



PROVINCE OF THE EASTERN CAPE EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS - TERM 4 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 4 TIME: 08 Hours

CONTENT: Responsible use of water, electricity, and municipal services.

INTEGRATION:

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 and use of food on the natural or economic environment, and suggest a strategy for the issue.	12.4.1 Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using applicable methods and technique while working in a production team.
12.1.2 Analyze the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.	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.		12.4.2 Compile and implement a plan for the production and marketing of a product. 12.4.3 Evaluate the sustainable profitability of the enterprise

		CLOTHING 12.2.3 Apply clothing theory to the selection of clothing for the world of work. 12.2.4 Examine and describe current fashion trends for young adults		CLOTHING 12.3.3 Identify a consumer issue related to the impact of the selection and use of clothing on the natural or economic environment and suggest a strategy for addressing the issue.			
				12.3.4 Discuss the responsible use of water , electricity and municipal services related to housing and household equipment	X		
		HOUSING AND FURNISHINGS 12.2.5 Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-player in accessing housing. 12.2.6 Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment.					

		<p>12.2.7 Investigate and report on an issue related to <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Nutrition • Food • Clothing • Textiles • Housing • Furnishings • Equipment 					
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TEACHING ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Explains that every consumer has a responsibility to use resources responsibly, in order to save what the earth has to offer.	Learners take notes while listening.	Stationary Textbook		
Divides learners into groups to start a waste control and recycling programme into three groups. Asks learners to discuss in groups.	Learners divided into three groups to discuss : <ul style="list-style-type: none"> • One group to organize waste control and recycling of paper. • One group to organize waste control and recycling of plastics. • One group to look at waste control and recycling of glass and cans. 	Textbooks Magazines	WHAT (SKAV) WHO :Group assessment TOOL :	
Facilitates the class discussion.	Each group will : <ul style="list-style-type: none"> • Identify if there are systems in place for recycling or waste control. • Identify a specific problem area and make recommendations. • Make a poster to present 	Books Posters Textbooks	WHAT (SKAV) WHO :Self assessment Teacher assessment TOOL :	

	<p>their findings and recommendations to the school.</p> <ul style="list-style-type: none"> Select a presenter and present the poster to the school. 			
<p>Explains the importance of using water, safely to the learners.</p> <p>Draws up a check list and asks learners to work on it.</p> <ul style="list-style-type: none"> To investigate the use of water at home. To investigate the use of water at school. <p>Facilitates the learners to give reports.</p> <p>Explains the importance of using electricity safely and economically.</p>	<p>Learners take notes while listening.</p> <p>Learners work on the given check list.</p> <p>Learners report on their findings and make recommendations for ways in which water could be used more responsibly at home and at school.</p> <p>Learners listening and take notes.</p>	<p>Stationary</p> <p>Literature from municipality</p> <p>Textbooks</p>	<p>WHAT :(SKAV)</p> <p>WHO :Peers and Teacher</p> <p>TOOL : Check list</p>	
<p>Explains the importance of using electricity, safely and economically to the learners.</p> <p>Teacher draw up a check list:</p> <ul style="list-style-type: none"> To investigate the use of 	<p>Learners listening and take notes</p> <p>Learners work on the given check list.</p>	<p>Stationary</p>	<p>WHAT :(SKAV)</p> <p>WHO :Teacher and Peers</p>	

<p>electricity at home.</p> <ul style="list-style-type: none"> To investigate the use of electricity at school. 	<p>Learners are asked to report on their findings and make recommendations for ways in which electricity could be used more responsibly at home and at school.</p>	<p>Literature from Eskom.</p> <p>Textbooks</p>	<p>TOOL :Check list</p>	
<p>Asks learners to write a report to the local municipality to explain the importance of producing a pamphlet to inform local community about the available services and the municipal plans for the future.</p>	<p>Write report to the local municipality.</p>	<p>Stationary</p> <p>Textbooks</p> <p>Pamphlet</p>	<p>WHAT (SKAV)</p> <p>WHO: Teacher</p> <p>Peer</p> <p>TOOL: Rubric</p>	
Homework:				
Enrichment/Expanded Opportunities:				
Invite Eskom delegate to give a lecture on the use of electricity.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

