

## Teaching Plan

Title	Division of Labor (HKCEE)
Instructional Objectives	➤ To identify the benefits and the limitations of division of labor versus individual production
Keywords and Concepts Illustrated	➤ Division of labor
Assumption	<ul style="list-style-type: none"> <li>➤ It is close to Christmas/New year/Chinese New Year</li> <li>➤ Teacher announced in the previous lesson that each student should bring a pair of scissor, a glue pen and color pens back.</li> </ul>
Needed Time	➤ A single lesson period, 40 minutes in total

Sessions	Details	Time Spent
Activity/ Announcement	1 T: Since this is now close to Christmas/New year/Chinese New Year, let's make some cards for your friends and relatives.	10 minutes
	2 Teacher shows to students suggested graphic of the card design for them to produce later on. The card should have several pieces to trace from a pattern. (Refer to Figure 1 for the card design suggestion).	
	3 T: First, I will divide the class into 10 groups. 5 groups will produce this card individually. The other 5 groups can divide their labor into several production lines, each production line will produce only one to two parts of the card.	
	4 Teacher distributes all the materials to students.	
	5 T: You will have 15 minutes to produce and your time starts now.	15 minutes
	6 After 15 minutes, record the number of cards each group produces.	5 minutes
	7 Discussion:	10 minutes
	7.1 What is the difference between the two groups' production style? (Teacher introduces the concept of division of labor here.)	
	7.2 Can you list out any advantages and disadvantages for each style? (Compare students' cards and discuss all advantages and disadvantages of division of labor here. For example, practice makes perfect, lack of	

	craftsmanship, etc.) 7.3 Discuss and explore the kinds of industry that best fit division of labor and those that best fit individual production.	
Tools	<ul style="list-style-type: none"> <li>➤ Scissors – could ask students to bring at the previous lesson. Teacher should bring several to class in case students forget bringing them.</li> <li>➤ Glue pens – could ask students to bring at the previous lesson. Teacher should bring several to class in case students forget bringing them.</li> <li>➤ Enough white and color papers</li> </ul>	
Definitions	<ul style="list-style-type: none"> <li>➤ Division of labor - labors specify in doing one task or one portion of a task.</li> </ul>	
References	<p>Source:</p> <ul style="list-style-type: none"> <li>➤ Ms Ngai Fai Shuet of The China Holiness Church Living Spirit College.</li> </ul> <p>Definition:</p> <ul style="list-style-type: none"> <li>➤ Williamson, M. A., Elementary, B., “Assembly Line Benefits Experience”</li> <li>➤ <a href="http://www.col-ed.org/cur/sst/sst180.txt">http://www.col-ed.org/cur/sst/sst180.txt</a></li> </ul>	

**Appendix Materials for Teacher**

Figure 1 Card Design Suggestion

**Acknowledgement:**

This experiment and its teaching plan are based on the teaching experience shared by Ms Ngai Fai Shuet. Ms Ngai is a devoted secondary school teacher – the China Holiness Church Living Spirit College. We would like to express our gratitude to Ms Ngai for sharing her experience of this experiment with us. We also benefited greatly from her comments and suggestions on the earlier drafts of this teaching plan.