

## GR. 7 EMS LESSON PLANS – TERM 1 (WEEK 1-10)

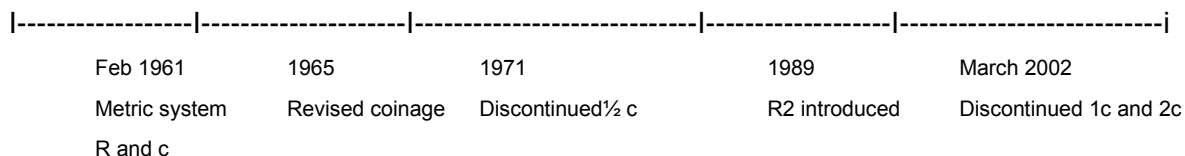
**Economic and Management Sciences**  
LESSON PLAN FOR VIVA EMS

**GRADE 7**  
TERM 1: Week 1 - 3  
(2 hours per week)

<p><b>Topic: THE ECONOMY</b></p> <p><b>Sub-topic: Unit 1.1 History of money</b></p>	<p><b>Duration:</b> 6 hours (6 x 1 hour periods)</p> <p><b>Start date:</b> ..... <b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b></p> <p>Own general knowledge/experience on using money and bank facilities.</p>	<p><b>Link with next lesson:</b></p> <p>Needs and wants – people use money to satisfy their needs and wants on a daily basis.</p>
<p><b>Content:</b></p> <p>1.1.1 Traditional societies and bartering (2 hours)</p> <p>1.1.2 Development of money Electronic banking (2 hours)</p> <p>1.1.3 The role of money and characteristics of money (2 hours)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>1.1.1 Nomadic, self-sufficient, needs, wants, barter. Commodity money.</p> <p>1.1.2 Promissory notes, banknotes electronic banking, electronic fund transfer (EFT), automatic teller machines (ATM's) Personal Identification Number (PIN)</p> <p>1.1.3 currency, durable, portable, divisible</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ List the problems with bartering</li> <li>✓ Describe/explain the latest bank services</li> <li>✓ Explain how a cellphone can make banking easier</li> <li>✓ List the advantages of electronic banking for the client</li> <li>✓ List the advantages of electronic banking for the bank and others</li> </ul>	
<p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<p><b>Differentiation (Enrichment opportunities / addressing barriers):</b></p> <ul style="list-style-type: none"> <li>• Use visual materials for learners without any experience with money.</li> <li>• Show learners the different features of South African money</li> <li>• Make instructions simple to address the language barrier</li> <li>• Extra enrichment activity for learners who need more stimulation (research)</li> </ul>

**ASSESSMENT STRATEGY**Formal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 1.1 (LB p. 4)	Memo, (TG p. 2)
	Activity 1.2 (LB p. 7)	Memo, (TG p. 3)
	Activity 1.3 (LB p. 8)	Memo, (TG p. 6)
<b>FORMAL ASSESSMENT: ASSIGNMENT</b>	<b>Assignment TG p.4)</b>	<b>Memo (TG p. 4)</b>
Research the development of money in South Africa from 1961 up to date and draw a time line.	Enrichment activity	Rubric

**EVIDENCE OF ASSESSMENT****Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- **Mark the FORMAL ASSESSMENT (assignment) and record the marks on the recording sheet as the first formal assessment for term 1.**

**Learners:**

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- FORMAL ASSESSMENT marked and pasted into Learners' workbooks or filed in learners' portfolios.

**Lesson, Class work and Homework: Activity 1.1 – Activity 1.3:**

**FORMAL ASSESSMENT: Assignment on electronic and cell phone banking.**

**TEACHER'S ACTIVITIES**

**Period 1 + 2:**

**1.1.1 Traditional societies and bartering**  
**(2 hours) (LB p. 2)**

- Explain how traditional societies satisfy their needs and wants.
- Explain bartering and the problems associated with bartering.
- Explain how commodity money developed into metallic money when precious metals were discovered.
- Explain important vocabulary words listed for this topic.
- Mark Activity 1.1 at the beginning of period 2 and check that learners correct their mistakes.

**Period 3 + 4:**

**1.1.2 The development of money**  
**(2 hours) (LB p. 5)**

- The teacher explains the problems people had to keep their money safe.
- And how promissory notes developed to solve this problem.
- Explain why the first paper money was developed.
- Explain electronic banking and all the new vocabulary words learners need to know.
- Use your cell phone to explain how a cell phone can help to make cell phone banking more safe.
- Discuss the latest banking services by using the latest bank brochures. Task learners to collect the latest brochures from local banks.
- Explain the advantages of electronic banking for the client as well as for the bank.
- Task learners to do Act 1.2 (LB p. 7).
- Let them mark Activity 1.2 the next period and correct their mistakes.

**LEARNERS' ACTIVITIES**

**Period 1 +2:**

**1.1.1 Traditional societies and bartering**  
**(2 hours) (LB p. 2)**

- Ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners can explain how they will use the bartering system themselves.
- Learners will do Activity 1.1 (LB p. 4).
- Learners will mark their homework and correct their mistakes at the beginning of period 2.

**Period 3 + 4:**

**1.1.2 The development of money**  
**(2 hours) (LB p. 5)**

- Learners listen to the explanation of the teacher, ask clarity seeking questions and respond to questions.
- They collect the latest bank brochures about bank services.
- Discuss the latest bank services in groups.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners do Activity 1.2 (LB p. 7).
- Learners mark their homework and correct their mistakes.

**Period 5 + 6:**

**1.1.3 The role of money (1 hour) (LB p. 8)**

- Explain the role or function of money in societies.
- The teacher also explains the characteristics of money.
- Illustrates the security features of South African bank notes, e.g. the animal watermark, security silvery thread or stripe and unique serial numbers.

**FORMAL ASSESSMENT:**  
**(1 hour) (TG p. 4)**

- **Copy the questions of the assignment on the blackboard and task learners to write it in their workbooks.**

**Period 5 + 6:**

**1.1.3 The role of money (1 hour) (LB p. 8)**

- Ask clarity seeking questions and respond to the teacher's questions.
- Bring money to the classroom and make a list of all the different denominations of coins and notes found in SA.
- Discuss the security features used in the production of South African bank notes to prevent counterfeiting.

**FORMAL ASSESSMENT:**  
**(1 hour) (TG p. 4)**

- **Learners copy the questions of the formal assessment in their workbooks and should submit it within 2-3 days as an individual assignment.**

**Resources:**

- VIVA EMS Gr. 7 LB (p. 1-8) and TG (p.2-6 ) (Assignment on page 4+5 of TG).
- Chalkboard and chalk
- South African bank notes to illustrate the security features.
- Internet or library (to research the history of money and the security features of South African bank notes).
- Brochures of bank services.
- Cellphone to illustrate some of the messages received from banks.

**Teacher's comments / reflection:**

.....

.....

.....

.....

.....

.....

.....

.....

**HOD input: monitoring and support**

.....

.....

**Economic and Management Sciences**  
**LESSON PLAN FOR VIVA EMS**

**GRADE 7**  
**TERM 1: Week 4+5**  
**(2 hours per week)**

<p><b>Topic: THE ECONOMY</b>  <b>Sub-topic: Unit 1.2 Needs and wants</b></p>	<p><b>Duration:</b> 4 hours (4 x 1 hour periods)  <b>Start date:</b> ..... <b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b>          Own general knowledge/experience on the difference between needs and wants.</p>	<p><b>Link with next lesson:</b>          Unit 1.3: Goods and services that we are able to buy and use to satisfy our needs and wants.</p>
<p><b>Content:</b></p> <p>1.2.1 Basic needs of individuals, families, communities (1 hour)</p> <p>1.2.2 Needs of urban and rural families (2 hours)</p> <p>1.2.3 Unlimited wants and limited resources (1 hour)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>1.2.1 Basic or primary needs, secondary needs, tertiary wants.</p> <p>1.2.2 Urban, rural.</p> <p>1.1.3 Scarcity, economic problem.</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ Differentiate between needs and wants</li> <li>✓ List their own needs and wants</li> <li>✓ Distinguish between urban and rural needs.</li> <li>✓ Understand the economic problem and how it is solved.</li> </ul>	
<p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<p><b>Differentiation (Enrichment opportunities / addressing barriers):</b></p> <ul style="list-style-type: none"> <li>• Use diagrams like the hierarchy of needs on p. 9 of the VIVA EMS textbook.</li> <li>• Use visual materials by working from the pictures in the VIVA EMS textbook, p. 10 + 11.</li> <li>• Make instructions simple to address the language barrier</li> <li>• Extra enrichment activity for learners who need more stimulation (research on community needs and wants).</li> </ul>

**ASSESSMENT STRATEGY**Formal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 1.4 (LB p. 10)	Memo (TG p. 6)
	Activity 1.5 (LB p. 12)	Memo (TG p. 7)
Research the products imported from other countries and the products exported by SA.	Enrichment activity	Rubric

**EVIDENCE OF ASSESSMENT**

**Teacher:** Activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

**Learners:** Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

**Lesson, Class work and Homework: Activity 1.4 – Activity 1.5:****TEACHER'S ACTIVITIES****Period 1:****1.2.1 Basic needs of individuals, families, communities and countries (1 hour) (LB p. 9)**

- Explain the difference between basic needs and wants.
- Ask learners to list their needs and wants in table form and also in order of priority.
- Draw the diagram on p. 9 on the blackboard and explain how basic needs must be met first.
- Discuss examples of secondary needs.
- Explain why tertiary wants will be met lastly.
- Task learners to do Activity 1.4 (LB p. 10).

**LEARNERS' ACTIVITIES****Period 1:****1.2.1 Basic needs of individuals, families, communities and countries (1 hour) (LB p. 9)**

- Ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners list their own needs and wants in a triangle format by doing Activity 1.4 (LB p. 10).
- Learners will present their work in class and correct their mistakes.

**Period 2+3:**

**1.2.2 Needs of urban and rural families (2 hours) (LB p. 10)**

- The teacher reads the case study on the Dlamini family and explain vocabulary words not understood by learners.
- Ask different learners to read sections of the case study on the Nkosi family.
- Task learners to do activity 1.5 (LB p. 12).
- Check learners' homework and provide the correct answers.

**Period 4:**

**1.2.3 Unlimited wants and limited resources (1 hour) (LB p. 12)**

- Ask learners what choices they have to make every day when they go shopping.
- Ask them why they are forced to make choices. The answer is unlimited needs and limited resources (money in their case)
- Explain the economic problem.
- Explain scarcity and how different countries try to overcome the scarcity problem by importing.
- Task learners to research which products SA has to import on a regular basis.

**Period 2+3:**

**1.2.2 Needs of urban and rural families (2 hours) (LB p. 10)**

- Learners read the case study on the Dlamini family with the teacher.
- Ask clarity seeking questions and respond to the teacher's questions.
- They also read the case study on the Nkosi family.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners will do activity 1.5 (LB p. 12).
- They mark their homework and correct their mistakes.

**Period 4:**

**1.2.3 Unlimited wants and limited resources (1 hour) (LB p. 12)**

- Learners explain what choices they had to make the last 2 days.
- They ask clarity seeking questions and respond to the teacher's questions.
- They summarise the new vocabulary words in their workbooks.
- Learners do research on SA imports and exports in order to understand how countries solve the economic problem.

**Resources:**

- VIVA EMS Gr. 7 LB (p. 9-13) and Teacher's Guide (p.6-8).
- Chalkboard and chalk
- Labels of everyday products imported from other countries.
- Internet or library (to research South African imports and exports).

.....

.....

.....

**Teacher's comments / reflection:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**HOD input: monitoring and support**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



<p><b>Topic: THE ECONOMY</b>  <b>Sub-topic: Unit 1.3 Goods and services</b></p>	<p><b>Duration:</b> 4 hours (4 x 1 hour periods)  <b>Start date:</b> ..... <b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b>          Own general knowledge/experience on the different consumer goods used on a daily basis.</p>	<p><b>Link with next lesson:</b>          Unit 1.4: Types of businesses producing goods and services to satisfy our needs and wants.</p>
<p><b>Content:</b></p> <p>1.3.1 Goods and services (1 hour)</p> <p>1.3.2 Producers and consumers (1 hour)</p> <p>1.3.3 Responsible consumers can save money and resources (1 hour)</p> <p>1.3.4 How to recycle and reuse waste (1 hour)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>1.3.1 Goods, services, non-durable, semi-durable and durable consumer goods, capital goods, services.</p> <p>1.3.2 Producers, consumers, households.</p> <p>1.3.3 Efficient, effective.</p> <p>1.2.4 Recycle, reuse, disposable.</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ Differentiate between consumer goods and capital goods.</li> <li>✓ Differentiate between non-durable, durable and semi-durable goods.</li> <li>✓ Give examples of non-durable, durable and semi-durable goods.</li> <li>✓ Distinguish between efficient and effective by giving examples.</li> <li>✓ List various ways to recycle and reuse.</li> </ul>	
<p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<p><b>Differentiation (Enrichment opportunities / addressing barriers):</b></p> <ul style="list-style-type: none"> <li>• Use visual materials by working from the pictures in the VIVA EMS textbook, p. 13 + 14.</li> <li>• Explain the pictures on page 19 of the VIVA EMS textbook.</li> <li>• Make instructions simple to address the language barrier.</li> <li>• Force learners to apply their knowledge by doing also question 4+5 of activity 1.7.</li> </ul>

**ASSESSMENT STRATEGY**Formal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class- and homework activities	Activity 1.6 (LB p. 15)	Memo (TG p. 9)
	Activity 1.7 (LB p. 15)	Memo (TG p. 10)
	Activity 1.8 (LB p. 20)	Memo (TG p. 11)
	Activity 1.9 (LB p. 20)	Memo (TG p. 11)

**EVIDENCE OF ASSESSMENT**

**Teacher:** Activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

**Learners:** Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

**Lesson, Class work and Homework: Activity 1.6 – Activity 1.9:****TEACHER'S ACTIVITIES****Period 1:****1.3.1 Goods and services  
(30 min) (LB p. 13)**

- Explain the difference between consumer goods and capital goods.
- Task learners to do Activity 1.6 (LB p. 15) for homework.
- Ask learners to give their own examples of the different types of consumer goods by pasting pictures in their books under each heading.
- Ask some of the learners to present their pictures and provide the correct answers for activity 1.6 at the beginning of period 2.

**LEARNERS' ACTIVITIES****Period 1:****1.3.1 Goods and services  
(30 min) (LB p. 13)**

- Ask clarity seeking questions and respond to the teacher's questions.
- Learners give their own examples of the different types of consumer goods.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners paste pictures of the different types of consumer goods under each heading and do Activity 1.6 (LB p. 15).
- Learners will present their work in class at the beginning of period 2, mark their homework and correct their mistakes.

**1.3.2 Producers and consumers  
(30 min) (LB p. 15)**

- Explain the meaning of producers, consumers and households and give examples.
- Task learners to do activity 1.7 on page 15 of the VIVA EMS textbook.

**Period 2:**

**1.3.3 Responsible consumers can save money and resources  
(1 hour) (LB p. 16)**

- Check learners' homework and provide the correct answers for Activity 1.6 and Activity 1.7.
- Ask learners what the difference is between efficient and effective.
- Explain the difference by referring to the heaters at the bottom of page 16.
- Task learners to answer the personal questions on page 16 on a piece of paper, to determine if they are responsible consumers.
- Ask learners what they can do at school to be more responsible consumers of goods and services used at school.

**Period 3:**

**1.3.4 How to recycle and reuse waste material (1 hour) (LB p. 17)**

- Explain the meaning of recycle, reuse and disposable.
- Ask learners to list items that can be recycled.
- Ask learners how we can reduce waste material that will go to landfills. Also explain the pictures on p. 19 of VIVA EMS. A triple concentrate means less packing material. Reused plastic knives and forks means less waste to the landfills.
- Task learners to do activity 1.8 and activity 1.9.

**1.3.2 Producers and consumers  
(30 min) (LB p. 15)**

- Learners give examples of producers in their own community.
- Ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise the vocabulary words for this topic in their exercise books.
- Learners will do activity 1.7 (LB p. 15).

**Period 2:**

**1.3.3 Responsible consumers can save money and resources  
(1 hour) (LB p. 16)**

- Learners mark Activity 1.6 and Activity 1.7 and correct their mistakes.
- They try to explain the difference between efficient and effective with their own examples.
- Ask clarity seeking questions and respond to the teacher's questions.
- Learners answer the personal questions on page 16 to determine if they are responsible consumers who care about the environment.
- They comment on how they can be more responsible consumers at school.

**Period 3:**

**1.3.4 How to recycle and reuse waste material (1 hour) (LB p. 17)**

- Learners summarise the most important vocabulary words like recycle, reuse and reduce and give examples of each.
- They list items that can be recycled.
- They explain how they can reduce waste material and explain the pictures on p 19 of VIVA EMS.
- Learners do activity 1.8 and 1.9.
- They will mark their homework at the beginning of period 4 and correct their wrong answers.

**Period 4:**

**1.3.4 How to recycle and reuse waste material (1 hour) (LB p. 17)**

- Provide the correct answers for Activity 1.8 and Activity 1.9 and check that learners correct their mistakes.
- Read the newspaper article of activity 1.10 on page 22 with learners.
- Explain the difficult vocabulary words.
- Task learners to answer the questions in their workbooks.
- Provide the correct answers at the end of the period.

**Period 4:**

**1.3.4 How to recycle and reuse waste material (1 hour) (LB p. 17)**

- Learners mark Activity 1.8 and Activity 1.9 and correct their mistakes.
- They read the newspaper article on page 22 with the teacher and answer the questions of Activity 1.10 in their workbooks.
- At the end of the period they should mark activity 1.10 and correct their mistakes.

**Resources:**

- VIVA EMS Gr. 7 Textbook (p. 13-22) and Teacher’s Guide (p. 9-12).
- Chalkboard and chalk
- Magazines with pictures of different types of consumer goods and capital goods.
- Research on recycling of plastic and bottles in their own community.

**Teacher’s comments / reflection:**

.....

.....

.....

.....

.....

.....

.....

.....

**HOD input: monitoring and support**

.....

.....

.....

.....

.....

.....

**Economic and Management Sciences**  
**LESSON PLAN FOR VIVA EMS**

**GRADE 7**  
**TERM 1: Week 8 -10**  
**(2 hours per week)**

<p><b>Topic: ENTREPRENEURSHIP</b>  <b>Sub-topic: Unit 1.4 Businesses</b></p>	<p><b>Duration:</b> 6 hours (6 x 1 hour periods)  <b>Start date:</b> ..... <b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b>  Own general knowledge/experience of different types of businesses in their own community.</p>	<p><b>Link with next lesson:</b>  Unit 2.2 Accounting concepts.  (How formal businesses keep record of transactions)</p>
<p><b>Content:</b></p> <p>1.4.1 Types of businesses (1 hour)</p> <p>1.4.2 Formal businesses (1 hour)</p> <p>1.4.3 Informal businesses (1 hour)</p> <p>1.4.4 The role of formal and informal businesses (1 hour)</p> <p>1.4.5 Natural disasters and health epidemics (2 hours)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>1.4.1 Trading businesses, manufacturing businesses and service enterprises.</p> <p>1.4.2 Formal business</p> <p>1.4.3 Informal business</p> <p>1.4.4 production activities, services.</p> <p>1.4.5 Natural disaster, health epidemic, hurricane, malaria, cholera, HIV/Aids.</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ List the different types of businesses and give examples of each.</li> <li>✓ Describe the characteristics, advantages and disadvantages of formal businesses</li> <li>✓ Describe the characteristics, advantages and disadvantages of informal businesses</li> <li>✓ Explain the role of formal and informal businesses as consumers and producers</li> <li>✓ List different natural disasters</li> <li>✓ List different health epidemics</li> <li>✓ Explain the effect of health epidemics on formal and informal businesses.</li> </ul>	
<p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<p><b>Differentiation (Enrichment opportunities / addressing barriers):</b></p> <ul style="list-style-type: none"> <li>• Use visual materials for learners who experience language barriers, e.g. the pictures on p. 24+25 and 26+27 and p. 33 of VIVA EMS.</li> <li>• Make instructions simple to address the language barrier</li> </ul>

- Extra enrichment activity – Activity 1.14 (Drawing a mind map to illustrate the effect of HIV/Aids on the productivity of businesses.

**ASSESSMENT STRATEGY**

Formal

Informal

**Form of Assessment:**

**Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 1.11 (LB p. 28)	Rubric
	Activity 1.12 (LB p. 30)	Memo (TG p. 14)
	Activity 1.13 (LB p. 33)	Memo (TG p. 16)
<b>FORMAL ASSESSMENT:</b>	<b>Controlled test</b> (TG p. 19)	Memo (TG p. 21)
Learners design their own mind map to illustrate the effect of health epidemics on formal and informal businesses.	Activity 1.14 (LB p. 34) <b>Enrichment activity</b>	Rubric (TG p. 17)

**EVIDENCE OF ASSESSMENT**

**Teacher:**

- Activities are controlled, corrected and dated. Teacher’s comments in the learners’ exercise books.
- Formal assessment (controlled test) marked and marks recorded as the 2<sup>nd</sup> formal assessment for term 1.

**Learners:**

- Written work in the learners’ exercise books that is corrected by the learner and controlled by the teacher.
- Formal assessment (controlled test) pasted into learners’ workbooks or filed in learners’ portfolios, with corrections done in pencil.

**Lesson, Class work and Homework: Activity 1.11 – Activity 1.14 + Controlled test:**

## TEACHER'S ACTIVITIES

### Period 1:

#### 1.4.1 Types of businesses (1 hour) (LB p. 23)

- Write the 3 types of businesses on the blackboard as headings and explain each type.
- Ask learners to name businesses in their own community. As a learner name a business, he/she must write its name under the correct heading on the blackboard.
- Explain important vocabulary words under this topic, e.g. transform, assemble, accommodation, etc.
- Task learners to do Activity 1.11 (LB p. 28) or change it as follows:
- ***If it is not practical for learners to interview local entrepreneurs, the teacher can invite 2 entrepreneurs to the classroom.***
- *One should manage a service enterprise like a hair salon, and the other a trading enterprise.*
- *Different learners will be tasked to ask one of the 7 questions to the entrepreneur.*
- *Task all learners to make notes of the entrepreneur's answers.*

### Period 2:

#### 1.4.2 Formal businesses (1 hour) (LB p. 23)

- The teacher explains the difference between formal and informal businesses.
- Discuss the characteristics of formal businesses by referring to the picture on p. 24 of VIVA EMS, or any known formal business in their local community.
- Ask learners to think of advantages and disadvantages to run a formal business.
- Write their answers on the blackboard under a heading for advantages (in green chalk) or disadvantages (in red chalk). Learners will better distinguish if they use colour coding.

## LEARNERS' ACTIVITIES

### Period 1:

#### 1.4.1 Types of businesses (1 hour) (LB p. 23)

- Learners ask clarity seeking questions and respond to the teacher's questions.
- They summarise the vocabulary words that they don't understand in their exercise books.
- Learners must list different types of businesses in their own community under the headings: trading, manufacturing and service enterprises.
- Learners do Activity 1.11 (LB p. 28) on their own, or as follows:
- ***If the teacher changes Activity 1.11 by inviting 2 entrepreneurs to the classroom, individual learners will ask one of the 7 questions of activity 1.11 to one of the entrepreneurs.***
- *All learners will be expected to make notes of the entrepreneurs' answers.*
- *If learners will do activity 1.11 on page 28 of VIVA EMS as a research, they need 2 or 3 days.*
- *Then they will report back in the classroom during period 3 or 4.*

### Period 2:

#### 1.4.2 Formal businesses (1 hour) (LB p. 23)

- Learners ask clarity seeking questions and respond to the teacher's questions.
- They summarise the vocabulary words in their exercise books.
- They make a summary of the characteristics, advantages and disadvantages in their workbooks.
- Learners will do activity 1.11 on page 28 of VIVA EMS over 2 or 3 days.
- They will report back in the classroom during period 3 or 4.

**Period 3:**

**1.4.3 Informal businesses**

**(1 hour) (LB p. 25)**

- Ask learners to give examples of informal businesses in their own community.
- Ask them why people are selling products on the street corners. Then highlight the serious unemployment problem of SA why it is worse in the Eastern Cape and Limpopo.
- Discuss the characteristics of informal businesses by referring to the picture on p. 25 of VIVA EMS, or any known informal business in their local community.
- Ask learners to think of advantages and disadvantages of having an informal business.
- Write their answers on the blackboard under a heading for advantages or disadvantages.
- Task learners to do Activity 1.11 on p. 28.

**Period 4:**

**1.4.4 The role of formal and informal businesses as producers and consumers**

**(1 hour) (LB p. 28)**

- Provide the correct answers for Activity 1.11 and check that learners correct their mistakes.
- Ask learners to give examples of businesses producing goods in their own community.
- Let learners give examples of local businesses producing services and write the names under a heading for service enterprises.
- Discuss the role of businesses as producers of goods and services.
- Discuss the role of businesses as consumers of goods produced by other businesses.
- Task learners to do Activity 1.12 (LB p. 30).

**Period 3:**

**1.4.3 Informal businesses**

**(1 hour) (LB p. 25)**

- Ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise the vocabulary words for this topic in their exercise books.
- They make a summary of the characteristics, advantages and disadvantages of informal businesses in their workbooks.
- Learners will do activity 1.11 on page 28 of VIVA EMS over 2 or 3 days.
- They will report back in the classroom during period 3 or 4.

**Period 4:**

**1.4.4 The role of formal and informal businesses as producers and consumers**

**(1 hour) (LB p. 28)**

- Learners mark Activity 1.11 and correct their mistakes.
- They listen to the teacher's explanation, ask clarity seeking questions and respond to questions.
- Learners give examples of local businesses producing different types of goods.
- They also give examples of local businesses producing services.
- They give examples of businesses consuming goods or services produced by other businesses.
- They do Activity 1.12 (LB p. 30) for homework.



**Period 5:**

**1.4.5 Natural disasters**  
**(1 hour) (LB p. 31)**

- Provide the correct answers of Activity 1.12 and check that learners correct their mistakes.
- Ask learners to define natural disasters.
- Emphasize the fact that it is not caused by humans
- Ask learners to give examples of natural disasters
- Discuss the effect of natural disasters by looking at the flow diagram on p. 32.
- Task learners to do Activity 1.13 for homework.

**Period 6:**

**Effect of health epidemics**  
**(1 hour) (LB p. 34)**

- Provide the correct answers of Activity 1.13 and check that learners correct their mistakes.
- Ask learners to define ‘a health epidemic’.
- Let learners give examples of health epidemics from the past.
- Discuss the importance of immunization.
- Study the table on p. 34 on the impact of AIDS.
- Discuss the effect of health epidemics on the productivity of formal and informal businesses.
- Task learners to do Activity 1.14 on p. 34.

**Period 5:**

**1.4.5 Natural disasters**  
**(1 hour) (LB p. 31)**

- Learners mark Activity 1.12 and correct their mistakes.
- They define natural disasters and give examples of natural disasters.
- They explain the effect of natural disasters by looking at the flow diagram on p. 32.
- Learners do Activity 1.13 for homework.

**Period 6:**

**Effect of health epidemics**  
**(1 hour) (LB p. 34)**

- Learners mark Activity 1.13 and correct their mistakes.
- Learners define ‘a health epidemic’.
- They give examples of health epidemics from the past.
- They discuss the importance of immunization.
- Learners study the table on p. 34 on the impact of AIDS.
- They discuss the effect of health epidemics on the productivity of formal and informal businesses.
- Learners do Activity 1.14 on p. 34 for homework.

**Resources:**

- VIVA EMS Gr. 7 Textbook (p. 23-34) and Teacher’s Guide (p, 12-22).
- Chalkboard and chalk.
- Learners interview entrepreneurs from the local community or the teacher can invite 2 entrepreneurs from the local community to the classroom.
- .....
- .....
- .....

**Teacher's comments / reflection:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

If activity 1.11 is not a practical activity for a farm school, the teacher can invite 2 entrepreneurs to the classroom, where learners can ask the 7 questions in the classroom and make notes of the entrepreneurs' answers in their workbooks.

The teacher can also interview a local entrepreneur and record or video tape the answers of the entrepreneur on his/her cellphone.

**HOD input: monitoring and support**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....