

GR. 7 EMS LESSON PLANS – TERM 3 (WEEK 1-10)

Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

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

Topic: FINANCIAL LITERACY AND ENTREPRENEURSHIP Sub-topic: Unit 3.1 Revision activities	Duration: 2 hours (2 x 1 hour periods) Start date: Completed date:						
Prior content knowledge: Own general knowledge/experience on term 2 work.	Link with next lesson: Unit 3.2 The entrepreneur						
Content: <ul style="list-style-type: none"> • Non-current assets • Current assets • Expenses and income • Managing all of this by the entrepreneur to make a profit 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Assets • Non-current assets • Current assets • Expenses • Income • Profit 						
Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts. ✓ Distinguish between current and non-current assets. ✓ Distinguish between income and expenses. ✓ Understanding the role of the entrepreneur to make a success of his business. 							
Teaching Methods: <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer 	Differentiation (Enrichment opportunities / addressing barriers): <ul style="list-style-type: none"> • Make instructions simple to address the language barrier • Refer to learners' term 2 notes in their workbooks. 						
ASSESSMENT STRATEGY <div style="display: flex; justify-content: space-around; align-items: center;"> Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/> </div>							
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Form of Assessment:</td> <td style="width: 60%;">Assessment Tool:</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Define all the important vocabulary words</td> <td style="border: 1px solid black; padding: 5px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Class and homework activities</td> <td style="border: 1px solid black; padding: 5px;">Activity 3.1 (LB p. 61) Memo, (TG p. 50)</td> </tr> </table>		Form of Assessment:	Assessment Tool:	Define all the important vocabulary words		Class and homework activities	Activity 3.1 (LB p. 61) Memo, (TG p. 50)
Form of Assessment:	Assessment Tool:						
Define all the important vocabulary words							
Class and homework activities	Activity 3.1 (LB p. 61) Memo, (TG p. 50)						

EVIDENCE OF ASSESSMENT

Teacher:

- Informal 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 3.1

TEACHER’S ACTIVITIES

Period 1: (1 hour) (LB p. 60)

- Ask learners to define assets.
- Ask learners to explain the difference between current and non-current assets.
- Task learners to do Activity 3.1 (LB p. 61).

Period 2: (1 hour) (LB p. 1)

- Provide the answers to Activity 3.1 (TG p. 50).
- Discuss the role of the entrepreneur in the case study on LB p. 61.
- Ask learners to explain what Mr. Mohammed Pillay can do to make sure that his business is going to make a good profit. This will introduce the characteristics and skills of an entrepreneur in Unit 3.2.

LEARNERS’ ACTIVITIES

Period 1: (1 hour) (LB p. 60)

- Learners define assets.
- They explain the difference between current and non-current assets.
- And do Activity 3.1 (LB p. 61)

Period 2: (1 hour) (LB p. 61)

- Learners mark Activity 3.1 (LB p. 61) and correct their mistakes.
- They discuss the role of the entrepreneur in this case study.

Resources:

- VIVA EMS Gr. 7 LB (p. 60-61) and TG (p.50)
- Chalkboard and chalk
- Term 2 notes in learners’ books.

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topic: ENTREPRENEURSHIP</p> <p>Sub-topic: Unit 3.2 The entrepreneur</p>	<p>Duration: 4 hours (4 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>General knowledge of entrepreneurs from their own community</p>	<p>Link with next lesson:</p> <p>Starting a business</p>
<p>Content:</p> <p>3.2.1 Definition of an entrepreneur (10 min) (LB p. 62)</p> <p>3.2.2 Characteristics of an entrepreneur (20 min)</p> <p>3.2.3 Skills of an entrepreneur (20 min)</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Characteristics • Skills • Patient • Punctual • Action-orientated • Confident • Energetic • Honest • Tactful • Perseverance • Creative • Risk taker • Organised • Visionary
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List characteristics of an entrepreneur. ✓ List skills of an entrepreneur. ✓ Distinguish between characteristics and skills of an entrepreneur. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials to illustrate concepts like the picture of the case study on LB p. 64. • Make instructions simple to address the language barrier. • Extra enrichment activity: Let learners write a class test to make sure they understand each characteristic and can describe it.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 3.2 (LB p. 63)	Memo (TG p. 51)
	Activity 3.3 (LB p. 64)	Memo (TG p. 52)
Class test on characteristics and skills: Learners must be able to define the concepts and distinguish between characteristics and skills.	Class test (Informal assessment)	Memo developed by the teacher.
Individual learners can be tasked to interview a local entrepreneur in order to make a list of his/her characteristics and skills. Or invite a local entrepreneur to the classroom, where learners ask him/her questions about his/her characteristics and skills that contributed to his/her success.	Enrichment activity Interview with a local entrepreneur.	Not formally assessed.

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal 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 3.2 + Activity 3.3 + Informal Class test:**TEACHER'S ACTIVITIES****Week 2: Period 1****Characteristics of an entrepreneur**
(20 min) (LB p. 62)

- Ask learners to define 'entrepreneur'.
- Ask them to distinguish between a characteristic and a skill.
- Work through the characteristics on LB p. 62 and explain each one by giving examples.

LEARNERS' ACTIVITIES**Week 2: Period 1****Characteristics of an entrepreneur**
(20 min) (LB p. 62)

- Learners define 'entrepreneur' in their own words.
- They explain the difference between a characteristic and a skill.
- They work through the characteristics on LB p. 62 with the teacher.
- Learners listen to the teacher's explanation and ask clarity seeking questions.

Skills of an entrepreneur**(20 min) (LB p. 62)**

- Work through the skills on LB p. 62 and explain each one by giving examples.
- Ask learners to summarise the new vocabulary words in their workbooks.
- Task learners to do Activity 3.2 (LB p. 63) at home.
- Prepare a class test on the concepts at home, with a proper memorandum and make copies for learners.

Period 2:

- Provide the answers for Activity 3.2 (TG p. 51) and check that learners correct their mistakes.
- Task learners to do Activity 3.3 in class in pairs. Pair a learner who is weak in English together with a learner that can read and understand English well.
- Provide the correct answers at the end of the period.

Period 3:

- Give learners a short class test of 30 minutes on the characteristics/skills, if time allows this.
- Explain the process of entrepreneurship on LB p. 66 by using the diagram.
- Use practical examples to explain each step.

Period 4:

- Issue learners class tests and provide the correct answers.
- Task learners to correct their test mistakes.
- Introduce Unit 3.3 by asking why some businesses fail from the beginning.
- Task learners to make notes of others remarks.
- Discuss various business ideas.

Skills of an entrepreneur**(20 min) (LB p. 62)**

- Learners listen to the teacher's explanation and ask clarity seeking questions.
- They respond to the teacher's questions and summarise the new concepts in their workbooks.
- They do Activity 3.2 (LB p. 63) at home.

Period 2

- Learners mark Activity 3.2 and correct their mistakes.
- They ask clarity seeking questions about the mistakes they have made.
- Learners do Activity 3.3 (LB p. 64) in the class (in pairs).
- They mark Activity 3.3 and correct their mistakes at the end of the period.

Period 3:

- Learners write a short class test on the characteristics and skills of an entrepreneur.
- They follow the teacher's explanation of the diagram on LB p. 66 and ask clarity seeking questions where needed.

Period 4:

- Learners correct their test mistakes and ask clarity seeking questions.
- Learners give reasons why some businesses fail from the beginning.
- They make notes of others' remarks and discuss various business ideas.

Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 62 - 66) and Teacher’s Guide (TG p. 51- 53).
- Chalkboard and chalk
- Local entrepreneurs (their characteristics and skills that made them successful).
- Local entrepreneurs (the steps they have followed to start their own business)

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topic: ENTREPRENEURSHIP</p> <p>Sub-topic:</p> <p>Unit 3.3 Starting a business</p>	<p>Duration: 4 hours (4 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>Prior knowledge of needs and wants from term 1.</p>	<p>Link with next lesson:</p> <p>Unit 3.4: Entrepreneurs day</p>
<p>Content:</p> <p>3.3.1 Needs and wants of consumers (20 minutes) (LB p. 67)</p> <ul style="list-style-type: none"> • What makes a good business idea? (20 minutes) (LB p. 67) • How do I do market research? (20 minutes) (LB p. 67) <p>3.3.2 SWOT- analysis (1 hour 30 min)</p> <ul style="list-style-type: none"> • Definition • Reasons • Internal factors • External factors <p>3.3.3 Advertising (30 min)</p> <ul style="list-style-type: none"> • Purpose <p>3.3.4 Media in advertising (30 min)</p> <ul style="list-style-type: none"> • Requirements <p>3.3.5 Principles of advertising (30 min)</p>	<p>Vocabulary/ Important Words:</p> <p>Needs and wants of consumers</p> <ul style="list-style-type: none"> • Consumers, needs, wants, business idea. • Existing problems with products/services • Hobbies and skills of entrepreneurs • Market research • Target market. <p>SWOT-analysis</p> <ul style="list-style-type: none"> • Internal factors • External factors • Strengths • Weaknesses • Opportunities • Threats <p>Advertising</p> <ul style="list-style-type: none"> • Market strategy • Logo • Slogan • Electronic media • Outdoor advertising • Sales promotions • Printed media (newspapers + magazines)
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Give examples of good business ideas. ✓ Explain the reasons why an entrepreneur should do market research. ✓ Describe a target market from a given case study. ✓ Distinguish between internal and external factors of a SWOT-analysis. ✓ Do a SWOT-analysis from a given case study. ✓ List different advertising media. 	

- ✓ Distinguish between different advertising media.
- ✓ Know which advertising medium is the most effective for a specific product/service.
- ✓ List the requirements for a good advertisement.
- ✓ List some of the principles or rules of advertising.
- ✓ Design their own advertisement for the entrepreneurs day by keeping the requirements and principles of advertising in mind.

Teaching Methods:

- Narrative method
- Discussion method
- Question and answer
- Demonstrations
- Group activities

Differentiation (Enrichment opportunities / addressing barriers):

- Use examples of market research done by businesses.
- Make instructions simple to address the language barrier.
- Extra enrichment activity: **Research**
Ask learners to interview a local entrepreneur to find out why he/she decided on their business idea.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 3.4 (LB p. 70)	Memo (TG p. 54)
	Activity 3.5 (LB p. 73)	Memo (TG p. 54)
	Activity 3.6 (LB p. 75)	Memo (TG p. 55)
	Activity 3.7 (LB p. 76)	Memo (TG p. 55)
FORMAL ASSESSMENT: Week 6 (next topic) Remind learners that they will have to design their own advertisement for the entrepreneurs day.	Project: Entrepreneurs day TG p. 57	Rubric (TG p. 60)

EVIDENCE OF ASSESSMENT

Teacher:

- Informal 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.
- Remind learners that they will have to design an advertisement for their entrepreneurs day.

Lesson, Class work and Homework: Activity 3.4 – Activity 3.7

TEACHER'S ACTIVITIES

Period 1:

**3.3.1 Needs and wants of consumers
(1 hour) (LB p. 67)**

- Ask learners how an entrepreneur can get a good business idea.
- Work through the information on LB. p. 67.
- Ask learners why it is necessary to do market research.
- Explain a market research briefly.

Period 2:

**3.3.2 SWOT-analysis
(1 hour 30 min) (LB p. 68+69)**

- Explain the SWOT-analysis and diagram on LB p. 68 and 69.
- Use the poster on the SWOT-analysis. (Can be ordered from Vivlia Publishers)
- Clearly distinguish between internal factors and external factors.
- Task learners to do Activity 3.4 (LB p. 70) (a case study) at home.

Period 3:

**3.3.3 Advertising
(30 min) (LB p. 71)**

- Provide the correct answers for Activity 3.4 (TG p. 54) and check that learners correct their mistakes.
- Ask learners to define advertising.
- Ask them to explain the purpose of advertising.
- Explain the terms: marketing strategy, logo and slogan and task learners to write the definitions in their workbooks for homework.

**3.3.4 Media used in advertising
(30 min) (LB p. 74)**

- Ask learners to give examples of different media used in advertising.
- Explain the requirements for a good advertisement on LB p. 75 and task

LEARNERS' ACTIVITIES

Period 1:

**3.3.1 Needs and wants of consumers
(1 hour) (LB p. 67)**

- Learners give examples of good business ideas.
- They listen to the teacher's explanation and make notes.
- Learners summarise the new vocabulary words in their workbooks for homework.

Period 2:

**3.3.2 SWOT-analysis
(1 hour 30 min) (LB p. 68+69)**

- They follow the explanation of a SWOT-analysis and the diagram on LB p. 68 and 69.
- They give examples of internal factors and external factors.
- And do Activity 3.4 (LB p. 70) (a case study) at home.

Period 3:

**3.3.3 Advertising
(30 min) (LB p. 71)**

- Learners mark Activity 3.4 (LB p. 70) and correct their mistakes.
- They define advertising in their own words and explain the purpose of advertising.
- They listen to the teacher's explanation of the terms: marketing strategy, logo and slogan and write the definitions in their workbooks for homework.

**3.3.4 Media used in advertising
(30 min) (LB p. 74)**

- Learners give examples of different media used in advertising.
- And summarise the requirements for a good advertisement on LB p. 75 and

learners to make a summary of the different advertising media and the requirements in their workbooks at home.

- Task learners to do Activity 3.5 (LB p. 73) and Activity 3.6 (LB p. 75) at home. The purpose of Activity 3.6 is to focus learners' attention on the features of advertisements that make it effective to reach the specific target market.

Period 4:

3.3.5 Principles of advertising (1 hour) (LB p. 75)

- Provide the correct answers for Activity 3.5 (TG p. 54) and check that learners correct their mistakes.
- Give individual learners the opportunity to report on questions 2.1-2.5 about the 3 advertisements they had pasted into their books. Make sure they know how to describe the target market for each advertisement.
- Explain the principles of advertising and how it protects us as consumers.
- Give examples of good TV and radio advertisements and of other advertisements that had to be banned because it was misleading the public.
- Task learners to do Activity 3.7 (LB p. 76). Explain the criteria of the rubric on LB p. 77, by assessing an advertisement from a magazine. Show learners what the advertiser did to attract attention and ask them how many marks they would allocate for each criteria.

the different advertising media in their workbooks at home.

- Learners do Activity 3.5 (LB p. 73) and Activity 3.6 (LB p. 75) at home.

Period 4:

3.3.5 Principles of advertising (1 hour) (LB p. 75)

- Learners mark Activity 3.5 (LB p. 73) and correct their mistakes.
- Learners report on questions 2.1-2.5 about the 3 advertisements they have pasted into their books.
- They follow the explanation of the principles of advertising and how it protects us as consumers.
- They mention examples of good TV and radio advertisements and how these advertisements are not misleading or offensive to anyone.
- Learners look at the advertisement displayed by the teacher and allocate marks for each criteria of the rubric on LB p. 77.
- Learners do Activity 3.7 (LB p. 76) at home, by keeping the requirements, principles of advertising and the rubric on p. 77 in mind.

Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 67-77) and Teacher's Guide (TG p. 53-56).
- VIVA EMS Gr. 7 poster on the SWOT-analysis (can be ordered from Vivlia Publishers)
- Chalkboard and chalk
- Advertising done by local businesses.
- Advertisements on TV, radio, in newspapers and magazines.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: ENTREPRENEURSHIP Sub-topic: Unit 3.4 Entrepreneurs day</p>	<p>Duration: 4 hours (4 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Own general knowledge/experience of buying and selling at a profit. Knowledge of advertising done in Unit 3.3.</p>	<p>Link with next lesson: Inequality and poverty</p>
<p>Content: 3.4.1 Planning a market day at school (3 hours)</p> <ul style="list-style-type: none"> • Classification of costs • Cash budget • Design an advertisement to advertise their products before the market day <p>3.4.2 Statement of income and expenditure (1 hour)</p>	<p>Vocabulary/ Important Words: 3.4.1 Planning a market day at school (3 hours)</p> <ul style="list-style-type: none"> • Variable costs, fixed costs, total costs, selling price and cost price. • Receipts, payments, surplus, deficit. • Target market, slogan, logo <p>3.4.2 Statement of income and expenditure, profit, loss. (1 hour)</p>
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between variable costs and fixed costs. ✓ Calculate the total cost, cost price and selling price of different products. ✓ Draw up a cash budget for a business and/or their market day from given information. ✓ Draw up a statement of income and expenditure for a business and/or their market day. ✓ Plan and organize a successful market day and make a reasonable profit. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials for learners who experience language barriers, e.g. paste pictures of expenses and income on the blackboard. • Make instructions simple to address the language barrier • Extra enrichment activities: Give learners a practical example of the costs involved when producing a hot dog or hamburger. Let learners calculate the unit cost of 1 item.

ASSESSMENT STRATEGY

Formal



Informal

**Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Learners do a market research at school to determine what they should sell during the market day. They develop their own questionnaire for the market research to determine what learners prefer to buy on the market day.	Rubric (LB p. 80)
	They design an advertisement to advertise their product/products.	Rubric (LB p. 77)
	They draw up a cash budget and plan the following: <ul style="list-style-type: none"> • The lay-out of their stall • The role of each group member. • How many products they intend to sell • and how much profit they hope to make. 	Rubric (LB p. 80)
FORMAL ASSESSMENT:	Project: Market day (TG p. 57-60)	Rubric (TG p. 60)

EVIDENCE OF ASSESSMENT**Teacher:**

- Activities are controlled, corrected and dated. Teacher's comments in the learners' books.
- Formal assessment (Project on the market day) with evidence of photos of stalls, and rubrics with marks allocated for each criteria on the rubric (before, during and after the market day).

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of market research done by learners to determine what they should sell on the market day.
- Evidence of an advertisement to advertise the products they intend to sell on the market day.
- Evidence of their planning (how many products they intend to sell, what it will cost, the selling price and projected profit)
- Evidence of a division of work, where the role of each group member is clearly defined.
- A copy of the rubric of the market day, filed in the learners' portfolio, indicating the marks allocated for every assessment criteria on the rubric.

Lesson, Class work and Homework: Planning and organising and assessing a market day at school.

TEACHER'S ACTIVITIES

Period 1:

**3.4.1 Planning a market day at school
(1 hour) (LB p. 78)**

- Divide learners into groups of 4.
- They should appoint a group leader.
- Each group must do a market research at school to determine what to sell on the market day.
- Let learners brainstorm and develop a short questionnaire to do market research.

Period 2:

(1 hour) (LB p. 78)

- Explain the difference between variable costs and fixed costs and show learners how to determine the total cost.
- Briefly work through the example on LB p. 79 and illustrate how to determine the cost of 1 vetkoek.
- Task learners to summarise the vocabulary words in their workbooks at home.
- Let them determine the fixed costs and variable costs of the products they intend to sell on the market day in their groups in class.
- Let them hand in the calculations of their group at the end of the period, for the teacher to check at home. If their calculations are incorrect, they might not make any profit at the end.
- Check these calculations at home and have recommendations or corrections ready for the next period.

Period 3:

**Draw up a cash budget for the group
(30 min) (LB p. 79)**

- Work through the cash budget on LB p. 79 again and let learners do a cash budget for their own group step-by-step with the teacher.

LEARNERS' ACTIVITIES

Period 1:

**3.4.1 Planning a market day at school
(1 hour) (LB p. 78)**

- Learners appoint a group leader.
- They brainstorm and develop a short questionnaire to do a market research at school.
- They should divide the different grades between them. E.g. one learner will do market research amongst gr. 1+2, another will target gr. 3+4 and another gr. 5+6 or gr.7 learners.

Period 2:

(1 hour) (LB p. 78)

- Learners listen to the teacher's explanation of variable costs and fixed costs and do calculations with the teacher.
- They work through the example on LB p. 79 and determine the cost of 1 vetkoek.
- Learners determine the fixed costs and variable costs of the products they intend to sell on the market day in their groups in class.
- They hand in the calculations of their group at the end of the period, for the teacher to check at home. If their calculations are incorrect, they might not make any profit at the end.
- Learners summarise the vocabulary words (fixed costs, variable costs, total costs, unit costs, unit price) in their workbooks at home.

Period 3:

**Draw up a cash budget for the group
(30 min) (LB p. 79)**

- Learners work through the cash budget on LB p. 79 with the teacher and do a cash budget for their own group step-by-step with the teacher.

- Let learners submit a draft copy of their group's cash budget at the end of the period.
- Check each group's cash budget at home and make recommendations where needed.
- Remind learners to keep all cash slips of the ingredients they bought, to submit it as evidence with the statement of income and expenditure.

Describe the roles of group members before, during and after the market day:

- Task learners to divide the work amongst them and to write it down for the teacher to check. Marks will be allocated for group roles according to the rubric on LB p. 80.
 - ✓ Who will do the poster to advertise their products after the group designed it together?
 - ✓ Who will buy the ingredients?
 - ✓ Who will make the products?
 - ✓ Who will organize change and a container/metal box/petty cash for the money?
 - ✓ Who will count the money and determine the profit?
 - ✓ Who will put up the advertisement before the market day?
 - ✓ Who will bring a table, table cloth and utensils?

Market day during break, preferably just after month-end:

Period 4:

Statement of income and expenditure after the market day was held (1 hour) (LB p. 81)

- Work through the Statement of income and expenditure on LB p. 81.
- Task learners to do a statement of income and expenditure for their own group.

- They hand in a draft copy for their group, for the teacher to check at home.
- Learners also describe the role of each group member in the correct date sequence.

Describe the roles of group members before, during and after the market day:

- Group members divide the work amongst them and to write it down for the teacher to check. Marks will be allocated for group roles according to the rubric on LB p. 80.
 - ✓ Who will do the poster to advertise their products after the group designed it together?
 - ✓ Who will buy the ingredients?
 - ✓ Who will make the products?
 - ✓ Who will organize change and a container/metal box/petty cash for the money?
 - ✓ Who will count the money and determine the profit?
 - ✓ Who will put up the advertisement before the market day?
 - ✓ Who will bring a table, table cloth and utensils?

Market day during break, preferably just after month-end:

Period 4:

Statement of income and expenditure after the market day was held (1 hour) (LB p. 81)

- Learners work through the Statement of income and expenditure on LB p. 81 with the teacher and ask clarity seeking questions.
- They do a statement of income and expenditure for their own group.

<ul style="list-style-type: none"> • Allow learners to report back on the mistakes their group has made before, during and after the market day. • Task learners to make notes while others are reporting. • Task learners to write a report on their group's market day by using the following structure: <ul style="list-style-type: none"> ✓ Products sold: Cost price, selling price, quantity, profit made. ✓ Organisation: What went well and what could have been done better. ✓ What we have learned from watching our competitors. 	<ul style="list-style-type: none"> • Let learners report back on the mistakes their group has made before, during and after the market day. • Learners make notes while others are reporting. • Each group write a report on their group's market day by using the following structure: <ul style="list-style-type: none"> ✓ Products sold: Cost price, selling price, quantity, profit made. ✓ Organisation: What went well and what could have been done better. ✓ What we have learned from watching our competitors.
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Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 78-84) and Teacher's Guide (TG p. 57-60).
- Chalkboard and chalk.
- Photos of market days held before. The teacher should take pictures every year and keep a record of the products sold successfully.
- The teacher can also attend the market day of a neighbouring school and take pictures of the stalls for their learners.

Teacher's comments / reflection:

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HOD input: monitoring and support

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Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 7
 TERM 3: Week 8 - 10
 (2 hours per week)

<p>Topic: THE ECONOMY Sub-topic: Unit 3.5 Inequality and poverty</p>	<p>Duration: 6 hours (6 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Learners' own knowledge/experience of poverty in their own community and what was causing the poverty in their area.</p>	<p>Link with next lesson: Unit 4.1: Revision of term 3 work at the beginning of term 4.</p>
<p>Content:</p> <p>Period 1: Introduction – LB p. 85</p> <p>Period 2: 3.5.1 Causes of socio-economic imbalances 3.5.2 Urban and rural challenges</p> <p>Period 3: 3.5.3 Correcting imbalances and injustices of the past</p> <p>Period 4: National Development Plan</p> <p>Period 5: 3.5.4 The importance of education and Skills</p> <p>Period 6: 3.5.5 Creating sustainable job opportunities</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Poverty cycle • Squatter camps • RDP • Apartheid • National Development Plan • Black Economic Empowerment • Affirmative action • Sustainable jobs
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the concepts under this topic. ✓ Understand the causes of poverty and the poverty cycle. ✓ Understand how the government is trying to correct the imbalances and injustices of the past caused by apartheid policies. ✓ List about SIX problems identified by the NDP. ✓ List other economic policies used by the government to correct the imbalances of the past. ✓ Understand the importance of education and skills to stimulate our economy. ✓ Understand what need to be done to create sustainable job opportunities. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials for learners who experience language barriers.

<ul style="list-style-type: none"> • Demonstrations • Group activities 	<ul style="list-style-type: none"> • Make instructions simple to address the language barrier. • Extra enrichment activities: Give learners at least 1 short revision tests to force them to study before the term 3 controlled test.
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ASSESSMENT STRATEGY Formal Informal

Form of Assessment:	Assessment Tool:	
Define all the important vocabulary words		
Class and homework activities	Activity 3.9 (LB p. 90)	Memo (TG p. 62)
	Activity 3.10 (LB p. 91)	Memo (TG p. 63)
	Activity 3.11 (LB p. 92)	Memo (TG p. 64)
	Activity 3.12 (LB p. 93)	Memo (TG p. 64)
	Activity 3.13 (LB p. 94)	Memo (TG p. 65)
Enrichment activity: Informal class test:	At least 1 class test to force learners to study before the controlled test.	Memo of class tests drafted by the teacher.
FORMAL ASSESSMENT:	Controlled test for term 3 (TG p. 66-69)	Memo (TG p. 70-72)

EVIDENCE OF ASSESSMENT

Teacher:

- Activities are controlled, corrected and dated.
- Teacher's comments in the learners' exercise books.
- Formal assessment (Controlled test) marked, pasted into learners' workbooks or filed in learners' portfolios, with corrections done in pencil.
- Marks recorded as the 2nd formal assessment for term 2.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of the marked tests in learners' books or portfolios, with corrections done in pencil.

Lesson, Class work and Homework: Activity 3.9 – Activity 3.13 + Term 3 test:

TEACHER'S ACTIVITIES

Period 1:

Introduction – (1 hour) (LB p. 85)

- Explain the fact that SA is one of the countries with the most unequal distribution of income due to previous apartheid laws.
- Explain the poverty cycle and the importance of good education to break this cycle.
- Task learners to draw the poverty cycle in their workbooks.

Period 2:

3.5.1 Causes of socio-economic Imbalances (30 min) (LB p. 86)

- Ask learners the meaning of 'policy'. Explain that it's a plan of action adopted by a government or political party, to change people's lives.
- Task learners to find out from their grandparents what it was like to live under apartheid laws. They should take notes and report back to the rest of the class.
- You can also invite one of the grandparents to the classroom to report about 'living under apartheid laws'.

3.5.2 Urban and rural challenges (30 min)

- Explain rural challenges caused by previous apartheid laws.
- Discuss urban challenges caused by previous apartheid laws.
- Task learners to summarise these 2 sub-topics in their workbooks.

Period 3:

3.5.3 Correcting imbalances and injustices of the past (LB p. 87)

- Discuss the imbalances caused by apartheid policies, by looking at some of the statistics.
- Explain the contribution of the RDP to correct some of the imbalances of the past.
- Ask learners what changes the RDP brought in their own community and task them to make notes of these changes.

LEARNERS' ACTIVITIES

Period 1:

Introduction – (1 hour) (LB p. 85)

- Learners listen to the teacher's explanation and ask clarity seeking questions about our unequal distribution of income due to previous apartheid laws.
- They draw the poverty cycle in their workbooks.

Period 2:

3.5.1 Causes of socio-economic Imbalances (30 min) (LB p. 86)

- Learners explain the meaning of 'policy'.
- They find out from their grandparents what it was like to live under apartheid laws and take notes.
- Learners report back to the rest of the class.

3.5.2 Urban and rural challenges (30 min)

- Learners listen to the teacher's explanation and ask clarity seeking questions.
- They discuss urban challenges caused by previous apartheid laws.
- And summarise these 2 sub-topics in their workbooks.

Period 3:

3.5.3 Correcting imbalances and injustices of the past (LB p. 87)

- Learners discuss the imbalances caused by apartheid policies and look at some of the statistics.
- They listen to the teacher's explanation about the contribution of the RDP.
- They discuss the changes the RDP brought in their own community and make notes of these changes.

Period 4:

National Development Plan (LB p. 88)

- Explain the purpose of the NDP.
- Discuss the 9 key problems that the NDP identified that should get urgent attention.
- Discuss other economic policies used by the government to correct the imbalances of the past.
- Task learners to do Activity 3.9 (LB p. 90)

Period 5:

3.5.4 The importance of education and Skills (LB p. 89)

- Provide the correct answers for Activity 3.9 (TG p. 62) and check that learners correct their mistakes.
- Discuss the importance of education and the correct skills needed by the economy. Refer back to the poverty cycle on p. 86.
- Task learners to do Activity 3.10 (LB p. 91) and Activity 3.11(LB p. 92)

Period 6:

3.5.5 Creating sustainable job opportunities (LB p. 91)

- Provide the correct answers for Activity 3.10 (TG p. 63) and Activity 3.11 (TG p. 64) and check that learners correct their mistakes.
- Ask learners what the meaning of 'sustainable' is.
- Ask them to give examples of jobs that are not 'sustainable'.
- Discuss the importance of having the skills that the economy needs, e.g. technicians.
- Task learners to do Activity 3.12 (LB p. 93) and Activity 3.13 (LB p. 94).
- Provide the correct answers for Activity 3.12 (TG p. 64) and Activity 3.13 (TG p. 65) and check that learners correct their mistakes.
- Allow learners to ask clarity seeking questions and explain concepts where needed.

Period 4:

National Development Plan (LB p. 88)

- Learners listen to the explanation of the purpose of the NDP.
- They discuss the 9 key problems that the NDP identified that should get urgent attention.
- And discuss other economic policies used by the government to correct the imbalances of the past.
- They do Activity 3.9 (LB p. 90)

Period 5:

3.5.4 The importance of education and Skills (LB p. 89)

- Learners mark Activity 3.9 (LB p. 90) and correct their mistakes.
- They discuss the importance of education and the correct skills needed by the economy by referring back to the poverty cycle on p. 86.
- Learners do Activity 3.10 (LB p. 91) and Activity 3.11(LB p. 92) at home.

Period 6:

3.5.5 Creating sustainable job opportunities (LB p. 91)

- Learners mark Activity 3.10 LB p. 91) and Activity 3.11(LB p. 92) and correct their mistakes.
- They try to explain the meaning of 'sustainable' and give examples of jobs that are not 'sustainable'.
- They discuss the importance of having the skills that the economy needs, e.g. technicians.
- Learners do Activity 3.12 (LB p. 93) and Activity 3.13 (LB p. 94).
- They mark Activity 3.12 (TG p. 64) and Activity 3.13 (TG p. 65) and correct their mistakes.
- Learners ask clarity seeking questions before they write a class test on term 3 work, as preparation for the controlled test.

Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 85-94) and Teacher’s Guide (TG p. 61-72).
- VIVA EMS Gr. 7 Teacher’s Guide – Controlled test and memorandum (TG p. 66-72)
- Chalkboard and chalk.
- Old people from the local community to report on conditions during the apartheid era.
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Teacher’s comments / reflection:

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HOD input: monitoring and support

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