



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 4
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.

CONTENT:

CONSUMER CHOICES OF TEXTILES FOR FUNCTIONAL CONSIDERATIONS OF FURNISHINGS

- **Properties of the fibres**
 - Natural (vegetable)
 - Natural (animal)
 - Regenerated
 - Synthetic
 - Blends
 - Leather
 - Plastic

- **Yarn and fabric construction suitable for furnishing textiles**
 - Weave types
 - Warp knit
 - Tufting
 - Needle punching

- **Properties of fabric finishes for household textiles**
 - Flame retardant
 - Crease and wrinkle resistance
 - Static control
 - Shrink resistance
 - Stain and water resistance

- **Labelling, including care and maintenance**

- **Characteristics important for household textiles**

- Abrasion resistance, pilling
- Draping quality
- Absorbency
- Reaction to cleaning chemicals
- Reaction to heat during maintenance
- Reaction to water and solvents
- Colour fastness
- Reaction to stains
- Strength during use and maintenance

BASELINE ASSESSMENT: Considerations for choice of clothing textiles

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.		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
<ul style="list-style-type: none"> Revisit and revise through prior prepared questions on clothing choice considerations (relating to fibre characteristics or properties), learnt at grade 10 – LO 2.4; Gives notes as necessary; Asks learners to collect and create a poster / booklet / 		<p>Give the answers as expected;</p> <p>Write the given notes</p> <p>Create the poster/ booklet / album</p>		<p>Textbooks</p> <p>Prepared notes</p> <p>Fabric scraps</p>		<p>Classwork</p> <p>Discussion</p> <p>Peer assessment</p>	

each learner works on two of the given aspects)				
<ul style="list-style-type: none"> Refer to your findings and prepare a written report (to present in class) giving suggestions on considerations for choosing furnishing fabrics. Highlights and consolidates the main considerations 	<p>Sampled individuals present on findings, others with similar tasks assess</p> <p>Note the given suggestions.</p>	<p>Literature on furnishings</p> <p>Magazine</p>	<p>Oral presentation</p> <p>Peer assessment</p> <p>Teacher assessment</p> <p>Marking guide</p>	
<p>Enrichment/Expanded Opportunities: Encourage learners to visit local retail outlets that market different furnishings. Invite an upholsterer to give a talk.</p>				
<p>Teacher Reflections:</p>				

SIGNATURES _____

TEACHER _____ DATE _____ HOD / SMT _____ DATE _____

SUBJECT: CONSUMER STUDIES GRADE: 11 LESSON PLAN 2 TERM 4 TIME: 12 Hours

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..

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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
1. Explains the functions of eggs as used in various dishes; - tells the quality criteria that serve as guidelines; -gives notes	Listen and take down notes	Textbook		

<p>2. Asks learners the uses of milk in food production;</p> <p>- describes the different processes;</p> <p>-explains guidelines when using cheese and milk in food production.</p>	<p>Answer</p> <p>Listen and take notes</p>			
<p>3. Explains about the storage of eggs and milk, then gives notes.</p>	<p>Listen and take notes</p>			
<p>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.</p> <p>-prepares the control recipe;</p> <p>-provides learners with a result chart and control recipe to assist in the comparison</p>	<p>Listen and perform the experiment</p> <p>Evaluate the results against the control recipe</p>	<p>Textbook</p> <p>Equipped kitchen</p> <p>Recipe book</p>	<p>Experiment</p>	
<p>5.Asks learners about small-scale production;</p> <p>-consolidates;</p> <p>-instructs learners to choose recipes from different sources</p> <p>-Chooses one of the recipes and writes on the chalkboard to illustrate a standardized recipe form. Instructs learners to choose their own</p> <p>-Summarize the learners results on standardization</p> <p>-Chooses recipes for preparing dairy products and eggs suitable for selling</p>	<p>Brainstorm answers</p> <p>Listen and take notes</p> <p>Choose recipes</p> <p>Participate in the activity by standardizing their own</p> <p>Listen and take notes</p> <p>Learners start with the practical</p>	<p>Recipe book and food magazines</p>	<p>Peer and teacher assessment</p> <p>Practical work e.g. milk tart, savoury tart and</p>	

at a profit. Allocate recipes to learners	preparation		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

DATE

HOD / SMT

DATE

SUBJECT: CONSUMER STUDIES GRADE: 11 LESSON PLAN 3 TERM 4 TIME: 12 Hours

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.

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.	
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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.	x
		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
<p>1. Uses a recipe, the costing form and till slips to show learners the step-by-step process of costing a product;</p> <p>➤ Shows with the help of the conversion table how conversion is done e.g. from ml to g (measurements);</p>	<p>Observe and work through the costing form with the teacher;</p> <p>Observe</p>	<p>Recipe (large format)</p> <p>Dish – costing forms</p> <p>Conversion table</p>		

➤ Tells learners to work in pairs and cost own recipe product	Cost the product from own recipes	Learner recipes Receipts, invoices and / slips		
2. Explains what hidden costs are and ➤ Asks learners to brainstorm on the types of hidden costs incurred during production; ➤ Summarizes and explains these costs.	Note the explanation List the hidden costs Write the notes			
3. Introduces to the learners the formula for deciding on a selling price; ➤ Works out an example with the learners indicating how the selling price is determined; ➤ Refers learners to textbooks for own reading.	Listen to explanation, note the formula Copy given example.	Workbooks Textbooks		
Homework: Work out individual examples of costing				
Enrichment/Expanded Opportunities: Calculate cost when recipe is made more than once.				
Teacher Reflections:				

SIGNATURES:

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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.	
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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	Answer			

		Conversion table		
Homework:				
Enrichment/Expanded Opportunities: Consult books on Meat and Fish cookery				
Teacher Reflections:				

SIGNATURES:

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TEACHER	DATE	HOD / SMT	DATE

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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				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.			
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>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 and what they offer;</p> <p>Classifies these outlets using local ones as examples.</p>	<p>Participate in the activity</p> <p>Write the summary</p>	Catalogues (clothing outlets)		

<p>2. Gives a case study focusing on the factors consumers consider when deciding where to shop for clothing.</p> <p>Consolidates, making reference to the responses of case study and emphasizing the criteria</p>	Do the case study	Textbook	Case study Group and teacher assessment	
<p>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.</p>	Conduct the questionnaire and prepare brochure		Survey Teacher Rubric	
<p>Homework:</p>				
<p>Enrichment/Expanded Opportunities: Invite a fashion advisor to present a talk on how to choose clothes wisely.</p>				
<p>Teacher Reflections:</p>				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: CONSUMER STUDIES GRADE: 11 LESSON PLAN 6 TERM 4 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 types of lighting used at home and the specific purposes	Answer to questions.			

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		
<p>2.Gives to learner groups a picture with lots of cluttered items all over, then asks learners to –</p> <p>*Identify areas with a lot of mess;</p> <p>*Suggest a specific solution of what can be done to create space thus improve the view;</p> <p>*Motivate choice of particular solution;</p> <p>*Illustrate by means of symbols the changes made;</p> <p>*Tabulate under the following headings – what needs to change, solution, motivation for change, illustrations.</p>	Follow instructions, do the activity	Picture cut-outs Workbooks		
➤ Goes through the exercise with the learners and discusses how the situation can be improved.	Exchange the work and assess			

➤ Writes a summary of essential requirements for good lighting and storage plans, respectively.	Write the summary.			
<p>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.</p> <p>Enrichment/Expanded Opportunities:</p> <p>Teacher Reflections:</p>				

SIGNATURES:

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TEACHER	DATE	HOD / SMT	DATE