

### **Assembly Line Simulation:**

Set the scene for students before they enter the room. Make the room very dim- lights off and blinds drawn. Play factory sounds, found on youtube, loud enough to disrupt conversation. If you have a fan, set it on high. This will make students slightly uncomfortable and disrupt their work. Seats need to be set close together in proximity to simulate overcrowding in the factory. This scene should be set during both rounds of this activity.

#### Materials:

1. Paper cut in half sheets. I typically recycle old tests and student papers to reduce waste of new copy paper.
2. Colored pencils, crayons, or markers.

#### Directions:

1. First Round: Students will independently complete this activity to simulate work in a factory BEFORE the assembly line.
  - a. Hand each student a stack of half sheets of paper and a writing utensil.
  - b. Instruct students that they are working in a smiley face factory and you are their manager. It is your duty to ensure quality and their duty to ensure they are making a LOT of products. Mention that the winners of this round will become the assistant managers in the next round. I usually mention that assistant managers are responsible for quality control and worker productivity.
  - c. Show them the product they will be making. On the board draw a smiley face that includes the head, eyes, nose, and a mouth. Tell them that they have one minute to complete as many smiley faces as they can.
  - d. As the minute begins, walk around the room, immediately tossing smiley faces that don't pass your quality expectations.
  - e. At the end of the minute, go through each student's stack, getting rid of the bad quality faces, and count their final total. Most students begin to regret trying to make the MOST rather than the BEST at this point.
  - f. Announce your top two winners. The winners should be whoever had the most smiley faces at the end of the quality control check.
2. Second Round: Students will now work in groups of four, as an assembly line.
  - a. Take a moment to explain what an assembly line is and how an assembly line increased production in factories and its overall impact on society and the workplace.
  - b. Next, have students get into their groups and find their seats. They must be sitting in a line. I assign the left side of the room as Factory A and the right side of the room as Factory B. My two winners will take charge of one factory each. I tell them that whatever factory wins gets candy, so this now becomes a competition of sorts between the managers and workers alike.
  - c. Assign a job to each student in the assembly line. For example, I usually say if you are first in line you are responsible for making the head, second is eyes, third is nose, and fourth is smile.

- d. Again, they will be timed for one minute. As they're being timed, your assistant managers should be hyping their classmates up and demanding good quality products.
- e. At the end of the minute, you will go through and toss faces you deem to be insufficient quality. You then count each row's smiley faces and add up the total for Factory A and then Factory B and announce the winner.
- f. At the end, it should be evident to students that more products are made using an assembly line, but quality can sometimes falter because of the repetitive nature of completing only one task and still needing to meet the needs of demanding managers and quotas.