



# PROVINCE OF THE EASTERN CAPE EDUCATION

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## DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS TERM 3 CONSUMER STUDIES GRADE 12

## 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: 12   LESSON PLAN 1   TERM 3   TIME: 4 Hours**

**CONTENT:**

Channels for consumer complaints available in South Africa

Claims for misleading descriptions

How to complain

**LEARNING OUTCOME 1**

**MANAGEMENT OF CONSUMER ROLES:**

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

12.1.1 Investigate and evaluate channels for consumer complaints

**Food and Nutrition**

12.2.1 Suggest guidelines for the prevention of nutritional and food-related health conditions.

**Food and Nutrition**

12.3.1 Identify a consumer issue related to the impact of the selection of and use of food on the natural or economic environment and suggest a strategy for addressing the issue.

12.4.1 Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production

					line	
12.1.2 Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.		<b>Clothing</b>  12.2.2 Apply clothing theory to the selection of clothing for the world of work.		<b>Clothing</b>  12.3.2 Identify a consumer issue related to the impact of the selection of and use of clothing on the natural or economic environment and suggest a strategy for addressing the issue.	12.4.2 Compile and implement a plan for the production and marketing of a product	
		12.2.3 Examine and describe current fashion trends for young adults.		<b>Housing and Furnishings</b>  12.3.3 Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.	12.4.3 Evaluate the sustainable profitability of the enterprise.	
		<b>Housing and Furnishings</b>  12.2.4 Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing.				
		12.2.5 Compare and evaluate the choice of household equipment and explain the financial and contractual responsibilities in buying furniture and household				

		equipment.				
		12.2.6 Investigate and report on an issue related to one of the following: <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food</li> <li>• Clothing</li> <li>• Textiles</li> <li>• Housing</li> <li>• Furnishings</li> <li>• Equipment</li> </ul>				
TEACHER ACTIVITIES		LEARNER ACTIVITIES		RESOURCES		ASSESSMENT
Explains the Channels for consumer complaints in South Africa considering: <ul style="list-style-type: none"> <li>• Dealers and manufacturers</li> <li>• Legal action</li> <li>• The media</li> </ul>		Listening and note taking		Textbooks  Internet  Brochures from Consumer Organizations		
Asks learners to work in groups and come up with different case studies on how Consumer complaints have been investigated and solved.		Learners work in groups to formulate different case studies.  Group discussion and report back.		Stationary		Daily <ul style="list-style-type: none"> <li>• Case study</li> <li>• Class discussions</li> <li>• Role play</li> </ul>
Gives the learners cutouts from food labels and advertisements to analyze on the basis of misleading information.		Analyze the given material and write down what they consider to be misleading information.				
Facilitates class discussion		Discussion and report back				Group assessment
Explains how to complain when		Listening and note taking				

dissatisfied with the product or service.				
Homework: Learners to write a letter of complaint to any of the South African Consumer Channels.				
Enrichment/Expanded Opportunities: Invite an official from National Consumer Forum to give a talk to learners				
Teacher Reflections:				

**SIGNATURES:**

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**SUBJECT: CONSUMER STUDIES   GRADE: 12   LESSON PLAN 2   TERM 3   TIME: 4 Hours**

**CONTENT:**

The implications on the management of available funds for acquiring food, clothing, housing and furnishings.

<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.	
12.1.1 Investigate and evaluate channels for consumer complaints		<b>Food and Nutrition</b>  12.2.1 Suggest guidelines for the prevention of nutritional and food-related health conditions.		<b>Food and Nutrition</b>  12.3.1 Identify a consumer issue related to the impact of the selection of and use of food on the natural or economic environment and suggest a strategy for addressing the issue.		12.4.1 Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production line	
12.1.2 Analyse the implication of taxes, interest rates and inflation on the management of available		<b>Clothing</b>  12.2.2 Apply clothing theory to		<b>Clothing</b>  12.3.2 Identify a consumer issue		12.4.2 Compile and implement a plan for the production and marketing of a product	

funds for acquiring food, clothing, housing and furnishings.		the selection of clothing for the world of work.		related to the impact of the selection of and use of clothing on the natural or economic environment and suggest a strategy for addressing the issue.			
		12.2.3 Examine and describe current fashion trends for young adults.		<b>Housing and Furnishings</b>  12.3.3 Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.		12.4.3 Evaluate the sustainable profitability of the enterprise.	
		<b>Housing and Furnishings</b>  12.2.4 Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing.					
		12.2.5 Compare and evaluate the choice of household equipment and explain the financial and contractual responsibilities in buying furniture and household equipment.					
		12.2.6 Investigate and report on an issue related to one of					



		the following:				
		<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food</li> <li>• Clothing</li> <li>• Textiles</li> <li>• Housing</li> <li>• Furnishings</li> <li>• Equipment</li> </ul>				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Gives learners different literature on: <ul style="list-style-type: none"> <li>• Purpose of taxation</li> <li>• The process of taxation and legislation</li> <li>• The SARS and its powers</li> <li>• The new income tax system</li> <li>• Tax rates</li> </ul>	Work in groups to summarize literature given and report back.	Textbooks  Information from SARS  Business magazines  Brochures from banks  Information from the internet	Daily: <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Case studies</li> </ul>	
Homework:				
Enrichment/Expanded Opportunities: BCM teacher to give a talk to class.				
Teacher Reflections:				

**SIGNATURES:**

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AN EXAMPLE OF A HOMEWORK THAT COULD BE GIVEN

TYPE OF TAXES	WHEN IS IT PAID	TYPES	AMOUNT / PERCENTAGE% CHARGED
Income tax		1. 2. 3.	
VAT		1. 2.	
Interest rates		1. 2. 3. 4.	
	(3)	(9)	(3)

**SUBJECT: CONSUMER STUDIES   GRADE: 12   LESSON PLAN 3   TERM 3   TIME: 4 Hours**

**CONTENT:**

The choice of household equipment.

**LEARNING OUTCOME 1**

**MANAGEMENT OF CONSUMER ROLES:** The learner is able to demonstrate knowledge of responsible consumer practices and 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.

12.1.1 Investigate and evaluate channels for consumer complaints

**Food and Nutrition**

12.2.1 Suggest guidelines for the prevention of nutritional and food-related health conditions.

**Food and Nutrition**

12.3.1 Identify a consumer issue related to the impact of the selection of and use of food on the natural or economic environment and suggest a strategy for addressing the issue.

12.4.1 Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production line

12.1.2 Analyse the implication of taxes, interest rates and inflation on the management of available

**Clothing**

12.2.2 Apply clothing theory to

**Clothing**

12.3.2 Identify a consumer issue

12.4.2 Compile and implement a plan for the production and marketing of a product

funds for acquiring food, clothing, housing and furnishings.		the selection of clothing for the world of work.		related to the impact of the selection of and use of clothing on the natural or economic environment and suggest a strategy for addressing the issue.			
		12.2.3 Examine and describe current fashion trends for young adults.		<b>Housing and Furnishings</b>  12.3.3 Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.		12.4.3 Evaluate the sustainable profitability of the enterprise.	
		<b>Housing and Furnishings</b>  12.2.4 Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing.					
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Distributes pictures / advertisements of different household equipment.	In groups learners discuss the following: <ul style="list-style-type: none"> <li>• Function</li> <li>• Energy consumption</li> <li>• Water consumption</li> <li>• Possible environmental impact</li> </ul>	Textbooks  House and home magazines  Internet	Daily – Worksheets on financial and contractual responsibilities.	
Facilitates discussion and fill up gaps.	Report back and note taking.			
Explains and initiates class discussion on financial and contractual responsibilities in buying furniture and household equipment	Discuss and summarize: <ul style="list-style-type: none"> <li>• Types of transactions</li> <li>• Advantages and disadvantages</li> </ul>		Peer and educator assessment	

	<ul style="list-style-type: none"> <li>• Implications of each</li> <li>✓ Instalment sale transaction</li> <li>✓ Other ways of financing purchases</li> <li>✓ Relevant contracts</li> </ul>			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**SUBJECT: CONSUMER STUDIES   GRADE: 12   LESSON PLAN 4   TERM 3   TIME: 4 Hours**

**CONTENT:**

How to conduct an investigation

<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.	
12.1.1 Investigate and evaluate channels for consumer complaints		<b>Food and Nutrition</b>  12.2.1 Suggest guidelines for the prevention of nutritional and food-related health conditions.		<b>Food and Nutrition</b>  12.3.1 Identify a consumer issue related to the impact of the selection of and use of food on the natural or economic environment and suggest a strategy for addressing the issue.		12.4.1 Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production line	
12.1.2 Analyse the implication of taxes, interest rates and inflation on the management of available		<b>Clothing</b>  12.2.2 Apply clothing theory to		<b>Clothing</b>  12.3.2 Identify a consumer issue		12.4.2 Compile and implement a plan for the production and marketing of a product	



funds for acquiring food, clothing, housing and furnishings.		the selection of clothing for the world of work.		related to the impact of the selection of and use of clothing on the natural or economic environment and suggest a strategy for addressing the issue.			
		12.2.3 Examine and describe current fashion trends for young adults.		<b>Housing and Furnishings</b>  12.3.3 Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.		12.4.3 Evaluate the sustainable profitability of the enterprise.	
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		<p>the following:</p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food</li> <li>• Clothing</li> <li>• Textiles</li> <li>• Housing</li> <li>• Furnishings</li> <li>• Equipment</li> </ul>					
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Teacher explains the steps for preparation for investigation:</p> <ul style="list-style-type: none"> <li>• What am I being asked to do?</li> <li>✓ Write down what the question is about.</li> <li>• How will I be evaluated for process and products?</li> <li>✓ Write down what is being evaluated and how.</li> <li>• What must I do to find the answer, complete the task and</li> </ul>	<p>Note taking and summary writing.</p>	<p>Textbooks.</p> <p>Literature.</p>		

<p>present the product?</p> <ul style="list-style-type: none"> <li>✓ Write down the verbs, key words and numbers.</li> <li>• What should I do to get started?</li> <li>✓ Make a rough plan for what you think need to do for.</li> </ul>				
Teacher divides learners into groups for investigation work.	<p>Each group to investigate one of the following topics:</p> <ul style="list-style-type: none"> <li>➤ Clothing for physical disabled people.</li> <li>➤ Interior planning for disable persons.</li> <li>➤ Waste control and recycling of household waste.</li> </ul>	<p>Textbooks.</p> <p>Literature.</p> <p>Stationery.</p>		
Teacher facilitates the oral presentation done by the learners.	Oral presentation in class by the learners.		Tool: checklist.	
Homework: Learners to write a letter of complaint to any of the South African Consumer Channels.				
Enrichment/Expanded Opportunities: Invite an official from National Consumer Forum to give a talk to learners				
Teacher Reflections:				

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