

Subject: BBB4M		Grade: 12
Teacher: Alex Chen	Duration: 180 minutes	Lesson No: 5.2
Unit #: 5	Topic: Business Ethics and NGOs	

Overall Expectations (*Directly from The Ontario Curriculum*)

1. Analyse the ways in which ethical considerations affect international business decisions.

Specific Expectations (*Directly from The Ontario Curriculum*)

1.1. Assess ways in which MNEs have both positive and negative effects on the countries.

1.2. Evaluate the ethical issues that arise for companies competing internationally for consumers, stockholders, employees, the host country, and society.

1.3. Analyse the ways in which NGOs promote economic progress in developing countries.

Learning Skills (*Where applicable*):

Independent Work – Students self-study before and after class.

Responsibility – Students must finish Glossary quiz and Check Your Understanding quiz before class.

Initiative – Students are encouraged to ask questions during the Q&A session.

Collaboration – Students will work in groups for the final production activity.

Learning Goals (*What do I want the students to know and/or be able to do?*)

Today you will:

1. Evaluate the importance of corporate social responsibility for multinational enterprises.

2. Evaluate the ethical issues that arise for companies competing internationally for consumers, stockholders, employees, the host country, and society.

3. Do a stakeholder analysis to explain why unethical behavior happens.

Success Criteria

(Based on the application, how will I know students have learned what I intended?)

(Recording Devices: anecdotal record, checklist, rating scale, rubric)

By the end of class:

1. I can give examples of how MNEs have affected developing countries.

2. I can explain how companies can overcome ethical dilemmas.

3. I can give examples of NGOs and their purpose in IB.

Materials and Resources

PPT presentation

Textbook: Fundamentals of International Business

Lesson Structure and Activities

Independent Work

Timing	Lesson
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60 minutes	<p><u>Textbook Work</u></p> <p>Lesson 5.2: CSR and Business Ethics</p> <table border="1" data-bbox="424 282 1517 1095"> <thead> <tr> <th data-bbox="424 282 740 344">Learning Objective</th> <th data-bbox="743 282 922 344">Textbook Pages</th> <th data-bbox="925 282 1517 344">Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 349 740 595">1. Evaluate the importance of corporate social responsibility for multinational enterprises.</td> <td data-bbox="743 349 922 595">Section 7.1 Corporate Social Responsibility</td> <td data-bbox="925 349 1517 595"> 1. What are some ways companies practice Corporate Social Responsibility (CSR)? 2. What are some benefits and criticisms towards CSR? 3. What's the difference between primary and secondary stakeholders? Give some examples. 4. How should companies do a stakeholder analysis? </td> </tr> <tr> <td data-bbox="424 600 740 815">2. Evaluate the ethical issues that arise for companies competing internationally for consumers, stockholders, employees, the host country, and society.</td> <td data-bbox="743 600 922 815">Section 7.2 Business Ethics</td> <td data-bbox="925 600 1517 815"> 5. How can companies overcome ethical dilemmas? 6. What are some ethical issues related to the coffee industry? 7. What's the difference between ethical absolutism and cultural relativism? Why is neither completely correct? </td> </tr> <tr> <td data-bbox="424 819 740 1095">3. Assess ways in which MNEs have both positive and negative effects on the countries.</td> <td data-bbox="743 819 922 1095">First half of Section 4.4 The Impact of Culture on International Business</td> <td data-bbox="925 819 1517 1095"> 8. How have Canadian work laws been affected by labor unions and cultural values? 9. What's the difference between exploitative child labor and cultural child labor? 10. How does Canada differ from Middle Eastern countries when it comes to anti-discrimination in the workplace? 11. How have foreign businesses historically treated indigenous cultures? </td> </tr> </tbody> </table>	Learning Objective	Textbook Pages	Questions	1. Evaluate the importance of corporate social responsibility for multinational enterprises.	Section 7.1 Corporate Social Responsibility	1. What are some ways companies practice Corporate Social Responsibility (CSR)? 2. What are some benefits and criticisms towards CSR? 3. What's the difference between primary and secondary stakeholders? Give some examples. 4. How should companies do a stakeholder analysis?	2. Evaluate the ethical issues that arise for companies competing internationally for consumers, stockholders, employees, the host country, and society.	Section 7.2 Business Ethics	5. How can companies overcome ethical dilemmas? 6. What are some ethical issues related to the coffee industry? 7. What's the difference between ethical absolutism and cultural relativism? Why is neither completely correct?	3. Assess ways in which MNEs have both positive and negative effects on the countries.	First half of Section 4.4 The Impact of Culture on International Business	8. How have Canadian work laws been affected by labor unions and cultural values? 9. What's the difference between exploitative child labor and cultural child labor? 10. How does Canada differ from Middle Eastern countries when it comes to anti-discrimination in the workplace? 11. How have foreign businesses historically treated indigenous cultures?
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10 minutes	<p><u>Glossary Quiz</u></p> <ul style="list-style-type: none"> • Study the glossary on Moodle • Then do the glossary quiz on Moodle before class 												
15 minutes	<p><u>Check Your Understanding Quiz</u></p> <ul style="list-style-type: none"> • Do this quiz after you do the textbook work. 												
5 minutes	<p><u>Exit Card</u></p> <ul style="list-style-type: none"> • Do this short survey after class. 												
During Class													
Timing	Lesson												
10 minutes	<p><u>Announcements</u></p> <p>Slide: Announcements</p> <ul style="list-style-type: none"> • Teacher will go over announcements related to the course. 												
15 minutes	<p><u>Review + Warmer</u></p> <p>Slide: Review + Warmer Discussion</p> <ul style="list-style-type: none"> • Students will be put into groups to discuss the review and warmer questions. • Teacher will ask some students to share their answers with the class. 												

15 minutes	<p><u>Homework Q&A</u></p> <p>Slide: Homework Q&A</p> <ul style="list-style-type: none"> Students will be required to ask some questions about the homework to encourage deeper thinking and to clarify understanding for the class
15 minutes (cumulative 55 mins)	<p><u>Example Exam Questions</u></p> <p>Slide: Example Exam Questions</p> <ul style="list-style-type: none"> Students will be put into groups to discuss the example exam questions. Teacher will ask some students to share their answers with the class.
30 minutes	<p><u>Final Production</u></p> <p>Slide: Group Presentation</p> <ul style="list-style-type: none"> Students will be put into small groups to prepare a presentation on the Volkswagen scandal. Each group presents to the class.
5 minutes	<p><u>Homework Assignment</u></p> <p>Slide: Independent Work for Next Lesson</p> <ul style="list-style-type: none"> Teacher will assign the independent work for next lesson Teacher will remind the students to do the exit survey

Assignments / Homework

Lesson 5.3 Independent Work	Time
Case – China Milk Scandal	60
Study the glossary and do the Glossary Quiz	10
Check Your Understanding Quiz	10
Exit Card after class	10
Total	90

Reflections

(What do I need to do to become more effective as a teacher in supporting student learning?)

The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan

Assessment Strategies					
For Learning		As Learning		Of Learning	
Student product:		Student product:		Student product:	
<input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests	<input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet	<input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <input type="checkbox"/> Exit card	<input type="checkbox"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions	<input type="checkbox"/> Observation: <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks	<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions
<input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback		<input type="checkbox"/> Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions		<input type="checkbox"/> Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work		<input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session	
Lesson Tools					
Direct Instruction	Indirect Instruction	Interactive Instruction	Independent Study	Experiential Learning	Instructional Skills
<input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations	<input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted <input type="checkbox"/> instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers	<input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies	<input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning