

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	<ul style="list-style-type: none"> ➤ Division of labor ➤ Costs & benefits of division of labor
Assumption	<ul style="list-style-type: none"> ➤ Students know the definition of division of labor only. ➤ Teacher announced in the previous lesson that each student should bring a pair of scissors, a ruler, a black color pen and a glue pen back.
Needed Time	➤ A double lesson period, 80 minutes in total

Sessions	Details	Time Spent
Activity/ Announcement	<ol style="list-style-type: none"> 1 T: After we have learned a little bit about division of labor, let's personally experience it. We are going to produce fish today. 2 T: I will divide the class into 8 groups of 5 students. Each group is required to produce fish. 4 groups will experience division of labor and the other 4 groups will produce fish on their own, which is each person produces the whole fish. 3 Teacher demonstrates the steps of producing the fish clearly in front of the class and sticks the sample fish on the board (please refer to Diagram 1 for instructions). 4 T: After producing each fish, you are required to stick it neatly on the flipchart paper posted on the blackboard. You can consider this piece of paper as the packaging box for your fish. 5 T: You will have 10 minutes production time. The group that produces the largest number of fish wins. Remember, I will only count the fish stuck on board. Any finished fish on your tables will not be counted. Secondly, as you know that product quality is also very important to consumers. So each finished fish will be graded based on the following criteria: 	15 minutes

	<p>5.1 Accurate size of the fish</p> <p>5.2 Accurate size of its mouth</p> <p>5.3 Accurate size & position of the fish eyeball</p> <p>5.4 Clearness of the trade mark</p> <p>5.5 Cleanliness of the whole fish</p> <p>I will give 5 marks for each perfect fish and 1 mark will be deducted for every mistake found.</p> <p>6 Distribute around 10 color A4 papers and 3 white A4 papers to each group.</p> <p>7 T: Before the 10 minutes production time, I will give you 5 minutes for a short “production meeting” for planning. (For four groups, each of them has to produce fish in cooperation. They should discuss how to divide the production procedure among themselves in each group. In the other four groups, every student will produce a whole fish on his/her own.)</p> <p>8 (After 5 minutes) T: 10 minutes production time begins.</p> <p>9 (After 10 minutes) T: I want you to write down your experience and the difficulties you have come across during the production on a piece of flipchart paper. In the following 10 minutes, please have a brief sharing and then write your points down. I will ask a representative from each group to present later on. (Give each group a marker and a flipchart paper.)</p> <p>10 As students are discussing, teacher grades each fish. The group with the highest mark wins.</p> <p>11 (After 10 minutes discussion time) Ask each group to post the flipchart papers on board and elaborate their points.</p> <p>12 Teacher summarizes all the points and gives feedback to each group. Compare students’ points with textbook/notes for better consolidation.</p>	<p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>20 minutes</p> <p>20 minutes</p>
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	13 Give prize to the group which won in the game.	
Tools	<ul style="list-style-type: none"> ➤ Spare scissors, rulers, black color pens & glue pens – should have asked students to bring at the previous lesson. ➤ Enough white and color A4 papers ➤ Flipchart papers for students to stick their fish and to write down their discussion points. ➤ Blu-Tack ➤ Markers 	
Variations of this experiment	<ul style="list-style-type: none"> ➤ Instead of producing fish, teacher can ask students to produce badges or decoration (for sports day or any school celebration), cards, flowers for Mothers' Day etc. 	
References	<p>Source:</p> <ul style="list-style-type: none"> ➤ Ms Suk-ling LEE of Kwok Tak Seng Catholic Secondary School 	

Appendix Materials for Teacher

Diagram 1 Instructions of Producing Fish

Acknowledgement:

This experiment and its teaching plan are based on the teaching experience shared by Ms Suk-ling LEE. Ms Lee is a devoted secondary school teacher – the Kwok Tak Seng Catholic Secondary School. We would like to express our gratitude to Ms Lee 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.