



PROVINCE OF THE EASTERN CAPE EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS TERM 3 CONSUMER STUDIES GRADE 11

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: 11 LESSON PLAN 1 TERM 3 TIME: 12 Hours

CONTENT:

THE FUNCTIONALITY AND SAFETY OF EXISTING FLOOR AND FURNITURE PATTERNS.

- **Analyse traffic patterns**
- **Choice / Purchasing of furnishings**
 - * Elements of design
 - * Principles of design
 - * Colour
- **Safety and accessibility of housing and space**

BASELINE ASSESSMENT: Considerations for choice of housing

<p>LEARNING OUTCOME 1: Management of the Consumer Role The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.</p>	<p>LEARNING OUTCOME 2: Knowledgeable Consumer Choices The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.</p>	<p>LEARNING OUTCOME 3: Responsible Use of Resources The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.</p>	<p>LEARNING OUTCOME 4: Production and Marketing of Food, clothing and Soft Furnishing Products 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.</p>
<p>11.1.1 Explain consumer protection policies and</p>	<p>11.2.1 Compare a young adult's daily food intake with</p>	<p>11.3.1 Apply the criteria of safety, quality and pricing to</p>	<p>11.4.1 Apply the theoretical knowledge and demonstrate</p>

practices.		the nutritional requirements using food composition tables, and recommend necessary improvements.		evaluate food outlets in the local community.		the necessary skills to produce quality products by using advanced methods and techniques..	
11.1.2 Explain the household budget as an instrument for managing financial resources.		11.2.2 Explain the nutrient needs of consumers from different age groups and with different energy requirements.		11.3.2 Explain the effect of pathogenic organisms on food spoilage and safety.		11.4.2 Adapt recipes or patterns to make them suitable for small-scale production.	
		11.2.3 Select clothing to meet aesthetic needs.		11.3.3 Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community.		11.4.3 Calculate the cost of products in terms of human and other resources used.	
		11.2.4 Compare the effect of clothes on figure shapes, using the elements and principles of design.		11.3.4 Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.			
		11.2.5 Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces..	✓				
		11.2.6 Describe the functional considerations in the choice of textiles for furnishings.					
TEACHER ACTIVITIES	LEARNER ACTIVITIES		RESOURCES		ASSESSMENT		DATE COMPLETED

<p>1. Introduces the learners to the symbols used for floor plans and their meaning; shows the symbols while explaining.</p> <ul style="list-style-type: none"> ➤ Distributes picture cut-outs and / or photographs (diagrams) of various floor types to groups of 4 learners, and instructs as follows – • Discuss about the availability and/or suitable use of space in relation to work, rest, free movement; • Determine areas with a potential to have 'heavy traffic'; • Describe type of furniture used in each area, also say whether it is suitable or not; • Suggest by means of diagrams strategies to improve the above. 	<p>Note and interpret the symbols</p> <p>Take notes</p> <p>Engage in group activity</p>	<ul style="list-style-type: none"> • Picture (furniture) cut-outs • Magazines • Catalogues • Literature on floor plans • Textbooks • Sample house plans 		
<ul style="list-style-type: none"> ➤ Makes additions as necessary. 	<p>Group representatives present and mount the suggested diagrams – gallery walk to observe;</p> <p>Group members clarify as questions are asked.</p>		<p>Peer</p> <p>Oral presentation</p>	
<ul style="list-style-type: none"> ➤ Summarizes and gives notes 	<p>Write notes.</p>		<p>Homework (e.g. design a floor plan following given guidelines)</p>	
<p>2. Asks them to discuss in pairs what they would consider if they were to choose house furnishings.</p>	<p>Brief discussion then report.</p>	<ul style="list-style-type: none"> • Furniture catalogues • Upholstery samples • Textbooks 	<p>Discussion</p>	

		<ul style="list-style-type: none"> Pictures of well-furnished rooms 		
➤ Distributes samples of upholstery to learners, asks them to identify characteristics thereof e.g. attractiveness, durability, resilience etc.	Manipulate the samples and give the characteristic qualities noted.		Teacher Checklist	
➤ Refers learners to textbooks for more criteria in buying and placing furnishing, asks them to summarize these.	Consult available textbooks and make own summary.			
3. Asks learners to create individual designs, then analyse them listing things (elements) used in making them;	Make designs; volunteers show their designs and mention the elements therein.	Coloured pencils and plain paper		
➤ Refers to the learner designs and further explains about the various design elements				
➤ Shows two pictures (A and B) of furnished rooms, one has well organized furniture and the other does not. ➤ Asks the learners (working in pairs) to compare these and tabulate the differences. ➤ Introduces the concept 'design principles' then explains and emphasizes (with notes) their importance in furnishing, making	Discuss as asked and respond Note differences and report Observe as pictures are shown and write notes	<ul style="list-style-type: none"> Pictures (furnished rooms) Textbooks Upholstery samples 	Find a picture of any furnished room, attach it to your workbook then- <ul style="list-style-type: none"> Identify design elements used, name them, say what effect each has and indicate how it is used; Determine whether or not design principles are 	

reference to the two pictures			efficiently used, motivate your choice citing examples from the picture	
<p>4.Refers to various designs and draws learners' attention to the role of colour therein then -</p> <ul style="list-style-type: none"> ➤ Explains the following concepts relating to colour - properties, classification, characteristics and elicits examples from learners; ➤ Constructs with the learners a colour wheel using the segments also allows learners to use water paints to illustrate certain colour formations; ➤ Indicates and explains formation of the various colour groupings and/or harmonies in the colour wheel and in the textbook pictures, gives a summary. 	<p>Look at the designs and contribute as asked</p> <p>Listen and give examples as asked</p> <p>Partake in the colour wheel construction</p> <p>Write the summary and note the explanation</p>	<ul style="list-style-type: none"> • Learners' designs • Furniture catalogues • Textbooks • Colour wheel water paints • Plain paper • Prestik 		
<p>Homework: Teacher gives a relevant task capturing the various aspects of the lesson plan. N.B. PoA.</p>				
<p>Enrichment/Expanded Opportunities: Visit local furniture and interior decor shops. Invite an architect for more understanding on issues relating to floor and furniture plans.</p>				

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

CONTENT:

DAIRY PRODUCTS AND EGGS

- Purchases
- Uses
- Storage (including preparation and cooking)

LEARNING OUTCOME 1: Management of the Consumer Role The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.		LEARNING OUTCOME 2: Knowledgeable Consumer Choices The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.		LEARNING OUTCOME 3: Responsible Use of Resources The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.		LEARNING OUTCOME 4: Production and Marketing of Food, clothing and Soft Furnishing Products 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.	
11.1.1 Explain consumer protection policies and practices.		11.2.1 Compare a young adult's daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements.		11.3.1 Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community.		11.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques..	x
11.1.2 Explain the household budget as an instrument for managing financial resources.		11.2.2 Explain the nutrient needs of consumers from different age groups and with different energy requirements.		11.3.2 Explain the effect of pathogenic organisms on food spoilage and safety.		11.4.2 Adapt recipes or patterns to make them suitable for small-scale production.	
		11.2.3 Select clothing to meet aesthetic needs.		11.3.3 Apply the criteria of variety, quality and pricing to		11.4.3 Calculate the cost of products in terms of human and other	

				evaluate clothing outlets in the local community.		resources used.	
		11.2.4 Compare the effect of clothes on figure shapes, using the elements and principles of design.		11.3.4 Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.			
		11.2.5 Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces..	✓				
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Explains the functions of eggs as used in various dishes; - tells the quality criteria that serve as guidelines;	Listen and take down notes	Textbook		

-gives notes				
2. Asks learners the uses of milk in food production; - describes the different processes; -explains guidelines when using cheese and milk in food production.	Answer Listen and take notes			
3. Explains about the storage of eggs and milk, then gives notes.	Listen and take notes			
4. Divides learners in pairs to carry out an experiment on the effect of heat on cheese regarding appearance, texture and taste; explains the procedure. -prepares the control recipe; -provides learners with a result chart and control recipe to assist in the comparison	Listen and perform the experiment Evaluate the results against the control recipe	Textbook Equipped kitchen Recipe book	Experiment	
5.Asks learners about small-scale production; -consolidates; -instructs learners to choose recipes from different sources -Chooses one of the recipes and writes on the chalkboard to illustrate a standardized recipe form. Instructs learners to choose their own -Summarize the learners results on standardization	Brainstorm answers Listen and take notes Choose recipes Participate in the activity by standardizing their own Listen and take notes	 Recipe book and food magazines	 Peer and teacher assessment	

-Chooses recipes for preparing dairy products and eggs suitable for selling at a profit. Allocate recipes to learners	Learners start with the practical preparation		Practical work e.g. milk tart, savoury tart and quiche	
6. Explains to learners the importance of costing food. Issues a recipe that will be used by all learners to practice costing	Participate in the activity	Recipe and calculator	Costing of recipes	
Homework: Work out individual examples of costing				
Enrichment/Expanded Opportunities: Calculate cost when recipe is made more than once.				
Teacher Reflections:				

SIGNATURES: _____

TEACHER

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CONTENT:

CALCULATE THE COST AND SELLING PRICE OF MEALS

- Use the cost of ingredients
- Estimate production costs when other costs are added
- Decide on a selling price

BASELINE ASSESSMENT: Brainstorm on factors determining the price of a product.

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		11.2.3 Select clothing to meet		11.3.3 Apply the criteria of		11.4.3 Calculate the cost of products	^x

		aesthetic needs.		variety, quality and pricing to evaluate clothing outlets in the local community.		in terms of human and other resources used.	
		11.2.4 Compare the effect of clothes on figure shapes, using the elements and principles of design.		11.3.4 Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.			
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Uses a recipe, the costing form and till slips to show learners the step-by-	Observe and work through the costing form with the teacher;	Recipe (large format)		

<p>step process of costing a product;</p> <ul style="list-style-type: none"> ➤ Shows with the help of the conversion table how conversion is done e.g. from ml to g (measurements); ➤ Tells learners to work in pairs and cost own recipe product 	<p>Observe</p> <p>Cost the product from own recipes</p>	<p>Dish – costing forms</p> <p>Conversion table</p> <p>Learner recipes</p> <p>Receipts, invoices and / slips</p>		
<p>2. Explains what hidden costs are and</p> <ul style="list-style-type: none"> ➤ Asks learners to brainstorm on the types of hidden costs incurred during production; ➤ Summarizes and explains these costs. 	<p>Note the explanation</p> <p>List the hidden costs</p> <p>Write the notes</p>			
<p>3. Introduces to the learners the formula for deciding on a selling price;</p> <ul style="list-style-type: none"> ➤ Works out an example with the learners indicating how the selling price is determined; ➤ Refers learners to textbooks for own reading. 	<p>Listen to explanation, note the formula</p> <p>Copy given example.</p>	<p>Workbooks</p> <p>Textbooks</p>		
<p>Homework: Work out individual examples of costing</p>				
<p>Enrichment/Expanded Opportunities: Calculate cost when recipe is made more than once.</p>				

Teacher Reflections:

SIGNATURES:

TEACHER

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CONTENT:

POULTRY, FISH AND MEAT

- Purchases
- Uses
- Storage
- Preparation of fish, meat and poultry dishes
- Calculate cost and selling price

**LEARNING OUTCOME 1:
Management of the Consumer Role**

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

**LEARNING OUTCOME 2:
Knowledgeable Consumer Choices**

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

**LEARNING OUTCOME 3:
Responsible Use of Resources**

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

LEARNING OUTCOME 4: Production and Marketing of Food, clothing and Soft Furnishing Products

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.

11.1.1 Explain consumer protection policies and practices.

11.2.1 Compare a young adult's daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements.

11.3.1 Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community.

11.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques..

11.1.2 Explain the household budget as an instrument for managing financial resources.

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		11.2.3 Select clothing to meet aesthetic needs.		11.3.3 Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community.		11.4.3 Calculate the cost of products in terms of human and other resources used.	
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
			Baseline : Asks learners questions on cooking meat and poultry	
1.Explains to learners how meat and poultry are chosen according to the meat grading chart – emphasis made on colour	Listen and take down notes	Textbook Meat grading chart		

2. Asks learners brainstorm on methods normally used to cook meat and poultry	<p>Answer</p> <p>Listen and take notes</p>			
3. Explains to learners about the storage of meat and poultry	<p>Listen and take notes</p>			
4. Introduces the learners to the advanced roasting and grilling techniques <ul style="list-style-type: none"> ➤ Shows learners a chart with different meat cuts , and asks them to identify suitable cooking methods for each cut 	<p>Participate in the identification</p>	<p>Meat chart</p>	<p>Identification test</p>	
5. Explains to learners what to consider when buying and storing fish; <ul style="list-style-type: none"> ➤ Explains suitable methods for cooking each type of fish and shows this in tabular form; ➤ Divides learners into four groups and instructs each group as follows- <p>*cook the given piece of hake;</p> <p>* use the specified cooking method;</p> <p>*note the effect of heat (i.e.changes in appearance, size and texture)</p> <p>Asks learners to present findings, adds more information as necessary</p>	<p>Listen and take notes</p> <p>Perform the experiment and note the changes</p> <p>Present findings and take notes</p>		<p>Experiment</p>	

6.Explains and shows the adaptation of a recipe using the Recipe Conversion Factor	Listen and note the adaptation process	Recipe book Textbook Conversion table	Class test	
Homework:				
Enrichment/Expanded Opportunities: Consult books on Meat and Fish cookery				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: CONSUMER STUDIES GRADE: 11 LESSON PLAN 5 TERM 3 TIME: 12 Hours

CONTENT:

CRITERIA FOR EVALUATING CLOTHING OUTLETS IN THE LOCAL COMMUNITY

- Different types of clothing outlets in SA context
- Criteria for buying clothing
- Evaluate clothing outlets in the local community

BASELINE ASSESSMENT: The teacher asks learners to list all the clothing outlets available in their local community

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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1.Distributes various catalogues for clothing outlets and asks learners to give other outlets (e.g. chain stores, boutiques, mail-order houses etc.) commonly available in South Africa	Participate in the activity	Catalogues (clothing outlets)		

and what they offer; Classifies these outlets using local ones as examples.	Write the summary			
2. Gives a case study focusing on the factors consumers consider when deciding where to shop for clothing. Consolidates, making reference to the responses of case study and emphasizing the criteria	Do the case study	Textbook	Case study Group and teacher assessment	
3. Compiles and gives learners a questionnaire to be conducted among consumers (minimum 3) of clothing outlets, to determine their considerations for buying clothes. Asks them to present findings in the form of a brochure and also give (own) advice to potential users of these clothing outlets.	Conduct the questionnaire and prepare brochure		Survey Teacher Rubric	
Homework:				
Enrichment/Expanded Opportunities: Invite a fashion advisor to present a talk on how to choose clothes wisely.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: CONSUMER STUDIES GRADE: 11 LESSON PLAN 6 TERM 3 TIME: 12 Hours

CONTENT:

ANALYSE LIGHTING AND STORAGE PLANS IN WORK, REST AND SOCIAL AREAS IN A HOME

- Good lighting plan
- Good storage plan

BASELINE ASSESSMENT: Revision on aspects of functional and safe floor and furniture plans

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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1.Explains the meaning of the concept “good lighting plan” and relates it to its contribution to a functional and safe home.	Listen and note the relationship indicated.			
➤ Asks learners to tell the	Answer to questions.			

types of lighting used at home and the specific purposes they serve.				
➤ Shows pictures (in textbooks) indicating correct light positioning according to the various purposes, asks learners to analyse the pictures and explain where necessary.	Observe pictures and analyse as requested.	Textbook Chalkboard		
2. Gives to learner groups a picture with lots of cluttered items all over, then asks learners to – *Identify areas with a lot of mess; *Suggest a specific solution of what can be done to create space thus improve the view; *Motivate choice of particular solution; *Illustrate by means of symbols the changes made; *Tabulate under the following headings – what needs to change, solution, motivation for change, illustrations.	Follow instructions, do the activity	Picture cut-outs Workbooks		
➤ Goes through the exercise	Exchange the work and assess			

with the learners and discusses how the situation can be improved.				
➤ Writes a summary of essential requirements for good lighting and storage plans, respectively.	Write the summary.			
Homework: Look through the rooms at your home and make suggestions (in a particular area) where necessary of how the lighting and/or storage plans could be improved and why, indicate the original scenario first.				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

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