

Lesson Plan

Time:	105 mins (3 Periods)
Teacher:	Mr Lui Ming Tak Oscar
Class:	Form 4
Class size:	30 students
Topic:	Forms of Business Ownership
Theme:	Forms of Business Ownership : (1) Limited Company (2) Franchise (3) Sole Proprietorship (4) Public Enterprise
Textbook:	Pearson Business Environment and Introduction to Management
Learning objectives:	By the end of the lesson, Students should be able to 1. Understand different types of business ownerships 2. Understand some characteristics of these types of business ownerships
Materials:	1. iPads x 10 2. Powerpoint 3. EduVenture Application - "Forms of Business Ownership" (Appendix 1) 4. Nearpod Application (Appendix 2)
Previous learning experience:	1. Hong Kong's Business Environment
Brief description:	In the first part of the lesson, 1. Conduct a Field Trip through EduVenture to visit companies of different forms of business ownerships. 2. Complete tasks such as taking pictures, interviewing customers and watching commercials, as well as answering interactive questions to get familiar with the companies and understand some characteristics of those types of business ownership. In the second part of the lesson, 1. Do a de-briefing on the activity - what characteristics can we find in the various forms of business ownership? 2. Vote on their favorite form of business ownership if they commerce a business through Nearpod.

Procedures

Time	Procedure	Materials/ Classroom language	Purpose
5 minutes	<p><u>Gathering and Taking the Roll-call</u></p> <ol style="list-style-type: none"> 1. Gather at the school and take the roll-call to ensure the whole class is present. 2. Groups of 3 students are formed prior to the activity. Group leaders confirm on the presence of the group members. 		
15 minutes	<p><u>EduVenture Demonstration</u></p> <ol style="list-style-type: none"> 1. Distribute one iPad per group. 2. Instruct students to open the EduVenture application. 3. Teach students the basics of EduVenture and how to operate the application: <ol style="list-style-type: none"> (1) Download the EduVenture application before the field trip (2) Open the EduVenture application and enter the group name in 'My Profile' (3) Click into the Checkpoint when the group gets near the location (4) Finish all the tasks at all the Checkpoints (5) Submit the answers after all tasks are completed 	<ol style="list-style-type: none"> 1. iPads x 10 2. EduVenture Application (Appendix 1) 	<ol style="list-style-type: none"> 1. Enable students to understand how to operate the EduVenture app effectively.

60 minutes	<p><u>Field Trip in Shatin</u></p> <p>1. In groups, students need to go through four checkpoints in any order under one hour :</p> <p>(1) 759-阿信屋 (Limited Company)</p> <p>(2) 7-eleven (Franchise)</p> <p>(3) 陳根記 (Sole Proprietorship)</p> <p>(4) 沙田賽馬會游泳池 - 康文署 (Public Enterprise)</p> <p>2. Students have to complete tasks as instructed in the EduVenture App:</p> <p>(1) Short Answer Questions</p> <p>(2) MC Questions</p> <p>(3) Pictures Taking</p> <p>(4) Short Interviews</p> <p>(5) Watching Commercials</p> <p>(6) Business News Reading</p> <p>3. After finishing all the tasks, students have to return to the school and go back to the classroom.</p>	<p>1. iPads x 10</p> <p>2. EduVenture Application (Appendix 1)</p>	<p>1. Help students experience some real-life examples of forms of business ownership.</p> <p>2. Allow students to understand some characteristics of those types of business ownership through doing interactive tasks.</p> <p>3. Increase motivation and students' interest in learning the subject.</p> <p>4. Build up communication and social skills among students and train them in doing team work.</p>
20 minutes	<p><u>Debriefing (Teacher)</u></p> <p>1. Summarize on the examples of forms of business ownership and their characteristics noted during the field trip.</p>	<p>1. Powerpoint</p>	<p>1. Consolidate students' learning by summarizing what they have noticed during the field trip.</p>
5 minutes	<p><u>Conclusion</u></p> <p>1. Ask students to vote for</p>	<p>1. Powerpoint</p> <p>2. Nearpod</p>	<p>1. Sum up the whole lesson.</p>

	<p>their favorite form of business ownership if they need to commerce a business in Shatin through Nearpod Application.</p>	<p>Application (Appendix 2)</p>	<p>2. Enable students to have further brainstorming on which type of business ownership they would choose if they commerce a business now.</p>
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Notes on design of teacher-developed materials (EduVenture Application)

- A variety of different tasks (including MC Questions, interviews, watching commercials, business news reading and pictures taking) should be provided to keep the activity interesting.
- Ensure that every group member can be involved in the tasks.
- Adequate instructions should be given to students regarding the tasks.
- Questions of different difficulties should be provided to cater for learning diversity.

Anticipated problems and solutions

1. Students being late

- If there are more than three students who are late, let them form a group by themselves and do the tasks.
- If there are fewer than three students who are late, they need to do the tasks with the teacher.

2. Technical problems of iPads

- Bring spare iPads in case one breaks down.
- For GPS connectivity issues, there is one technique in EduVenture to be used in order to open up the tasks without the GPS connection.

3. Free-rider problems in groups

- Teachers work as facilitators to make sure that everyone has put sufficient effort in their work.
- In short interview tasks, every student has to participate in the recording of the interviews.

4. Students getting lost

- Instruct students that it is a must to work in groups. No one is allowed to leave the group and wonder around by himself/herself.
- Exchange contact numbers with students and ask students to call the teacher in case of emergency.

5. Checkpoints packed with students

- Ask five groups to begin from one end of the trail (陳根記) and ask the other five to begin from the other end (759-阿信屋)

6. Bad weather contingency plan

- 759-阿信屋 and 7-eleven are indoor so students only have to visit these two companies in case of bad weather.

Appendix 1 - EduVenture Application

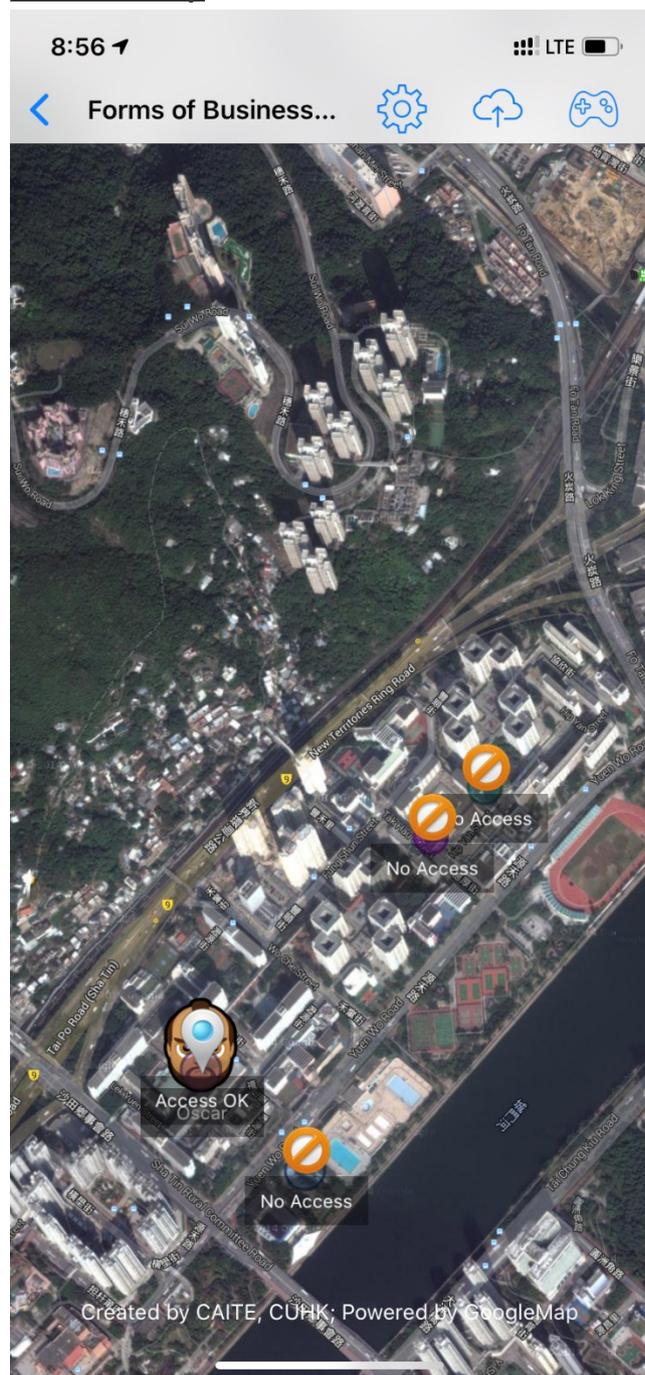
In order to experience EduVenture, please download the app “EduVenture X” on an iPad:

<https://apps.apple.com/us/app/id895722939?ls=1>

Search for the program “Forms of Business Ownership”, the creator is ‘1819-5172-48’.

Below are the pictures of all checkpoint tasks with suggest answers:

The Main Map



Checkpoint 1: 759-阿信屋 (Limited Company)



759-阿信屋



759阿信屋以「產地直送」的直銷模式，致力從日本、韓國及歐洲等超過60個國家，直接進口優質的零食、糧油食品、家居用品及個人護理等生活必需品為顧客提供多一個另類的選擇。

(<http://www.759store.com/aboutus.php>)

Question 1

要成為會員，需要購買滿多少金額的貨品？

\$200

9:05

LTE

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759-阿信屋

Question 2

請拍下三款你最想購買的零食。



Question 3

透過互聯網，查出「759」這號碼的真正含意。

- A. 公司的開業日期
- B. 寓意折扣
- C. 老闆的幸運號碼
- D. 母公司的上市編號

Question 4

<https://articles.zkiz.com/?rbid=135582>

根據以上新聞，759-阿信屋能得到非常低的平均來貨價的原因是.....？

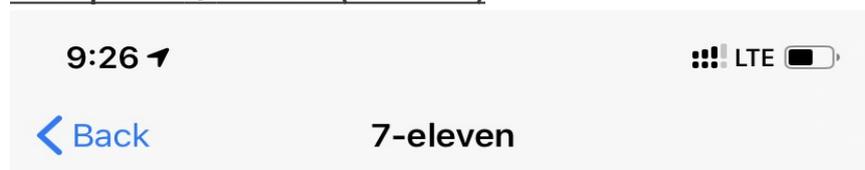
入貨量大，運用規模經濟 (economies of scale)

Question 5

請問 759-阿信屋是屬於哪一種企業擁有形式？

- A. 連鎖企業 (Franchise)
- B. 有限公司 (Limited Company)
- C. 獨資企業 (Sole Proprietorship)
- D. 合夥 (Partnership)

Checkpoint 2 : 7-eleven (Franchise)



7-eleven



7-Eleven 於 1927 年在美國德克薩斯州達拉斯市創立，早期從事售賣冰塊業務，後來為方便顧客，逐漸提供鮮牛奶、麵包、雞蛋等日用商品。今天，7-Eleven 已發展為提供一站式便利服務的便利店。

7-Eleven 便利店的名稱源於 1946 年，藉以標榜品牌由上午 7 時至晚上 11 時的營業時間。時至今日，7-Eleven 為提供更完善的服務，已引入 24 小時年中無休的營業模式，為便利店經營模式創下里程碑。

(<https://www.7-eleven.com.hk/zh/about/about-us>)

Question 1

一枝維他檸檬茶 (500 毫升) 售價多少？

\$7.50

9:26 ↖

📶 LTE 🔋

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7-eleven

7-11 Commercial



Question 2

在7-11廣告中，錄音最後所提到的公司口號是.....？

- A. 方便、快捷、簡單
- B. 平靚正
- C. 周街都係7-11
- D. 總有一間係左近

9:26 ↖

📶 LTE 🔋

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7-eleven

Question 3

就你觀察，7-11店員的主要服飾是.....？

- A. 西裝
- B. 運動服
- C. 7-11制服
- D. 便服

Question 4

請說出三種「熱賣點」所售賣的食物。

芝士腸、香蒜撈面、燒賣

Question 5

請問 7-11 是屬於哪一種企業擁有形式？

- A. 連鎖企業 (Franchise)
 - B. 公營企業 (Public Enterprise)
 - C. 有限公司 (Limited Company)
 - D. 獨資企業 (Sole Proprietorship)
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Checkpoint 3 : 陳根記 (Sole Proprietorship)



陳根記



踏入陳根記，滿滿的童年回憶。當年沙田區新市鎮幾大屋邨在80年代陸續建成，陳根記1982年在禾輦邨冬菇亭做起，在沙田應該沒有人不識陳根記，很多人都從小光顧到現在。它曾經與火炭的「津津」齊名，都是出名小炒夠獲氣。食物味道出色又地道，晚晚爆場，像街坊飯堂一樣。沙田新城市廣場落成後，就更旺，由一邊擴充到整個冬菇亭幾大舖位，成為龍頭大舖。經過多年，食物一直保持色香味俱全，是它越做越旺的主因。

(<https://hk.epochtimes.com/news/2019-02-14/24750670>)

Question 1

在午市時段，一碟雙饊飯售價多少？

\$28

9:36

LTE

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陳根記

Question 2

請拍下一張食物或菜單的圖片。



Question 3

數數看，全間餐廳大約有多少名員工？與大型連鎖式快餐店如大家樂相比，哪一家餐廳有較多員工？

10,大家樂

Question 4

試訪問三位食客，回答以下問題：
相比其他大型連鎖式快餐店.....

1. 此餐廳是否價格比較缺宜？
2. 伙記/老闆與客人的關係是否比較熟絡？ (The max recording time is 10 minutes)



Question 5

請問陳根記是屬於哪一種企業擁有形式？

- A. 有限公司 (Limited Company)
- B. 連鎖企業 (Franchise)
- C. 獨資企業 (Sole Proprietorship)
- D. 合夥 (Partnership)

Checkpoint 4 : 沙田賽馬會游泳池 - 康文署 (Public Enterprise)

9:56 ↗

LTE 🔋

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沙田賽馬會游泳池

沙田賽馬會游泳池



沙田賽馬會游泳池（英文：Sha Tin Jockey Club Swimming Pool）位於香港新界沙田源禾路10號，於1981年4月16日落成啟用，是沙田區三個公眾游泳池中最早落成的一個。

(<https://zh.wikipedia.org/wiki/%E6%B2%99%E7%94%B0%E8%B3%BD%E9%A6%AC%E6%9C%83%E6%B8%B8%E6%B3%B3%E6%B1%A0>)

Question 1

公眾游泳池一般人士 (成人) 公眾假期收費是多少？

- A. \$9
- B. \$17
- C. \$19
- D. \$8

Question 2

一般而言，你認為公眾游泳池，還是私人游泳池 (例如會所)，收費較便宜？

公眾游泳池

Question 3

請使用互聯網，查出哪個政府部門 (Government Department) 負責管理此游泳池。

- A. 民政事務處
- B. 食物環境衛生署
- C. 康樂及文化事務署
- D. 文化事務署

Question 4

試訪問三位泳客，回答以下問題：
你通常會到公共泳池，還是私人泳池 (如會所) 游泳？為什麼？ (The max recording time is 10 minutes)



Question 5

管理沙田賽馬會游泳池的公司屬於哪種企業擁有形式？

- A. 合夥 (Partnership)
- B. 公營企業 (Public Enterprise)
- C. 有限公司 (Limited Company)
- D. 獨資企業 (Sole Proprietorship)

Appendix 2 - Nearpod Application

This application is used to let students vote for their favorite form of business ownership if they are now opening a Korean fried chicken restaurant in Shatin. Please see the preview of the lesson here:

<https://share.nearpod.com/xuee196QF3>