



PROVINCE OF THE EASTERN CAPE EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS - TERM 4 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.

CONTENT:

Housing must be examined within the socio-economic and cultural context.

LEARNING OUTCOME 1		LEARNING OUTCOME 2		LEARNING OUTCOME 3		LEARNING OUTCOME 4	
MANAGEMENT OF CONSUMER ROLES: The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		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.		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.		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.	
10.1.1 Explain the rights and responsibilities of consumers.		FOOD AND NUTRITION		FOOD AND NUTRITION		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques.	
		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 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.	
		CLOTHING		CLOTHING		10.4.3 Calculate the unit price of products.	
		10.2.3 Discuss the young adult's choice of suitable clothing for		10.3.3 Explain clothing choices in terms of the resources available			

		different purposes.		to the household.		
		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		
		HOUSING AND FURNISHINGS 10.2.5 Explain different aspects to consider in the choice of housing.	X			

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Divides learners into groups to discuss the factors influencing housing decisions. Each group will be given one or two factors to discuss and report back to the entire class.	In groups they discuss the factors influencing housing decisions and report to the entire class.	Koki pens Flip charts Textbooks	What: (SKVs) Who: Peers, educator Tool: Evaluation forms	
Explains the housing needs referring to Maslow's hierarchy of human needs within socio-economic and cultural context.	Listen, interact and take notes	Chart showing Maslow's hierarchy of human needs.	What: (SKVs) Who: Peers, educator Tool: Evaluation forms	
With the help of pictures and photos the educator will explain the functions of houses and interior module referring to location, space, comfort and storage.	Observe, interact and take notes.	Pictures from magazines Photos of real houses Interior module.	What: (SKVs) Who: Peers, educator Tool: Evaluation forms Peers	

Supplies learners with pictures and photos and lead class discussion about health in housing.	Learners will discuss the health conditions of houses quoting from their living examples and report back.	Koki pens Flip charts Textbooks	What: (SKVs) Who: Peers, educator	
Supplies learners with pictures and photos and divide them into groups to discuss about safety and security of houses.	Learners will discuss in groups and report back.	Koki pens Flip charts Textbooks Pictures from magazines Photos of real houses	What: (SKVs) Who: Peers, educator Tool: Evaluation forms Peers Form : Case Study	
Supplies learners with pictures and photos, learners are divided In groups to discuss about materials used with regard to climate and durability.	Learners will discuss in groups and report back.	Koki pens Flip charts Textbooks Pictures from magazines Photos of real houses		
Learners are divided into groups to discuss about style and orientation of houses as related to effective use of light and heat.	Learners will discuss in groups and report back.	Koki pens Flip charts Pictures from magazines Photos of real houses Textbooks		
Homework: Learners will design their own houses using cardboard boxes.				

Enrichment/Expanded Opportunities:

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: CONSUMER STUDIES GRADE: 10 LESSON PLAN 2 TERM 4 TIME: 08 Hours

CONTENT:

Ergonomic principles to consider when choosing furniture and equipment.

LEARNING OUTCOME 1		LEARNING OUTCOME 2		LEARNING OUTCOME 3		LEARNING OUTCOME 4	
MANAGEMENT OF CONSUMER ROLES: The learner is able to demonstrate knowledge of responsible consumer practices and effectively address consumer issues.		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.		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.		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.	
10.1.1 Explain the rights and responsibilities of consumers.		FOOD AND NUTRITION		FOOD AND NUTRITION		10.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using BASIC methods and techniques.	
10.1.2 Assess the impact of marketing strategies on consumer buying behavior.		10.2.1 Discuss the daily food intake of young adults.		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.	
		10.2.2 Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.		10.2.2 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	
		CLOTHING		CLOTHING		10.4.2 Adapt household processes and workflow for a product according to principles of small-scale production.	
		10.2.3 Discuss the young adult's choice of suitable clothing for different purposes.		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.	
		10.2.4 Describe the effect of clothing choices on physical comfort.		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	X		
		HOUSING AND FURNISHINGS				
		10.2.5 Explain different aspects to consider in the choice of housing.				

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Explains the term ergonomics using relevant examples.	Listen interact and take notes.	Real objects e.g tables and chairs in classroom.		
Instructs learners to brainstorm about the importance of comfortable furniture. Consolidate and expatiate more on their reports.	Brainstorm about the importance of comfortable furniture and report back.	Koki pens Flipcharts	Educator Peers	
Explains with demonstrations the factors to consider when buying furniture and household equipment, e.g <ul style="list-style-type: none"> Furniture to suit height and size of individual, height of kitchen work surface, length of bed etc. 	Observe, interact and take notes.	Real objects e.g tables and chairs in classroom		
Divides learners into 4 groups, each group to discuss one of the following factors to consider when buying	In groups, they discuss the factors to consider when buying furniture and household equipment and report back.	Koki pens Flipcharts	Educator Peers	

furniture and household equipment : <ul style="list-style-type: none"> • Price • Quality • Suitability for function • Space available,etc 				
Using relevant examples the teacher explains the reasons for buying 'Proudly South African'.	Listen interact and take notes.	Textbook Real objects and pictures with a 'Proudly South African' logo.		
Homework: Individual activity on page 137 of OXFORD Successful Consumer Studies Learner's book.				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE