Learning outcomes:

- Identify what geographical features make a place a good location for a new port.
- Explore four options for a new port and choose the best, explaining why.
- For the higher level session delivery, students explore these ideas in more depth.

Which port am I?

Ports and port management: Where are ports located around the world?

Curriculum subject: Geography

Learning outcomes:

- Understand that ports help global trade by linking countries around the world.
- Use descriptions to identify ports in different countries.
- For the higher level session delivery, students will achieve these outcomes through more challenging activities.

Maritime maths

Ports and port management: How can we safely load a container ship?

Curriculum subject: Maths

Learning outcomes:

- Plot a series of coordinates in a single quadrant grid.
- Identify translations that will create simple line symmetry and link this to a balanced load on a container ship.
- For the higher level session delivery, students complete this task in four quadrants and students will identify translations that will create symmetry around the origin.

Correct containers

Global trade: How do we move goods around the world?

Curriculum subject: Geography, Design & Technology

Learning outcomes:

- Recall that goods are traded between countries around the world and list some examples.
- Understand how containers protect goods during transit and storage.
- For the higher level session delivery, students will learn how containers protect goods during transit, using their own design as one example.

Super saver

Global trade: Why are containers a good way to transport things?

Curriculum subject: Maths

Learning outcomes:

- Measure and compare the times taken to load and unload a model ship using containerised/loose cargo.
- Some students will also calculate average times.
- Identify how containerised shipping makes it cheaper to transport goods around the world.
- For the higher level session delivery, students will create line graphs and a bar chart to explore changes to the cost of moving goods on container ships of different capacities.

Go green

Sustainability: How can ports and shipping be sustainable?

Curriculum subject: Geography

Learning outcomes:

- Understand how sustainability can relate to the environment, people and communities.
- Identify and explain examples of sustainability within shipping and port operations.
- For the higher level session delivery, students explore these ideas in more depth.

Ports at work

Careers: What different jobs help a port function well?

Careers and the world of work

Learning outcomes:

- Learn about the jobs which help a sea port operate.
- Describe some jobs and the skills needed to perform them, and explain how they help global trade move goods from place to place.
- For the higher level session delivery, students will achieve these outcomes through more challenging activities.

Business on the Move

NB 2 ½ hour session – students play a game

Global trade: What does it take to move goods around the world?

Curriculum subject: Geography, Maths, Numeracy

Learning outcomes:

- Play 'Business on the Move' to understand some key stages in transporting goods from China to shops in the UK.
- Explain some decisions a transport company must make to help it run smoothly.
- For the higher level session delivery, students can play an extended version of 'Business on the Move'.

United for Wildlife

Sustainability and social responsibility: Tackling the trade and transportation of illegal wildlife products

Curriculum subject: Citizenship

Learning outcomes:

- Describe the illegal wildlife trade
- Explain the purpose of the Transport Taskforce
- Give examples of how DP World fulfils its role in tackling illegal wildlife trafficking

Planning and preparation

Review the module and activities

Know the introductory presentation and module content well. If you have time, try the activities for yourself. Make sure you know the suggested timings so that you can complete the session on time. This is very important so that students can complete the activities and benefit from the learning outcomes.

Plan your own contributions

Your own insights and experiences will bring your session to life. They will make it more enjoyable for you to deliver, and more enjoyable for students to experience.

Think about how your job relates to the topic you will explore. What is your own contribution to helping goods enter and leave the port quickly and efficiently? Who do you work with and how do they help? What stories do you have to tell?

Personalise the slides and presenter's notes in the introductory presentation. Make notes about any interesting facts or anecdotes you can share during each part of the session.

What to ask the school to do

- Check how the session may relate to topics they are studying or have already studied.
- Tell you how many students are in the class, so you can bring enough worksheets or giveaways.
- Explain any travel, access or parking limitations.
- Confirm whether you can play a short film in the classroom.
- Ensure that the teacher and any teaching assistants will remain present throughout the session.

- Depending on the activities in the session, the teacher may want to help assign students to groups, to match students of a similar ability, or to create mixed-ability groups.
- Have the classroom projector ready for you to plug in your laptop, if applicable.
- Have any additional resources ready. The delivery notes will list these if they are required.
- Consider using the follow-on learning ideas after your visit.

What to bring with you

- Your DP World ID
- Laptop and cables, with the introductory presentation ready to project.
- Any additional photos or slides you would like to share. Make sure these are interesting and appropriate for the age group. Don't bring too many.
- The module delivery notes, with your own notes and contributions prepared.
- Printed copies of the worksheets. The delivery notes will tell you how many to bring. Make sure these are the right ones for the age group. If required, cut them up in advance.
- Branded pens or other items for students and the teacher.
- If possible, items linked to your role e.g. hard hat, high vis vests etc. Children love these!

Set up

- Plan to arrive well in advance of when your session will begin. This will give you time to park if necessary, sign in to the school reception, meet staff and set up.

- Have the introductory presentation ready to go on your laptop with the right cable ready to connect it to the projector, or ask the teacher to load it onto their computer.
- If your session requires any changes to the classroom layout, decide how and when to do this.
- If you have brought branded pens, hand these out when students will need them, but not before. Leave handing out any other giveaways until the very end of the session.

Delivering a session

Introductory presentation

Set the scene with this introductory presentation. Each slide has presenter's notes to help you. You will need to add content to some slides to personalise them for yourself and your port. Allow about 15 minutes for the introduction. Monitor your time, but do not rush – talk slowly and clearly. Introduce yourself but explain that students will find out more about you later on.

Use the quiz questions on the opening slides to engage students and get them interacting with you – something you will want to maintain throughout the session.

After slide 5, 'Who are DP World?', and if you are able to, play the short film which is embedded in the PowerPoint. If you have any problems with playing an embedded film, you can access all DP World films at: <https://vimeo.com/dpworld>

End your introduction by explaining what students will do and learn in the session, and the skills they will use and develop. This helps to focus students on what they will do. Two final slides are

included to help you close the session later on. You may want to display the keywords slide for the module, to help explain any technical vocabulary.

Module activities

Follow the module delivery notes to help students complete the activities. There are clear instructions on what you need to do, what students will do, and what questions to ask to help students learn from each activity.

Circulate between groups to discuss pupils' ideas and provide help, and encourage the teacher and any teaching assistants to do the same (they may want their own copies of the delivery notes to help them).

Locate the classroom clock or use your watch to monitor time and stick to the timings. Give students a one-minute warning to help them finish each activity.

Winding up

A successful session ends with a 'plenary', a short activity that draws together what students have done, to help them learn from the activities. If you take too long with the main activities, you will not have time for this important part of the session.

Begin your plenary by exploring the suggested questions in the module delivery notes. These help link the activity to curriculum topics students are studying and encourage students to reflect on how your port, and international trade, affects their day-to-day lives. The introductory presentation then provides a couple of slides to bring the session to a close, after which students and teachers should complete the relevant questionnaire.

Questionnaires

Make sure you hand out a questionnaire to each student and teacher. Collect in all the questionnaires at the end and use the instructions on Connexions to complete the evaluation process.

If there is spare time at the end

You may find that students complete their activities more quickly than planned, leaving some spare time at the end of the session. Use this time to share more about yourself and your role at DP World, or to allow students to ask you more questions about DP World, shipping and global logistics. Some ideas you may wish to share more about yourself include:

- What are your favourite parts of your job?
- What are some of the more interesting or unusual things you have to deal with, or which have happened at your regional office or local port?
- How has shipping and logistics changed during your career?
- What do you think are the most interesting developments for the future?
- How can students find out more about employment opportunities at your regional office or local port?
- What goods and products do students think their country imports and exports?
- Where do they think these products are produced or manufactured?

Hints and tips

Even if you are used to giving presentations or running workshops, you may not be too familiar with working with young people. These hints and tips will help make your sessions a success.

Use positive language and body language

- Smile!
- Make sure every student can hear you clearly.
- Stress important words, for example when asking students to do something.
- If you need to use technical jargon, explain yourself in child-friendly language. If you mention something which is not in the keywords list for the module, write it on the board if you can.
- Maintain eye contact with students as you look around the room.
- Reinforce pupils' positive contributions by nodding and smiling as you respond.

Be interactive

- Talk as much as you need to, but not more – give students time to learn by doing.
- Circulate between groups while students complete their activities.
- Allow time for students to share their ideas and insights.

Use questions to keep students engaged

- Use the suggested questions in the delivery notes as your starting point
- Try phrasing your question in more than one way, so all students can understand and respond.
- Think about whether to ask a 'closed' question (one with only one correct answer) or an 'open' question (one with lots of possible answers). Open questions are best for exploring ideas and stimulating discussion, while closed questions are better for identifying the correct answer to some kinds of activity, like a maths challenge.

- Use these four steps to make the most of questioning opportunities:
 - **Pose** the question to the class.
 - **Pause** to let students think about their answer.
 - **Ask** a student to share their answer (for example someone with their hand up).
 - **Build** on their response by asking other students to add their own thoughts.

Use the teacher

- The teacher should remain in the classroom and take the lead on student management or discipline.
- They can help arrange tables, hand out or gather in worksheets, and organise students into groups.
- The teacher can also circulate to help students as they complete their activities.

Think ahead

- Know your module before you arrive.
- Watch the clock to ensure you don't over-run.
- Think about the next discussion or activity, to keep transitions smooth.

Deal with questions

- Know the basic facts and figures about your port. You may want to write these down as a simple fact sheet to have to hand. For example:
 - How big is it? (Area)
 - How many people work there?
 - What are the main goods that flow in and out?
 - How many cranes are there and how large are they?
 - How many containers arrive each day or year?

- Find out if any local issues may lead to difficult questions from pupils. Agree a suitable response you can provide, if asked.
- Do not be afraid to admit if you do not know the answer. But explain that you will try to find out, and then remember to follow up with a phone call or email to the teacher.

Remember you are an ambassador for DP World. Every answer is an opportunity to showcase DP World and demonstrate its commitment to people and communities.

Following up

Thank the school

- Thank the students at the end of the session and let them know how you have enjoyed working with them.
- Thank your teacher contact in person when you leave the school, and follow up with an email if appropriate.

Ask for feedback

As well as requesting that teachers and students complete **questionnaires** at the end of your session, invite the school to make any suggestions for how to improve the module content. Forward their ideas to the local Sustainability Champion or DP World Head Office at: sustainability@dpworld.com

Ask if you can return

When you thank the teacher, express your desire to return and work with other students or to deliver a different module, if the school would like this. Talk to your Sustainability Champion about this.

You could visit again on your own, and make more of your journey time by

delivering more than one module next time. You might also bring one or more colleagues with you, to deliver sessions together or to reach more students through a group visit.

Create a case study for DP World

Consider writing up a short case study of your partnership with a local school. Ask the school's permission to do this, especially if you want to include a photo of yourself working with pupils. (You will need permission from the school to take a photo. The teacher can do this while you deliver the session.)

Things to outline when writing your case study:

- Introduce yourself, the port you work at and your role.
- State the topic you explored.
- Outline what activities students did and what they learned about your port and about container transport and the maritime industry.
- Include one or two quotes from pupils, and a quote from the teacher (ask for these when you email the teacher to thank them for having you).
- Explain that you have delivered the session as part of DP World's commitment to helping local communities.

Building your career

What's in it for you as a volunteer?

Volunteering with the DP World education programme is an opportunity to build your own skills and confidence and supports you to reflect on your role, what you enjoy doing, how you contribute to DP World, and your future ambitions.

Think about which skills are your strengths, and which ones you might wish to develop as you take part. Ideas include:

Teamworking	Collaborating with your school contact Working with other colleagues who volunteer, and with those who may cover for you while you are at the school
Initiative and determination	Deciding to volunteer Overcoming any fears or reservations about working with pupils
Analysis and problem-solving	Helping students complete their activities during the session Resolving issues on the spot during the session
Self-management and time management	Planning and preparing for your session Planning your travel and arrival Managing time during the session
Decision-making	Choosing the modules you would feel confident to deliver Identifying possible partner schools
Communication	Communicating with our teacher contact by phone, email or face to face Presentation skills: leading the session and talking with pupils Leading the session and talking with pupils Following up with your teacher contact

Take time to reflect

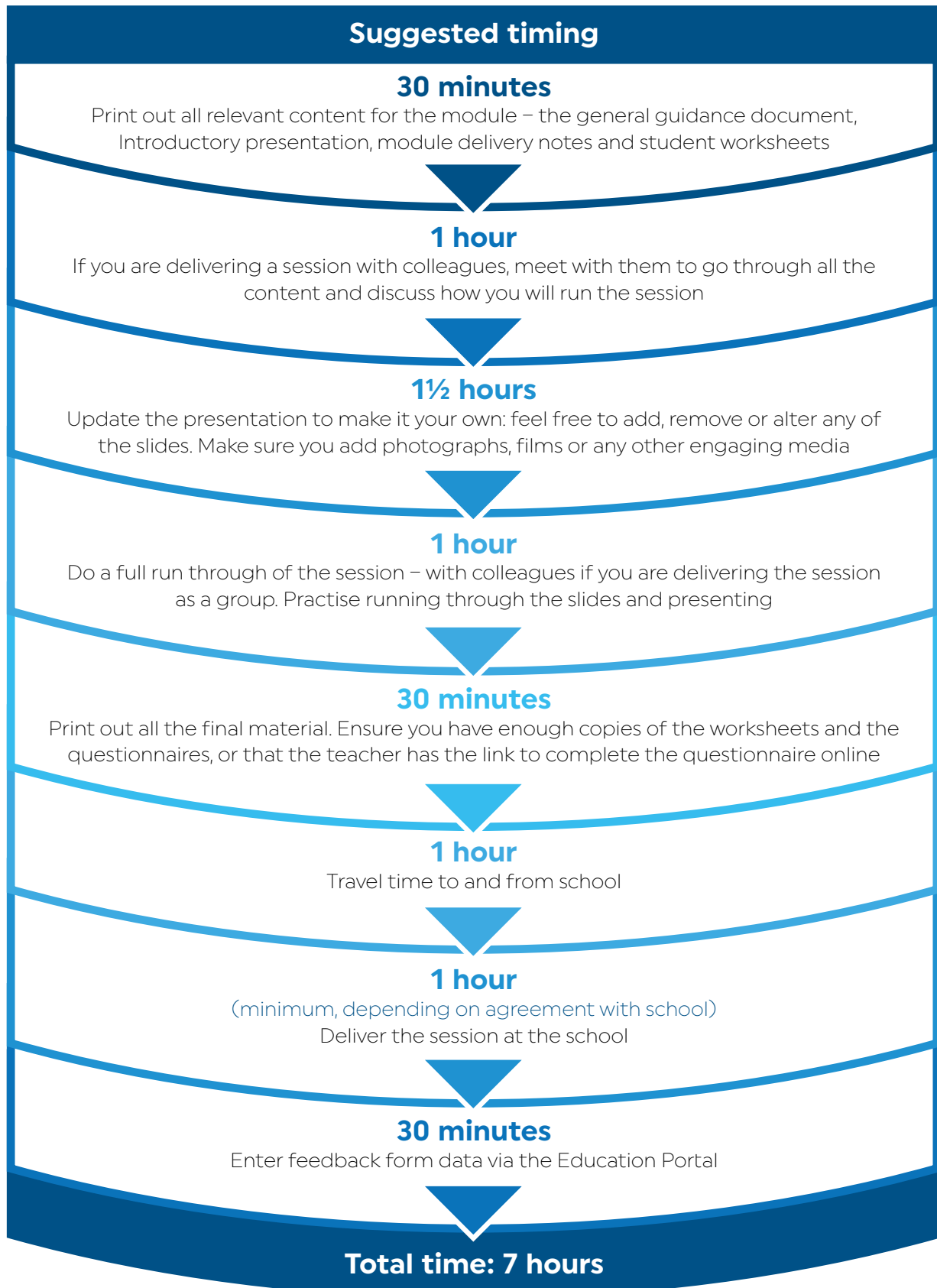
After delivering a session in a school it can be easy to get caught up immediately in the day-to-day demands of your role. Instead, take a few minutes to reflect on the session. Identify what went well and what things you would want to improve next time. Don't focus only on the negatives: take time to reflect on what you did well and the skills you were able to use well. Consider each stage of the process: communication, preparation and planning, delivering the session and following up.

Questions you might ask yourself include:

- What went well at each stage, and what skills helped me?
- What would I want to improve?
- When did I feel most confident?
- When would I want to feel more confident, and what skills might help me?
- What skills did I feel confident using?
- What skills would I like to feel more confident about?
- What steps could I take to develop these skills?

Time commitment

From our experience, we have found that although you might spend only one hour in the classroom delivering your session, you should expect this volunteering experience to take up to about seven hours of your time. It roughly breaks down as follows:



Checklist

1. Get started

- Liaise with your Sustainability Champion to enrol and find local school contacts
- Choose which modules you would feel confident to deliver
- Contact the school and establish your teacher contact



2. Plan the session with your teacher contact

- Agree a module together and share the materials with the teacher
- Agree the date, time and session length



3. Get ready

- | | |
|---|--|
| <input type="checkbox"/> Review the module delivery notes and add your own ideas | <input type="checkbox"/> Prepare any other items |
| <input type="checkbox"/> Review and personalise the introductory presentation | <input type="checkbox"/> Have the introductory presentation ready on your laptop, and the right cable to connect it to the data projector in the classroom |
| <input type="checkbox"/> If you wish, practice your introduction and any student activities | <input type="checkbox"/> Ensure the teacher is prepared and will stay present in the session |
| <input type="checkbox"/> Plan your journey and arrival | |
| <input type="checkbox"/> Prepare and sort the student materials | |



4. Deliver the session

- | | |
|---|--|
| <input type="checkbox"/> Check you have everything you need | <input type="checkbox"/> Think ahead |
| <input type="checkbox"/> Arrive with plenty of time to set up | <input type="checkbox"/> Use the hints and tips for a confident delivery |
| <input type="checkbox"/> Follow the module delivery notes | <input type="checkbox"/> Enjoy yourself! |
| <input type="checkbox"/> Pay attention to timings | |



5. Follow up

- | | |
|--|--|
| <input type="checkbox"/> Ensure that everyone (you, teachers and students) complete and return the questionnaire | <input type="checkbox"/> Follow up with the teacher with a phone call, letter or email |
| <input type="checkbox"/> Thank the teacher and students on the day | <input type="checkbox"/> Discuss future opportunities to return |
| <input type="checkbox"/> Submit your questionnaire responses | <input type="checkbox"/> Ask for feedback |
| <input type="checkbox"/> Reflect on how you used your skills | <input type="checkbox"/> Reflect on how you used your skills |
| | <input type="checkbox"/> Consider writing a case study |