



Economics, English for Sek II

## Economy and society

Producing (11)

14:45 minutes

Two-track audio

### Summary

At the Züriwerk Foundation, people with disabilities make trendy belts from newspaper collages. Individual production steps are broken down so that a number of employees take part in creating value. Generally, companies must always ensure their goods are produced economically, innovatively and sustainably so that demand can be met and they remain competitive.

### Didactics

This film lends itself as an introduction to the subject of business administration. Based on real examples, it establishes key terms such as value creation, productivity and gross domestic product. The observation sheet and online material help students note down essential information, which can be used for later study. Also included in this starter kit are learning targets and a lesson plan.

### Learning goals

Students ...

1. can distinguish between different manufacturing types and name some of their strengths and drawbacks.
2. are able to define the technical terms used in the film and to illustrate them by way of examples.
3. can list the three business sectors and match real companies with them.
4. realise that production constantly has to adapt to the market in innovative ways.
5. outline rules to regulate the basic conditions for production and justify why these rules are necessary.

### Methodical ideas

This lesson plan requires at least one full lesson.

1. Introduction: show students a Swiss army knife and have them guess how many such knives a day an employee managed to produce 50 years ago, and how many can be produced by one person today (answer: 6 in the past; 65 today).
2. Ask students for possible reasons for this great difference. Tell the class that they are going to find out more about the production of goods then and now. (3 min.)
3. Hand out the observation sheet and have students tackle question 1. Share answers in class. (5 min.) Students read remaining questions. (2 min.)
4. Show the film, with students taking notes to answer the questions on their sheets. (15 min.)
5. After watching the film, pairs complete remaining answers. (10 min.)
6. Either project correct answers from online source or hand them out on paper. (5 min.)

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7. Have students sum up what they have learnt or sum it up for them. (5 min.)
8. Homework: students tackle online crossword puzzle and memory game independently.

**Remarks**

Ideas for further exploration of the topic:

1. Business administration: establish types of production (individual, mass) according to commonly used textbooks
2. Economics: establish standard economic cycle and gross domestic product
3. Accountancy: introduce concept of value added tax as a way of enhancing understanding of value creation process and economic sectors
4. Students prepare and give mini-presentations on a production site in their hometown
5. Teams work out detailed answers to questions 11 and 12 on observation sheet

**Links**

Internet platform of the Swiss National Bank  
[www.iconomix.ch](http://www.iconomix.ch)