

## JS2 Integrated Humanities - Geography

### Lesson Plan

Date: 6<sup>th</sup> April, 2016 (Day F)      Class: JS2P (36 students)      Time: 4<sup>th</sup> lesson (11:00 – 11:40)

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#### Background Information / Topic of the last lesson

1. Students are divided into nine groups and had the site visit in Kwun Tong (Hoi Yuen Road) and Camel Painting Building. They needed to use Five Senses to observe the environment of Kwun Tong and jot down all their observation on the worksheet.
2. Each group is responsible for a part of the street. They need to take photos to make their Fotomo.
3. Each group did their Fotomo in their Visual Arts Lesson. (Cross-curriculum)
4. Each group had their presentation about the above visit and Fotomo in the last lesson. They also had peer assessment.

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#### Teaching Topic:

##### Global Shift of Manufacturing Industries – Pull and Push Factors that industries leave HK

Through experiential learning, five senses activities, Fotomo and class activities, students can learn the pull and push factors that lead to the shift of manufacturing industries in HK. Moreover, students can learn the past, present and future of Kwun Tong (an industrial city in HK).

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#### Grouping of Students:

9 groups of 4 students (with mixed-ability students in each group to cater for learner diversity)

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#### Objectives:

- After the lesson, students should be able to know the factors that lead to the shift of manufacturing industries in HK and they can classify the factors into PULL and PUSH factors
- After the lesson, students should be familiar with the past, present and future of Kwun Tong.

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#### Teaching Steps:

Time Allocation	Procedures	Aims	Teaching Aid	Remarks
4 minutes	<u>Recap</u> (through the students' presentation materials, teacher grouped the ideas of the Five Senses students mentioned)	Let students recall each group's presentation content, especially the Five Senses they experienced during the visit.	ppt	According to all group presentations, all of them agree that Kwun Tong is a busy and noisy district and it is very crowded because there are many people (through their experiential learning).
3 minutes + 2 minutes	<u>Task 1</u> <u>Video Watching</u> (街導時光機系列 – 開源道: 歷史篇)	Students watched the clip and got the history of Kwun Tong in the past until 1960s. Let students check whether they observed in the visit	ppt video	Students found that the history of Kwun Tong matched with what they observed during the visit. The clues in the clip matched

	Question and Answer Round up	matched with the situation of Kwun Tong.		with their Five Senses Observations. This proved that Kwun Tong is a busy and noisy district and it is very crowded.
12 minutes	<u>Task 2</u> Scaffolding through video watching 香港故事 – 走過觀塘五十年 0:00:35 – 0:04:09 0:12:56 – 0:18:05 (based on the previous teaching in the first term (economic restructuring), add other factors Timeline	Students recall what they have learnt in the first term (economic restructuring). Students try to find out the factors why there are changes from 1950s till now.	ppt timeline	Concluded that except the factor of economic restructuring, FACTORIES MOVED BACK TO MAINLAND is another factor that led to the industries leave HK
5 minutes	<u>Task 3</u> Brainstorming (Teacher asks groups to brainstorm the reasons why the factories moved back to Mainland) Check answers	Each group needs to write down the reasons on the big worksheet in one minute and post on the blackboard.	Color pens, Big Paper, Magnets, Ppt, Timer	<i>Cooperative learning - Think Pair Share</i> Students in their group need to brainstorm and share their reasons and write on the big paper)
4 minutes	<u>Task 4</u> Catalogoization (Teacher asked each group leader to come out and distinguish the reasons into pull or push factors) Explain what the differences between pull and push factors are	Each group leader needs to distinguish the reasons they posted on the board are pull or push factors in thirty seconds.	Color pens, Big Paper, Magnets, Ppt, Notes p.16, Timer	<i>Cooperative learning - Numbered heads together</i> Each group Student A (Group Leader) needs to distinguish the factors on the blackboard. <i>Cooperative learning – Peer group checking</i>
4 minutes	<u>Task 5</u> Problem-solving skills (Teacher showed the Fotomo that each group did in the VA lesson. It showed the present Kwun Tong and their dream building if the factories moved out) Show the whole street – Hoi Yuen Road what the students dreamed	Arouse students' creativity and problem-solving skills. Students need to present the reasons why they preferred the empty factories used in that way.	ppt Fotomo	
5 minutes	<u>Task 6</u> Conclusion and Consolidation (through video watching) 香港故事 – 走過觀塘五十年 0:18:06 - end (街導時光機系列 – 開源	Students know the present and future Kwun Tong in reality and what the government will carry out redevelopment. Students can consolidate their knowledge through watching video.	ppt video	

	道: 現在及未來) Check understanding through Q & A			
1 minute	<u>Round up</u> Announce the champion for the presentation and Fotomo		ppt	<i>Cooperative Learning – STAD</i> Peer group evaluation was given in the presentation in the previous lesson and this lesson announce the BEST group.

### **Students' Assessment / Assignments:**

- Each group has to give answers to questions asked by peer groups and feedback that asked by peer groups in the last presentation lesson.
- Workbook

**Evaluation:** Teacher evaluates students' performance by observing students' responses during lessons. Teacher can also evaluate students' performance from their Second Uniform Test and homework afterwards.

### **Lesson Design:**

#### 1. Pre-task

For the whole topic about the global shift manufacturing industries, references and reading materials are assigned for students to prepare at home. Also, students need to revise and prepare our school-based notes which help nurture students' self-learning skills.

#### 2. Enhance Students' learning interest and motivation

Since they are junior form students, lessons should be interesting in order to arouse their interests. Through different activities and strategies, students can learn in small steps and they can learn from other classmates effectively and efficiently. Visual and audio clips also can help grasp students' attention and concentration.

#### 3. Enhance Students' self-learning skills

Besides the preparation at home, the lesson is designed in students-oriented. Students are divided into different groups to share and exchange their ideas while teacher is only the facilitator. Teacher only tries to elaborate and analysis students' works and show their works out which help scaffold students' knowledge.

#### 4. Experiential Learning

Through the Five Senses observation, students can experience the environment in their learning process. This helps to deepen students' feeling. Students need to experience their learning through 4Fs: Facts, Feelings, Findings and Future. That means students not only gain knowledge but also take actions and develop values and affection.

## 5. Co-operative Learning

Students are familiarized with the cooperative learning since they were in form one. For each student, he/she has a role. Student A is the group leader; Student B is the secretary; Student C is the reporter and Student D is the information collector. Their role is assigned according to their ability and performance. Cooperative learning caters students' diversity and heterogeneous grouping can let elite students help the less able students. This also enhances their teamwork spirit.

## 6. Explore Students' creativity

Besides transferring knowledge, it is good to arouse students' creativity. Through the cooperation with the VA department, each group is assigned to do a Fotomo. Except presenting the REAL uses of the factory building, students can imagine and design their DREAM factory building. It is really very excited and broadens teacher's horizon because students' creativity is really fantastic.

## 7. Nurture positive values and attitudes

According to the experiential learning, it is important to nurture positive values and attitudes to students. Through the lessons, students concern the district they live nearby. Also, when students design their DREAM factory building, they need to think about whether the use of the building is feasible. They need to work hard and equip themselves in order to cope with the knowledge-based economy since most of the manufacturing industries in HK has disappeared.

### **Reflections:**

The overall flow of the lesson was quite effective and the learning objectives were fully met.

Almost all students were fully engaged and tried out the tasks attentively themselves. They were able to complete all the tasks with reasonable, sensible and creative outcomes.

It was a pity that the video clip might spend lots of time and for students, they might feel a bit bored since it is mainly about the history. I may try to prepare worksheets and activities like competition and let students can jot down some key points.

I sincerely hope that students will be able to know the pull and push factors that led to the shift of manufacturing industries in Hong Kong. It is more important that students can have positive values and attitudes through their learning process.

### **Attachments:**

1. *Teaching power point*
2. *Students' Fotomo*
3. *School-based notes*
4. *Worksheets and guideline power point for the experiential learning*