



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS - TERM 3  
CONSUMER STUDIES  
GRADE 10

## FOREWORD

The following Grade 10, 11 and 12 Lesson Plans were developed by Subject Advisors during May 2009. Teachers are requested to look at them, modify them where necessary to suit their contexts and resources. It must be remembered that Lesson Plans are working documents, and any comments to improve the lesson plans in this document will be appreciated. Teachers are urged to use this document with the following departmental policy documents: Subject Statement; LPG 2008; SAG 2008; Examination Guidelines 2009 and Provincial CASS Policy / Guidelines.

Lesson planning is the duty of each and every individual teacher but it helps when teachers sometimes plan together as a group. This interaction not only helps teachers to understand how to apply the Learning Outcomes (LOs) and Assessment Standards (ASs) but also builds up the confidence of the teachers in handling the content using new teaching strategies.

It must please be noted that in order to help teachers who teach across grades and subjects, an attempt has been made to **standardise lesson plan templates** and thus the new template might not resemble the templates used in each subject during the NCS training. However, all the essential elements of a lesson plan have been retained. This change has been made to assist teachers and lighten their administrative load.

Please note that these lesson plans are to be used only as a guide to complete the requirements of the Curriculum Statements and the work schedules and teachers are encouraged to develop their own learner activities to supplement and /or substitute some of the activities given here (depending on the school environment, number and type of learners in your class, the resources available to your learners, etc).

Do not forget to build in the tasks for the Programme of Assessment into your Lesson Plans.

Strengthen your efforts by supporting each other in clusters and share ideas. Good Luck with your endeavours to improve Teaching, Learning and Assessment.

**SUBJECT: CONSUMER STUDIES   GRADE: 10   LESSON PLAN 1   TERM 3   TIME: 8 Hours**

**CONTENT:**

RICE AND PASTA DISHES

**INTEGRATION:** Hospitality Studies

LEARNING OUTCOME 1		LEARNING OUTCOME 2		LEARNING OUTCOME 3		LEARNING OUTCOME 4	
<b>MANAGEMENT OF CONSUMER ROLES:</b> The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		<b>KNOWLEDGEABLE CONSUMER CHOICES:</b> The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		<b>RESPONSIBLE USE OF RESOURCES:</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		<b>PRODUCTION AND MARKETING OF FOOD, CLOTHING AND SOFT FURNISHING PRODUCTS:</b> The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.	
10.1.1 Explain the rights and responsibilities of consumers.		<b>FOOD AND NUTRITION</b>  10.2.1 Discuss the daily food intake of young adults.		<b>FOOD AND NUTRITION</b>  10.3.1 Make judicious food choices in terms of the resources available to the household.		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills <b>to produce quality products by using BASIC methods and techniques.</b>	X
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	

		own health.				
		<b>CLOTHING</b>  10.2.3 Discuss the young adult's choice of suitable clothing for different purposes.		<b>CLOTHING</b>  10.3.3 Explain clothing choices in terms of the resources available to the household.		10.4.3 Calculate the unit price of products.  X
		10.2.4 Describe the effect of clothing choices on physical comfort.		10.3.4 Apply ergonomic principles to the choice of furniture and household equipment		
		<b>HOUSING AND FURNISHINGS</b>  10.2.5 Explain different aspects to consider in the choice of housing.				

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
The teacher introduces learners to basic equipment for cooking Rice and Pasta dishes. i.e according to type, use and cleaning.	Learners observe and interact with equipment.  Note taking.	Measuring cups and measuring jugs  Dry ingredients and liquid	Measuring of ingredients	
Making use of a Recipe in a chart the teacher explains the following :	Learners observe and write down their own recipes and compile ingredient list.	Recipe books  Magazine , Chart with recipes etc.		

- writing of a recipe  - compiling a list of ingredients.				
Demonstrates measuring of liquids ie in ml and dry ingredients in grams.	Learners measure dry ingredients and liquids for cooking rice and pasta.	Measuring cups and measuring jugs		
Demonstration and explanation of preparation techniques used in the preparation and cooking of rice and pasta.	Learners apply preparation techniques for cooking rice and pasta.			
Explanation of cooking methods ie – Reasons for cooking food  Boiling method Advantages and disadvantages	Learners listen interact and apply boiling method for the preparation of rice and pasta. Note taking.			
The educator will explain the term packaging using concrete examples e.g paper plates. Containers of various foods and ask learners to come up with various examples.	Learners will listen and observe the information in various containers. They give more examples and suggestions for the dishes they have prepared.			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

**SIGNATURES:**

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**SUBJECT: CONSUMER STUDIES   GRADE: 10   LESSON PLAN 2   TERM 3   TIME: 4 Hours**

**CONTENT:**

FRUIT AND VEGETABLES - Purchase, storage and use (including preparation and cooking).

**INTEGRATION:** Hospitality Studies

LEARNING OUTCOME 1		LEARNING OUTCOME 2		LEARNING OUTCOME 3		LEARNING OUTCOME 4	
<b>MANAGEMENT OF CONSUMER ROLES:</b> The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		<b>KNOWLEDGEABLE CONSUMER CHOICES:</b> The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		<b>RESPONSIBLE USE OF RESOURCES:</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		<b>PRODUCTION AND MARKETING OF FOOD, CLOTHING AND SOFT FURNISHING PRODUCTS:</b> The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.	
10.1.1 Explain the rights and responsibilities of consumers.		<b>FOOD AND NUTRITION</b>  10.2.1 Discuss the daily food intake of young adults.		<b>FOOD AND NUTRITION</b>  10.3.1 Make judicious food choices in terms of the resources available to the household.		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills <b>to produce quality products by using BASIC methods and techniques.</b>	x
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	
		<b>CLOTHING</b>		<b>CLOTHING</b>		10.4.3 Calculate the unit price of products.	

	10.2.3 Discuss the young adult's choice of suitable clothing for different purposes.	10.3.3 Explain clothing choices in terms of the resources available to the household.			X
	10.2.4 Describe the effect of clothing choices on physical comfort.	10.3.4 Apply ergonomic principles to the choice of furniture and household equipment			
	<b>HOUSING AND FURNISHINGS</b>  10.2.5 Explain different aspects to consider in the choice of housing.				

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<b>1.Purchasing of vegetables and fruit:</b>  The educator demonstrates and explains purchasing of vegetables and fruit using relevant examples ie both pictures and concrete objects.	Learners observe, interact and take notes. Learners listen, interact and take notes.			
<b>2. Storage.</b>  The educator explains storage of fruit and vegetables using relevant material eg plastic bags, polythene bags and refrigerator if available.	Learners listen, interact and take notes			



<b>3. Use ( Preparation and cooking.)</b>  The educator will demonstrate peeling removal of seeds or pips of pumpkin for the preparation of pumpkin fritters. The emphasis must also be on safety measures.	Learners peel and remove seedlings or pips.			
<b>4.Cooking – Pumpkin fritters</b>  Demonstration of shallow fat frying as a cooking method.  The educator demonstrates and explains the calculation of the Unit price.	Learners prepare and cook pumpkin fritters  Learners observe and calculate Unit price according to their recipes.			
5. Using the evaluation template, the educator explains evaluation procedures	Learners evaluate their dishes using the given format.			
6. Educator give feedback to learners and encourage improvement				
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**SUBJECT: CONSUMER STUDIES   GRADE: 10   LESSON PLAN 3   TERM 3   TIME: 4 Hours**

**CONTENT:**

SALADS AND SALAD DRESSINGS – PURCHASE, STORAGE AND USE (Including preparation and cooking)

**INTEGRATION:** Hospitality Studies

<b>LEARNING OUTCOME 1</b>		<b>LEARNING OUTCOME 2</b>		<b>LEARNING OUTCOME 3</b>		<b>LEARNING OUTCOME 4</b>	
<b>MANAGEMENT OF CONSUMER ROLES:</b> The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		<b>KNOWLEDGEABLE CONSUMER CHOICES:</b> The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		<b>RESPONSIBLE USE OF RESOURCES:</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		<b>PRODUCTION AND MARKETING OF FOOD, CLOTHING AND SOFT FURNISHING PRODUCTS:</b> The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.	
10.1.1 Explain the rights and responsibilities of consumers.		<b>FOOD AND NUTRITION</b>		<b>FOOD AND NUTRITION</b>		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills <b>to produce quality products by using BASIC methods and techniques.</b>	x
		10.2.1 Discuss the daily food intake of young adults.		10.3.1 Make judicious food choices in terms of the resources available to the household.			
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	

		own health.				
		<b>CLOTHING</b>  10.2.3Discuss the young adult's choice of suitable clothing for different purposes.		<b>CLOTHING</b>  10.3.3Explain clothing choices in terms of the resources available to the household.		10.4.3 Calculate the unit price of products.  X
		10.2.4 Describe the effect of clothing choices on physical comfort.		10.3.4 Apply ergonomic principles to the choice of furniture and household equipment		
		<b>HOUSING AND FURNISHINGS</b>  10.2.5Explain different aspects to consider in the choice of housing.				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
The educator revise information on fruit and vegetables with learners in the form of oral questions	Learners answer questions			
The educator demonstrates preparation and serving of Salads using Salad dressing and relevant equipment.	Learners observe and prepare their Salads.	Vegetables  Salad bowls	Practical: preparation of vegetable salad	

		Salad dressing		
The educator demonstrates and explains the calculation of the Unit.	Learners observe and calculate Unit price according to their recipes.		Practical : costing	
Using the evaluation template, the educator explains evaluation procedures	Learners evaluate their dishes using the given format.	Evaluation forms	Practical: Evaluation of prepared dishes	
Educator give feedback to learners and encourage improvement				
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**SUBJECT: CONSUMER STUDIES   GRADE: 10   LESSON PLAN 4   TERM 3   TIME: 4 Hours**

**CONTENT:**

MINCE – PURCHASE, STORAGE AND USE (Including preparation and cooking)

**INTEGRATIONS:** Hospitality Studies

LEARNING OUTCOME 1		LEARNING OUTCOME 2		LEARNING OUTCOME 3		LEARNING OUTCOME 4	
<b>MANAGEMENT OF CONSUMER ROLES:</b> The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		<b>KNOWLEDGEABLE CONSUMER CHOICES:</b> The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		<b>RESPONSIBLE USE OF RESOURCES:</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		<b>PRODUCTION AND MARKETING OF FOOD, CLOTHING AND SOFT FURNISHING PRODUCTS:</b> The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.	
10.1.1 Explain the rights and responsibilities of consumers.		<b>FOOD AND NUTRITION</b>  10.2.1 Discuss the daily food intake of young adults.		<b>FOOD AND NUTRITION</b>  10.3.1 Make judicious food choices in terms of the resources available to the household.		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills <b>to produce quality products by using BASIC methods and techniques.</b>	x
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	

	<b>CLOTHING</b>  10.2.3 Discuss the young adult's choice of suitable clothing for different purposes.	<b>CLOTHING</b>  10.3.3 Explain clothing choices in terms of the resources available to the household.		10.4.3 Calculate the unit price of products.	X
	10.2.4 Describe the effect of clothing choices on physical comfort.	10.3.4 Apply ergonomic principles to the choice of furniture and household equipment			
	<b>HOUSING AND FURNISHINGS</b>  10.2.5 Explain different aspects to consider in the choice of housing.				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Making use of relevant examples eg fresh and stale minced meat, the educator explains purchasing of minced meat and storage	Listen, interact and take notes.	Fresh and stale minced meat	Base line	
Using pictures from magazines, she further explains various uses of minced meat in the preparation of dishes. e.g	Observe and interact with the pictures and also come up with their own examples of dishes.	Pictures and magazines showing minced meat dishes.		

Bobotie, stews , meat balls etc				
<b>Practical work: e.g hamburger</b>  The educator demonstrates preparation of hamburger using minced meat, onions, tomatoes and other sauces.	Observe and prepare hamburgers.		Practical work – preparation of hamburger	
Using various examples of packaging, the educator explains the use, information and aim of packaging i.e concrete objects and pictures from magazines.	Listen, observe interact and make their choices.	Examples of various packaging materials / containers		
Explains the calculation of the unit price.	Calculate unit price according to their recipes.	Costing format	Practical: costing	
Using the evaluation template, the educator explains evaluation procedures	Learners evaluate their dishes using the given format.	Evaluation forms	Practical : Evaluation of prepared dishes	
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				



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**CONTENT:**

THE YOUNG ADULT'S CHOICE OF SUITABLE CLOTHING AND STYLE, CONSIDERING:

- Reasons for wearing clothes
- The impact of socio-economic conditions, culture, peer preferences and other personal aspects

<b>LEARNING OUTCOME 1</b>		<b>LEARNING OUTCOME 2</b>		<b>LEARNING OUTCOME 3</b>		<b>LEARNING OUTCOME 4</b>	
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10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	

	<b>CLOTHING</b>  10.2.3 Discuss the young adult's choice of suitable clothing for different purposes.	x	<b>CLOTHING</b>  10.3.3 Explain clothing choices in terms of the resources available to the household.		10.4.3 Calculate the unit price of products.	
	10.2.4 Describe the effect of clothing choices on physical comfort.		10.3.4 Apply ergonomic principles to the choice of furniture and household equipment			
	<b>HOUSING AND FURNISHINGS</b>  10.2.5 Explain different aspects to consider in the choice of housing.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Educator gives learners flipchart papers and Koki pens to brainstorm about the reasons for wearing clothes e.g aesthetic, fashion, status, protection, etc	Brainstorm and report.	Flipchart and koki pens	Base line	
Educator consolidates giving differentiation between reasons and purposes for wearing clothes	Learners will take notes.			
Asks learners to discuss, giving examples, in groups about the	Discuss, take notes and report.	Garments		

purposes for wearing clothes e.g school, sport ,leisure ,smart ,etc.				
<ul style="list-style-type: none"> <li>The educator explains the the impact of :           <ul style="list-style-type: none"> <li>- socio-economic factors</li> <li>-culture</li> <li>-peer preferences</li> <li>- personal aspects e.g personality, lifestyle, etc.</li> </ul> </li> </ul>	Interact, come up with their own examples and take notes.	Text book, flipchart and koki pens.	Class work	
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**SUBJECT: CONSUMER STUDIES   GRADE: 10   LESSON PLAN 6   TERM 3   TIME:**

**CONTENT:**

THE EFFECT OF CLOTHING ON PHYSICAL COMFORT

<b>LEARNING OUTCOME 1</b>		<b>LEARNING OUTCOME 2</b>		<b>LEARNING OUTCOME 3</b>		<b>LEARNING OUTCOME 4</b>	
<b>MANAGEMENT OF CONSUMER ROLES:</b> The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		<b>KNOWLEDGEABLE CONSUMER CHOICES:</b> The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		<b>RESPONSIBLE USE OF RESOURCES:</b> The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		<b>PRODUCTION AND MARKETING OF FOOD, CLOTHING AND SOFT FURNISHING PRODUCTS:</b> The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.	
10.1.1 Explain the rights and responsibilities of consumers.		<b>FOOD AND NUTRITION</b>  10.2.1 Discuss the daily food intake of young adults.		<b>FOOD AND NUTRITION</b>  10.3.1 Make judicious food choices in terms of the resources available to the household.		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills <b>to produce quality products by using BASIC methods and techniques.</b>	
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.		10.3.2 Describe safe food handling practices		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	
		<b>CLOTHING</b>  10.2.3 Discuss the young adult's		<b>CLOTHING</b>  10.3.3 Explain clothing choices in		10.4.3 Calculate the unit price of products.	

		choice of suitable clothing for different purposes.		terms of the resources available to the household.			
		10.2.4 Describe the effect of clothing choices on physical comfort.	x	10.3.4 Apply ergonomic principles to the choice of furniture and household equipment			
		<b>HOUSING AND FURNISHINGS</b>  10.2.5 Explain different aspects to consider in the choice of housing.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
The educator explains the terms <b>natural fibres</b> by using a diagram on the classification of fibres e.g plant and animal fibres.	Listen, interact and take notes.			
Group learners and conduct an experiment on characteristics of natural fibres i.e cotton and wool.	In groups, learners do the experiment :  -crease the fabric  -burn the fabric			

	-iron the fabric  and report their findings.			
Consolidate the learners findings and advise them about the choice of clothing for physical comfort.	Listen, interact and take notes.			
The educator explain the term : <b>regenerated fibres</b> using an example of fabric e.g viscose.	Looking at and interacting with the fabric they come up with the characteristics.			
The educator uses the diagram on classification of fibres, garments and sample fabrics to <b>explain</b> the choice of clothing for physical comfort : e.g  -Polyester - school uniform  -Nylon e.g panty-hose, nylon socks  - Acrylic e.g school jerseys	Observe, interact and take notes.	Pieces of fabrics , garments etc.		
Explains the term <b>blending</b> referring to garments or fabrics e.g.:  -Polyester ( school uniform )  - Viscose rayon (shirts / blouse, sports wear ).  Wool blends	Listen, interact and take notes.	Pieces of fabrics  shirts		

<p>Uses samples of leather material to explain the choice in terms of physical comfort:</p> <p>Leather shoes, bags, jackets, skirts etc.</p>	<p>Observe, interact and take notes.</p>	<p>Samples of leather</p> <p>Shoes</p> <p>Bags etc.</p>		
<p>Brings to class different types of fabric and use a magnifying glass to observe the structure of the fabric:</p> <p>Plain weave</p> <p>-Satin weave</p> <p>Twill weave</p> <p>Weft knit</p>				
<p>Brings to class different types of fabric and use a magnifying glass to observe the structure of the fabric:</p> <p>Plain weave</p> <p>-Satin weave</p> <p>Twill weave</p> <p>Weft knit</p>				
<p>Explains relevant fabric finishes to be considered in terms of physical comfort:</p> <p>Mercerisation</p> <p>Napping</p> <p>Crease and wrinkle resistance</p> <p>Wash and wear ( drip dry )</p> <p>Flame retardant</p> <p>Static control</p> <p>Anti – bacterial</p> <p>Shrink resistance</p> <p>Stain release</p> <p>Water proof and water repellent</p>				
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				



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