

Descriptive Statement

Topic: Business Ethics and Social Responsibilities

My teaching material helps students learn the essential knowledge of business ethics and social responsibilities. It includes different theories, many real-life business situations and a variety of activities, such as debate, presentation, interview, group discussion and site visit.

The objective of my learning material is to increase students' ownership through formative assessment modes. Students always need to work closely with their peers to research on a topic and complete an assignment. In the end, they can become an independent, reflective and motivated learners.

Lesson Plan

Rationale (Lesson 1 to Lesson 8):

Formative Instructional Practices (FIP) and Student-centered Teaching

- Teacher uses formative instructional practices (FIP) and student-centered teaching to improve student's academic performance.
- Every lesson, students have a clear understanding of the learning objectives or outcomes. They work closely with the teacher and peers to achieve the goals. Instead of listening to the teacher exclusively, students and teacher interact actively through a variety of activities.
- Students are encouraged to direct their own learning and to work with other students on research projects and assignments. These projects and assignments can motivate students to be more confident, self-directed and proactive in their learning.
- Teacher uses different types of formative assessment to evaluate students' performance, such as debate, interview and presentation. These assessments provide up-to-date evidence of student progress towards achievement of the expected learning outcomes.
- After completion of an assignment or an activity, teacher provides immediate feedback about students' achievements. It gives students an opportunity to reflect and improve their performance before revising.



Lesson Plan

Name of Teacher:	Lam Wing Yiu
Lesson:	1 - 2
Level:	F.4
Subject:	BAFS
Topic:	Business Ethics and Social Responsibilities

Learning Objective:

- Demonstrate basic understanding of social responsibility.

Learning outcomes:

Students are able to

- define social responsibility.
- use examples to explain whether a company has fulfilled social responsibility.

Learning Process

	Strategies/Steps	Interaction	Learning Tools
1) Introduce a new topic and teacher's explanation	<p>Teacher's explanation:</p> <ul style="list-style-type: none"> - State the learning objectives of this topic, 'business ethics and social responsibilities'. - State the learning objectives and learning outcomes of this lesson - Define social responsibility and give examples. 	Teacher	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint
2) Research	<p>Research:</p> <ul style="list-style-type: none"> - Collect three examples of companies that are socially responsible and post your findings on Google Classroom. 	Teacher and students	<ul style="list-style-type: none"> - Internet - Google classroom

<p>3) Group Activity</p>	<p>Group Activity: Case study - Café De Coral cancelled their 45-minute paid meal breaks</p> <ul style="list-style-type: none"> - Watch a video and read an article - Discuss the following questions in a group of three to four people. <ul style="list-style-type: none"> • According to the news and videos, did Café de Coral fulfill its social responsibility? Explain your answer. • How did the above incident affect the employees and the company's image? • How did the above incident affect the investors and customers? • Apart from providing employees with reasonable wages, how can Café de Coral improve employees' sense of belonging? - Choose some students to present their answers. - Teacher may ask some open-ended and higher order questions. 	<p>Teacher and Students</p>	<ul style="list-style-type: none"> - A video and an article - Students' notes - PowerPoint
<p>4) Consolidation</p>	<p>Consolidation (Debate): Topic: Should a business be socially responsible?</p> <p>Learning Target:</p> <ul style="list-style-type: none"> - I can present my opinion, engage with others and defend my position <p>Rules:</p> <ul style="list-style-type: none"> - Practice presenting a viewpoint clearly, concisely and accurately. - Avoid exaggeration that can be used to derail a position by others. - Not getting emotional when others do not agree your point of view. 	<p>Teacher and students</p>	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint - Internet

- Have a conversation about a topic and learn by listening to others.
- Take good notes and use credible sources for evidence.

Step 1:

Write your name in column of the Support or Oppose side that you wish to join.

Step 2:

Sit with your groupmates and use your phones to find evidence to support your claims.

Step 3:

Discuss your findings and take good notes.



Comment:

- Teacher will give feedbacks to students after the presentation.

Lesson Plan

Name of Teacher:	Lam Wing Yiu
Lesson:	3 - 4
Level:	F.4
Subject:	BAFS
Topic:	Business Ethics and Social Responsibilities

Learning Objective:

- Demonstrate basic understanding of the business ethics.

Learning outcomes:

Students are able to

- define business ethics.
- determine whether a company violates business ethics.
- explain the difference between laws and ethics.

Learning Process

	Strategies/Steps	Interaction	Learning Tools
1) Checking for Prior Knowledge	<p>Questioning:</p> <ul style="list-style-type: none"> - What did you learn last lesson? (Students should be able to use examples to explain the concept of social responsibility.) - Why is social responsibility important to a firm? 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint
2) Teaching with discussion	<p>Teaching with discussion:</p> <ul style="list-style-type: none"> - State the learning objectives and learning outcomes of this lesson. - Define business ethics and give examples. 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint
3) Video-watching	<p>Video-watching (Business Ethics):</p> <ul style="list-style-type: none"> - Watch a video, Hard-selling of Aroma Products, and discuss the following questions in a group of three to four people. 	Teacher and Students	<ul style="list-style-type: none"> - A video - Students' notes - PowerPoint

	<ul style="list-style-type: none"> • According to the video, briefly describe the sale practice of Aroma Company. • Does the sale practice of Aroma Company against the business ethics? Why? • List three rights and three responsibilities of consumers. <ul style="list-style-type: none"> - Choose some students to present their answers. - Teacher may ask some open-ended and higher order questions. 		
4) Self-learning	<p>Self-learning (Laws and Ethics):</p> <ul style="list-style-type: none"> - Read page 106 to 107 of the textbook and discuss the similarity and difference between laws and ethics on Google Classroom. 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Internet - Google classroom
5) Individual Work	<p>Individual Work:</p> <ul style="list-style-type: none"> - Decide whether the following situations that are legal or illegal and treated as ethical or unethical. Give reasons to support your answer. <ul style="list-style-type: none"> • PARKnSHOP is the largest supermarket chain in Hong Kong. It increases the price of food and necessities greatly to earn more profit. • Marlboro wants to put tobacco billboard advertising in Hong Kong. - Choose some students to present their answers. - Teacher may ask some open-ended and higher order questions. 	Teacher and Students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint

6) Consolidation	<p>Consolidation (Group Discussion):</p> <p>Task:</p> <ul style="list-style-type: none"> - Use examples to explain the unethical issues in business organisations. - Choose some students to present their answers. - Teacher can give more real-life examples to facilitate students' learning. 	Teacher and Students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint - Internet
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Lesson Plan

Name of Teacher:	Lam Wing Yiu
Lesson:	5 - 7
Level:	F.4
Subject:	BAFS
Topic:	Business Ethics and Social Responsibilities

Learning Objective:

- Explain why and how a business should be socially responsible to various stakeholders.

Learning outcomes:

Students are able to

- list all types of stakeholders in a company and describe how a company fulfill its social responsibility to various stakeholders.

Learning Process

	Strategies/Steps	Interaction	Learning Tools
1) Checking for Prior Knowledge	<p>Questioning:</p> <ul style="list-style-type: none"> - What is business ethics? - Give some examples of unethical issues in Law Ting Pong Secondary School. - Some business activities are legal but are treated as unethical. Why? 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint
2) Teaching with discussion	<p>Teaching with discussion:</p> <ul style="list-style-type: none"> - State the learning objectives and learning outcomes of this lesson. - Explain what stakeholders are. - Identify various stakeholders of a firm and discuss how the company can fulfill its social responsibilities to each of them. 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint

<p>3) Group project</p>	<p>Group Project (A PowerPoint Presentation):</p> <p>Task:</p> <ul style="list-style-type: none"> - You are going to make a 20-minute PowerPoint presentation on how and why McDonald's acts ethically and is socially responsible to various stakeholders. You need to create a questionnaire and interview McDonald's stakeholder to investigate these issues. - In the PowerPoint, you are required to show your understanding of business ethics and social responsibilities of McDonald's to its stakeholders and the survey result. <p>Learning Targets:</p> <ul style="list-style-type: none"> - I am able to choose suitable methodologies to collect useful data. - I can develop my observation, communication, interview and presentation skills. - I can explain how a firm should be ethically responsible to various stakeholders. <p>Self-learning:</p> <ul style="list-style-type: none"> - Read page 96 -104 of the New Horizon Textbook - Read page 93-102 of the Longman Textbook <p>Different Steps:</p> <ul style="list-style-type: none"> - Step 1: Form a group of four to five people. - Step 2: Use Google Docs to create a questionnaire to ask the stakeholders 	<p>Teacher, Students and McDonald's Stakeholders</p>	<ul style="list-style-type: none"> - Longman and New Horizon Textbooks - Students' Notes - PowerPoint - Internet - Site Visit - Interview
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<p>4) Consolidation</p>	<p>whether McDonald's is ethically and socially responsible to them.</p> <ul style="list-style-type: none"> - Step 3: Visit a McDonald's to observe its business operation and interview its stakeholders. - Step 4: Draw a mind-map to identify the stakeholders of McDonald's and describe how McDonald's can be ethically and socially responsible to them. - Step 5: Use a table to construct your ideas. - Step 6: Create a 20-minute PowerPoint presentation - Step 7: Present your work in class. - Step 8: Complete a peer evaluation form and a group self-evaluation checklist. - Step 9: Teacher will give feedbacks to students about their presentations. - Step 10: A sample work (i.e. the best PowerPoint) will be distributed to students. <p>Consolidation (Individual Work): In the business environment, people have different roles, such as consumers, employees, entrepreneurs and investors. They need to make decisions from different perspectives. Now, you are going to make decisions as an investor, a customer, an employee and a graduate student.</p>	<p>Teacher and Students</p>	<ul style="list-style-type: none"> - Textbook - Students' Notes - PowerPoint - Internet
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	<p>Learning Target:</p> <ul style="list-style-type: none"> - I can make business decisions from different perspectives. <p>Situations:</p> <ol style="list-style-type: none"> 1. The share market is booming. If you were an investor, would you buy the McDonald's share? 2. Most of the fast food chains serve unhealthy meals. If you were a parent, would you take your child to eat at McDonald's? ‘ 3. Do you like/want to work at McDonald's? Case 1: A lady who is working at McDonald's. Case 2: A man who had just graduated from university. His friend told him that McDonald's was recruiting a management trainee. But He does not want to work at McDonald's even if it offers attractive salary and fringe benefits. <ul style="list-style-type: none"> - Choose some students to present their answers. - Teacher may ask some open-ended and higher order questions. 		
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Lesson Plan

Name of Teacher:	Lam Wing Yiu
Lesson:	8
Level:	F.4
Subject:	BAFS
Topic:	Business Ethics and Social Responsibilities

Learning Objective:

- Explain the importance of business ethics and social responsibilities to a firm.
- Describe how business ethics and social responsibilities affect business decisions.

Learning outcomes:

Students are able to

- analyse the importance of business ethics and social responsibilities to a business.
- state some methods to improve ethical behavior in business organisations.
- analyse how business ethics and social responsibilities affect business decisions.

Learning Process

	Strategies/Steps	Interaction	Learning Tools
1) Teaching with Discussion	<p>Teaching with Discussion:</p> <ul style="list-style-type: none"> - State the learning objectives and learning outcomes of this lesson - Discuss the importance of business ethics and social responsibilities to a firm. - Discuss how business ethics and social responsibilities affect business decisions. 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint
2) Consolidation	<p>Consolidation (Group Discussion):</p> <p>Task:</p> <ul style="list-style-type: none"> - It is the time to reflect what you have learnt! Now, form a group of four to five people to discuss 'how business ethics and social responsibilities affect business decisions. 	Teacher and students	<ul style="list-style-type: none"> - Textbook - Students' notes - PowerPoint - Internet

	<ul style="list-style-type: none">- Choose some students to present their answers.- Teacher may ask some open-ended and higher order questions.		
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