



DEPARTMENT OF EDUCATION

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DEPARTMENT VAN ONDERWYS

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# **ECONOMIC AND MANAGEMENT SCIENCES LESSON PLAN EXEMPLARS**

## **INTERMEDIATE AND SENIOR PHASE**

### ***TERM 1***

### ***SEPTEMBER 2009***

The Eastern Cape Department of Education in collaboration with the District Curriculum Personnel developed this document in order to support teachers in their implementation of EMS in the classroom. It is envisaged that these Lesson Plans will improve the quality of teaching and learning and therefore contribute to improved Learner performance.

The document contains exemplars of lesson plans with activities on each cluster of assessment standard in all learning outcomes. It is prepared with the intention to give necessary guidance for lesson planning for Term 1 in accordance with the Provincial Work Schedule

When using this document teachers are encouraged to use a variety of textbooks and other available resource material. Teachers are encouraged to adapt these activities to suit their own context. It should be remembered that the document should be perceived as a guideline document and is not to be utilized **exclusively** for teaching, learning and assessment. Teachers are therefore encouraged to extend the activities and move beyond these exemplars.

This document must also be read and used in conjunction with **National Curriculum Statements, National Assessment Guidelines, Provincial Assessment Guidelines, and Provincial Resource Material** for EMS.

***INTERMEDIATE***

***PHASE***

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## OVERVIEW GRADE 4

TERM 1	TERM 2	TERM 3	TERM 4
<b>Learning Outcomes and Assessment Standards</b> <b>LO 1: ECONOMIC CYCLE</b>  <b>CLUSTER 1</b> <b>AS 1:</b> Describes the roles of members of households as consumers and producers in need satisfaction process  <b>AS 2:</b> Explains the effects on the community of both responsible and irresponsible use of resources and services  <b>CLUSTER 2</b> <b>AS 3:</b> Describes the role of formal and informal businesses in society  <b>AS 4:</b> Explain the concept of tax in simple language  <b>CLUSTER 3</b> <b>LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT</b>  <b>As 1:</b> Identifies the difference in standards of living of highly developed and subsistence economies	<b>Learning Outcomes and Assessment Standards</b> <b>LO 4: ENTREPRENEUR KNOWLEDGE AND SKILLS</b>  <b>CLUSTER 1</b> <b>AS 1:</b> Identifies different characteristics (abilities and talents) of entrepreneurs  <b>AS 2:</b> Explains how entrepreneurs combine labour (work), capital (money, machinery, tools) and natural resources (raw materials) to gain profit  <b>AS 4:</b> Differentiates between the entrepreneurial actions of buying, selling and producing  <b>CLUSTER 2</b> <b>LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS</b>  <b>AS3:</b> Identifies different sources of personal income and plans saving and spending by drawing up a basic personal budget  <b>AS4:</b> Investigates use and purpose of a savings account	<b>Learning Outcomes and Assessment Standards</b> <b>LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS</b>  <b>CLUSTER 1</b> <b>AS 1:</b> Participates in the management of classroom project  <b>AS 2:</b> Distinguishes three different types of local businesses: <ul style="list-style-type: none"> <li>• Trading (e.g. spaza shops, flea markets, car boot sales and shops)</li> <li>• Manufacturing (e.g. brickyard, bakery, factory)</li> <li>• Servicing (e.g. taxi, hairdressers, hotel and bed and breakfast)</li> </ul> <b>CLUSTER 2</b> <b>LO 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS</b>  <b>AS 5(4):</b> Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills	<b>Learning Outcomes and Assessment Standards</b> <b>LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT</b>  <b>CLUSTER 1</b> <b>AS 2:</b> Describes the economic and social impact of the discovery of mineral in South Africa (e.g. job creation, exploitation of cheap labour, migratory labour, health and safety hazards)  <b>CLUSTER 2</b> <b>LO 2: SUSTAINABLE DEVELOPMENT AND GROWTH</b>  <b>AS 3:</b> Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development)

CONTENT	CONTENT	CONTENT	CONTENT
<p><b>LOCAL COMMUNITY</b></p> <p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Basic needs</li> <li>• Need satisfaction process</li> <li>• Households</li> <li>• Producers</li> <li>• Consumers</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Services</li> <li>• Renewable and non renewable resources</li> </ul> <p>Responsible and irresponsible use of resources (e.g correct and incorrect use of water, public money; pollution of dams, wastage, recycling and reuse)</p> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Formal business</li> <li>• Informal business (e.g. spaza shops)</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Tax</li> <li>• Taxpayer</li> <li>• Government</li> </ul> <p>LO 2 AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Standard of living</li> <li>• Highly developed economies</li> </ul> <p>Subsistence economies</p>	<p><b>ENTREPRENEURSHIP</b></p> <p>AS 1: Concepts;</p> <ul style="list-style-type: none"> <li>• Entrepreneur</li> </ul> <p>Characteristics (abilities and talents)</p> <p>AS2: Concepts:</p> <ul style="list-style-type: none"> <li>• Factors of production</li> <li>• Labour</li> <li>• Land</li> <li>• Capital</li> <li>• Natural resources</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Buying &amp; selling</li> <li>• Producing</li> <li>• Income &amp; expenses</li> <li>• Cost &amp; selling price</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Personal income</li> <li>• Sources of income</li> <li>• Spending and saving</li> <li>• Expenditure</li> <li>• Basic personal budget</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Savings accounts</li> <li>• Uses and purpose of savings account</li> </ul>	<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Leading</li> <li>• Controlling</li> <li>• Project</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Trading businesses e.g.:</li> <li>✓ Spaza shops</li> <li>✓ Flea markets</li> <li>✓ Car boot sales</li> <li>✓ Shops</li> </ul> <ul style="list-style-type: none"> <li>• Manufacturing businesses e.g. <ul style="list-style-type: none"> <li>✓ Brickyard, bakery and factory</li> </ul> </li> <li>• Servicing businesses e.g. <ul style="list-style-type: none"> <li>✓ Taxi, hairdresser. Hotel and bed and breakfast</li> </ul> </li> </ul> <p>AS 5: Concepts:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Leading</li> <li>• Controlling</li> <li>• Target group</li> <li>• Product / service</li> <li>• Marketing strategy</li> <li>• Pricing</li> <li>• Cost and selling price</li> <li>• Participates in a fair or market day</li> </ul>	<p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Minerals</li> <li>• Migratory Labour</li> <li>• Cheap labour</li> <li>• Poverty</li> <li>• Economic impact on discovery of minerals in South Africa</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Poverty eradication resources</li> <li>• RDP</li> <li>• Urban renewal</li> <li>• Rural development projects</li> </ul>

### GRADE 4 LESSON PLAN 1

Learning Area: Economic and Management Sciences		Grade: 4
Date Completed:		Duration: 5 weeks (10 Hours)
<p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Critical thinking</li> <li>• Discussion</li> <li>• Reading</li> <li>• Listening</li> <li>• Investigation</li> </ul>	<p style="text-align: center;"><u>KNOWLEDGE</u></p> <p>Concepts: Basic needs</p> <p style="padding-left: 40px;">Need satisfaction</p> <p style="padding-left: 40px;">Households</p> <p style="padding-left: 40px;">Producers</p> <p style="padding-left: 40px;">Consumers</p> <p>Basic concepts:</p> <p style="padding-left: 40px;">Resources ( natural and man-made)</p> <p style="padding-left: 40px;">Services</p> <p style="padding-left: 40px;">Community</p> <p>Responsible and irresponsible use of resources.</p>	<p style="text-align: center;"><u>VALUES</u></p> <ul style="list-style-type: none"> <li>• Respect for others' opinions.</li> <li>• Tolerance.</li> <li>• Sharing knowledge</li> </ul>
<p><b>LO 1: Economic Cycle</b></p> <p><b>AS1:</b> Describes the roles of members of households as consumers and producers in the need satisfaction process.</p> <p><b>AS2:</b> Explains the effects on the community of both responsible and irresponsible use of resources and services.</p>		

**ACTIVITY 1( a )**

The teacher divides learners into groups and gives each group a shopping pamphlet from SPAR, Shoprite, and Pick 'n Pay etc. Each group will use the table below to list 5 items that are **needs** and 5 items that are **wants**.

	<b>Things you must have to survive</b>	<b>Things you would like to have but are not essential for survival</b>
1.		
2.		
3.		
4.		
5.		

The teacher will ask learners to swop books and mark the activity. The teacher explains by stating to the class that things needed for survival are called **needs** and things we would like to have but are not needed for survival are called **wants**. When we buy these products be it needs or wants we are **satisfying our needs**. Needs and wants differ from one person to another.

**Assessment: Form: Class work , Form: Memo Method: Peer**

**ACTIVITY 1(b)**

The teacher will write the following concepts on the board and asks learners to use dictionaries to look up the meanings of the words: Consumer, Producer, and Household. The teacher then gives the learners the answers and does consolidation.

**Assessment: Class work Form: Memo Method: Educator**



### **ACTIVITY 1 ( c )**

**The teacher gives the learners the following homework assignment:**

Informal Investigation; Learners are to go home and ask their parents the following questions :

- (i) List the members of your household.
- (ii) What are the needs of your household?
- (iii) What are the items that are consumed by your household?
- (iv) What role does each member of your household play?
- (v) How does your household receive income to satisfy its needs?

**Assessment: Form: Class work Informal Investigation Form: Memo Rubric Method: Educator**

### **Activity 1 ( d )**

The learners return the following day and the teacher assists them to write a report on their findings.

Once the reports have been written, the teacher asks the learners to present their findings to the class.

**Assessment: Form : Formal Presentation , Tool: Rubric Method : Educator**

### **Activity 1 ( e )**

The teacher explains that in some households, parents are owners of businesses; they either sell or produce goods or services. All the members of the households are consumers. He further explains that when a producer (a farmer) sells his products (milk) or service to consumers, he earns money. He then uses the money to buy more goods

(more cows, feed and medication) to sell. He is also called a consumer. This keeps his business going. Money goes in a cycle between producers and consumers. We call this a **need satisfaction process** or a **two sector circular flow**.

The teacher gives the learners a picture of household members **Annexure A** to study and then answer the following questions

- a) Mrs Bam grows vegetables. She is a.....
- b) Sam buys sweets and cool drink. He is a.....
- c) Mr Bam and the family buy food from the supermarket. They are .....
- d) Sinazo makes popcorn. She is a.....
- e) Charles wears the clothes her grandmother makes. Charles's grandmother is a.....

The teacher instructs the learners to swop their books for marking and then do corrections.

### **Activity 1 ( f )**

**The teacher gives the learners the following homework :**

Complete the following sentences

- a) I am a consumer. I eat food. This is a need
- b) My .....is a producer. He or she makes or grows.....These are.....
- c) My.....is a consumer. He or she buys or uses.....These are.....

Learners give individual reports to their group members. The teacher goes around listening to the reports and provides input where necessary.

### ACTIVITY 2( a )

The teacher asks the learners to work in groups and look up the meanings of the following concepts:

- ◆ Resources
- ◆ Services
- ◆ Community
- ◆ Responsible
- ◆ Irresponsible

The teacher will then provide learners with the answers and clarify any problems that the learners might have.

### ACTIVITY 2 ( B )

The teacher will then ask learners to work in groups and brainstorm examples of the above concepts

#### **Expected answers:**

Resources – land to build houses, land for sport fields, electricity for heat and lights as well as clean water, etc.

Services – sewerage, removal of garbage, police (safety) , health care, etc.

The teacher goes on to explain that these resources and services can be used responsibly or irresponsibly

### ACTIVITY 2(C)

The teacher reads the newspaper article on Residents Roll up sleeves Annexure A )to the class.

Thereafter, the following questions are asked relating to the article.

(i) How were resources irresponsibly used before the community members decided to take action?

**Answer:** litter is strewn and refuse is not removed in informal settlements. As a result the resource, which is the land, is irresponsibly utilized.

(ii) What effect will the irresponsible use of the resource have on the community in which these residents live?

**Answer:** litter and pollution causes health problems and can lead to the spread of diseases. People living in areas that are not clean do not take pride in their area and the problem could just worsen.

(iii) What was done by these community members to encourage the responsible use of resources?

**Answer:** 10 community members were trained on health, hygiene and leadership. Residents were advised on how to keep the area they live in clean. Illegal dumping was going to be stopped.

(iv) What effect did the previous actions of littering have on the community?

**Answers:** Littering exposed children to all kinds of diseases

#### ACTIVITY 2D(I)

Teacher gives the learners an investigative task of identifying resources and services that are used irresponsibly in their communities. Copy and complete the table

Resource	How it is used	What the result will be



**CLEANING UP:** Residents equipped with the tools they will be using to clean up Mzamomhle.

Picture: Lerato Pholo

## Residents roll up sleeves

**By Lerato Pholo**

MANY parts of the country, particularly townships and informal settlements, are strewn with litter and refuse, but some residents are rolling up their sleeves to improve the areas in which they live.

On Tuesday (August 18) the residents of Mzamomhle in Gonubie worked tirelessly to ensure that the area where they live was clean and hygienically safe for all those who live there.

The initiative was in conjunction with the Buffalo City Municipality and the department of water affairs. Organiser of the clean-up and founder of NGO Mustard Seed Community Services, Ntombiyise Poswa, said 10 people from the community

were also trained on health, hygiene and leadership skills.

"Today residents were educated on hygiene and health; they were also advised on how to keep the area they live in clean. The 10 people that have been trained will make sure that the clean-up is an ongoing thing. We are going to remove illegal dumping sites as well. Residents have been told about the dangers of dumping rubbish illegally," explained Ntombiyise.

Young and old residents sat attentively and listened as officials from the different departments educated them on keeping the environment they live in clean.

They were also reminded that some of them have children and they are prone to catching diseases when they

play in unhygienic areas.

"The illegal dumping sites are a major problem because they are very unhygienic. I think it is a good thing they (residents) are rolling up their sleeves and getting their hands dirty. We will do our utmost to ensure that this is an ongoing thing, it mustn't end today," said councillor for the area Vuyisile Gxwala.

One resident, Mcekeleli Molose acknowledged that Mzamomhle is very dirty and residents are the ones to blame.

"We live in a filthy place and we are to blame, it is also our responsibility as residents to clean up this place. Now people will think twice before throwing their rubbish carelessly in the streets," said Mcekeleli.

## **ANNEXURE B**

**Grade 4**

**Formal Tasks: Assignment**

**Total: 20 Marks**

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**LO 1: Economic Cycle**

**AS2: Explains the effects on the community of both responsible and irresponsible use of resources and services.**

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**Instructions to learners: Learners are to go into their communities and observe the use of resources and services in the areas they live.**

1. What resources are being used by your community in an irresponsible manner?
2. Explain how these resources and services are being used irresponsibly.
3. What negative effects do the irresponsible use of these resources and services have on the community you live in.
4. Give advice to your community members on how they can responsibly use these resources and services.
5. Explain to them what positive effects the responsible use of resources will have on life in your community.

**Present all your information in the form of a report that could be presented to the leaders in your community.**

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Rubric for Assignment

Criteria	4	3	2	1
1. Gathering of data	Excellent gathering of all data	Most data required has been gathered	Fair amount of data was not gathered.	Excessive amount of data is missing.
2. Written presentation of work	Excellent presentation , very neat and colourful, use of pictures or drawings to support data gathered	Good presentation, relatively neat and tidy no pictures	Satisfactory presentation not very neat, no colour	Poor presentation, very untidy.
3. Relevance of data	Very relevant , to the point all information needed is presented in report	Relevant and to the point	Satisfactory but some information is not relevant	Information gathered is irrelevant
4. Report writing	Excellent report – very detailed	Good report- fair amount of detail	Satisfactory report- Not a large amount of detail	Poor report – totally unsatisfactory.
5. Date of submission	Handed in on/ before due date	Handed in 1 day late	Handed in 2 days late	Handed in 3- 5 days late.

**Assessment form: Formal Assignment Form: Rubric Method: Educator**

## GRADE 4 LESSON PLAN 2

Learning Area: Economic and Management Sciences		Grade: 4
Date Completed:		Duration: 3 weeks (6 Hours)
<u>SKILLS</u>	<u>KNOWLEDGE</u>	<u>VALUES</u>
<ul style="list-style-type: none"> <li>• Group work</li> <li>• Critical thinking</li> <li>• Discussion</li> <li>• Reading</li> <li>• Listening</li> <li>• Investigation</li> </ul>	<p>. Concepts:</p> <ul style="list-style-type: none"> <li>• Formal business</li> <li>• Informal business (e.g. spaza shops)</li> </ul> <p>the role of formal and informal businesses in society.</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• Tax</li> <li>• Taxpayer</li> <li>• Government</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for others' opinions.</li> <li>• Tolerance.</li> <li>• Sharing knowledge</li> </ul>
<p><b>LO 1: Economic Cycle</b></p> <p><b>AS 3:</b> Describe the role of formal and informal businesses in society.</p> <p><b>AS 4:</b> Explain the concept of tax in simple language.</p>		



### ACTIVITY 1(a)

The teacher will start the lesson by playing a game called the HOT Potato. A tennis ball is used in this activity. The ball is thrown from one learner to another. The learner in possession of the ball has to name any business that they in their area that they know of. As learners name the businesses the teacher will write the names of the businesses on board.

Learners then take their seats and the educator explains that these businesses differ from each other in many ways.

**Some differences:** Some owners operate their businesses from home. Some people sell their goods on street corners and some are vendors and hawkers. They do not pay tax and have no fixed working hours or earn a fixed income. We call these **informal businesses**.

Some businesses are operated from formal premises, offices or factories. They pay tax and have fixed working hours. These businesses are called **formal businesses**.

i) The teacher then asks learners to classify the businesses that are listed on the board as formal and informal businesses.

ii) Learners will be shown two pictures, **Annexure A** to study and then compare the businesses using the following worksheet:

CRITERIA	FORMAL BUSINESS	INFORMAL BUSINESS
Big/small		
Customers		
Many/fewer goods		
Many/fewer workers		
self/over the counter service		

The teacher instructs the learners to swap their books for marking and then do corrections.

### **Activity 1(b)**

The teacher will give the learners the following homework task:

Learners are to ask their parents, neighbours and families the following questions:

- a) What they feel the role of businesses is in the community.
- b) Why do they think businesses, whether formal or informal are important
- c) What value do they have to the community and society.

### **Activity 1 (c)**

During the next lesson they teacher will get the responses form the learners and do consolidation :

Consolidation

#### **The role of Formal and Informal business in the society:**

- ◆ Provider of employment
- ◆ Making goods and services available to community.
- ◆ Providing income to households when entrepreneurs start businesses.

### **Activity2(a)**

As prior knowledge, the teacher asks the learners where their parents as household members get their money from

(Responses will differ). We call the money they earn **income**

S/he then tells them that there is a portion of the money that is deducted from their parents' every month.. People who

earn no or little money are not charged the money.

The teacher asks the learners where the money goes to. S/he explains that the money goes to the government so that in return they provide services. Like water, electricity, housing, schools etc.

Learners are given a picture to study, **Annexure B** and then answer the questions that follow.

The teacher asks the learners to answer the questions orally and then consolidates the activity by telling them that .

we call the money paid by people living in the country to the government so that they provide them with services **TAX**. The money people pay to the government is called **INCOME TAX**

RESOURCES	Dictionary, Pictures, Chalkboard, Worksheets, Textbook,
EXPANDED OPPORTUNITIES	
TEACHERS REFLECTION:	Were the outcomes met? Did learners perform well in the informal assessment tasks? Did the activities strengthen the learners' competencies in skills, knowledge and values? How can I improve my teaching strategies?
BARRIERS TO LEARNING	

## OVERVIEW GRADE 5

TERM 1	TERM 2	TERM 3	TERM 4
Learning Outcomes and Assessment Standards	Learning Outcomes and Assessment Standards	Learning Outcomes and Assessment Standards	Learning Outcomes and Assessment Standards
<p><b>LO 1: THE ECONOMIC CYCLE</b></p> <p><b>CLUSTER 1</b>            AS 1: Differentiates between the different levels of needs that people have, and explains how these might be satisfied</p> <p>AS 2: Identifies and describes the role of government in the use of resources and services</p> <p>AS 4: Differentiates between direct taxes (e.g. income tax) and indirect taxes (e.g. VAT, tax on petrol)</p> <p><b>CLUSTER 2</b>            AS 3: Explains the effect of natural disasters (e.g. HIV/AIDS) on formal and informal businesses</p>	<p>LO 4 : ENTREPRENEURIAL KNOWLEDGE AND SKILLS</p> <p><b>CLUSTER 1</b>            AS 3: Identifies enterprises and events in own community (e.g. sporting events, craft work) where specific goods and services are being sold to satisfy consumer’s needs and generate profit</p> <p>AS 5: Discusses the four elements of the marketing mix in a simple business activity (product, price, place and promotion)</p> <p><b>CLUSTER 2</b>            AS 1: Identifies the specific entrepreneurial needed to attract tourists to own community</p> <p>AS 2: Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community</p> <p>AS 4: Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies)</p>	<p>LO3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS</p> <p><b>CLUSTER 1</b>            AS 1: Participates and demonstrates some management and leadership roles in the classroom and home in the absence of adults</p> <p>AS 2: Observes and reports on how traders in own local area manage their business</p> <p><b>CLUSTER 2</b>            AS 3: Finds out and discusses how a savings account is opened at a bank, and completes a deposit and withdrawal slips</p> <p>AS 4: Discusses the value of savings and thrift and people’s difficulty in saving if basic needs are not met</p>	<p><b>LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT</b></p> <p><b>CLUSTER 1</b>            AS 1: Describes the changes in lifestyles, living standards and patterns of consumption from self sufficient societies to modern societies</p> <p>AS 3: Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment)</p> <p><b>CLUSTER 2</b>            AS 2: Explains the concept of economic growth and development, and its impact on the development of communities and society</p>

CONTENT	CONTENT	CONTENT	CONTENT
<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Needs and wants</li> <li>• Self actualization</li> <li>• Recognition</li> <li>• Social</li> <li>• Security</li> <li>• Basic need</li> <li>• Need satisfaction</li> <li>• Maslow's hierarchy</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Role of government</li> <li>• Resources</li> <li>• Service</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Tax</li> <li>• Direct tax (e.g. income tax</li> </ul> <p>Indirect tax (e.g. VAT etc.)</p> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• Health epidemics</li> <li>• Formal businesses</li> <li>• Informal businesses</li> </ul> <p>Effects of:</p> <ul style="list-style-type: none"> <li>• Natural disasters (e.g drought, floods, tsunami etc</li> <li>• Health epidemics e.g HIV/AIDS, TB etc</li> <li>• Effect of natural disasters on formal and informal businesses</li> </ul> <p>Effect of health epidemics on formal and informal businesses</p>	<p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Enterprises in own community</li> <li>• Events in own community</li> <li>• Goods and services</li> <li>• Consumer's needs</li> <li>• Profit generation</li> </ul> <p>AS 5: Concepts:</p> <ul style="list-style-type: none"> <li>• Marketing mix</li> <li>• Product</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> </ul> <p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Entrepreneurial skills</li> <li>• Tourists</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Design a questionnaire</li> <li>• Observation sheet</li> <li>• Needs analysis</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Idea generation</li> <li>• Entrepreneurial action</li> <li>• Co- operatives</li> <li>• Loan societies etc</li> </ul>	<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Leading</li> <li>• Controlling</li> <li>• Management roles</li> <li>• Leadership roles</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Trader</li> <li>• Business management skills</li> <li>• Trading business</li> <li>• Service business</li> <li>• How traders manage their business</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Personal income</li> <li>• Documents needed to open a savings account</li> <li>• Saving and expenditure</li> <li>• Personal expenses</li> <li>• Saving account</li> <li>• Deposit and withdrawal slips</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Value of savings</li> <li>• Thrift</li> </ul>	<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Life styles</li> <li>• Living standards</li> <li>• Consumption</li> <li>• Self sufficient societies</li> <li>• Modern societies</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Standard of living</li> <li>• Entrepreneurial skills</li> <li>• Time management</li> <li>• Productive use of resources</li> <li>• Healthy environment</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Economic growth</li> <li>• Economic development</li> <li>• Impact of economic growth and development on the development of communities and society</li> </ul>

**GRADE 5 LESSON PLAN 1 TERM 1**

LEARNING AREA : ECONOMIC MANAGEMENT SCIENCES

GRADE : 5

CONTEXT :

DURATION : 6 WEEKS (12 HRS)

DATE COMPLETED :

<u>SKILLS</u>	<u>KNOWLEDGE</u>	<u>VALUES</u>
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Identity</li> <li>• Creativity</li> <li>• Thinking &amp; reasoning</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>• Needs and wants</li> <li>• Self actualization</li> <li>• Recognition</li> <li>• Social</li> <li>• Security</li> <li>• Basic need</li> <li>• Need satisfaction</li> <li>• Maslow's hierarchy</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Role of government</li> <li>• Resources</li> <li>• Service</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• Tax</li> <li>• Direct tax (e.g. income tax</li> <li>• Indirect tax (e.g. VAT etc.)</li> </ul> <p>Differentiate between direct taxes (e.g. income tax) and indirect taxes</p>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Tolerance</li> <li>• Respect.</li> </ul>

**LO1: THE LEARNER WILL BE ABLE TO DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE ECONOMIC CYCLE WITHIN THE CONTEXT OF 'THE ECONOMIC PROBLEM**

AS 1: Differentiates between the different levels of needs that people have, and explains how these might be satisfied

AS 2: Identifies and describes the role of government in the use of resources and services

AS 4: Differentiates between direct taxes (e.g. income tax) and indirect taxes (e.g. VAT , tax on petrol

### **ACTIVITY 1 (a)**

As prior knowledge the teacher asks learners to brainstorm the following:

- Needs and wants..
- Differentiate between needs and wants.

The teacher introduces the lesson by explaining to the learners that needs and wants are unlimited or scarce. People need to choose which needs or wants to satisfy first, and work out how much money they can afford to spend. He further explains that Abraham Maslow was an American psychologist who studied the needs of people. He believed that needs are like a pyramid He arranged the needs in order of importance. Our strongest basic survival needs are at the bottom of the pyramid. When the needs on one level are met a person would then need the things on the next level. If we want to be happy people, we have to meet all our strongest needs first. We cannot do anything else until we have satisfied these needs. In other words, as soon as our basic needs are satisfied, we become aware of or develop other needs.

### **ACTIVITY 1 (b)**

The teacher shows and explains Maslow's hierarchy of needs **Annexure A**. He then gives the learners a blank pyramid and asks the learners to draw it. He gives them the following needs in order to decide where they should be in the hierarchy (group activity): a safe environment, belonging to a club, a sports car, a home, being a minister, becoming a pop idol, savings, becoming a hair dresser, bread, clothes, relaxing, and reading. He instructs them to report back to the class and explain the group's decision.

He asks them to draw a pyramid individually and fill in their needs for each level of Maslow's hierarchy. They must explain why they placed each need where they did. He then asks the learners to exchange their books and compare their responses.

### **ACTIVITY 1 (c)**

The teacher explains to the learners that people have to satisfy their different needs, e.g. basic or physical needs could be satisfied by buying goods and services. He instructs them to explain how they can satisfy each of the other needs in the hierarchy using the following table: He consolidates the activity by opening a discussion based on their responses. The teacher will fill the gaps learners might have..

Need	How it will be satisfied
Physical/basic	e.g. Buying goods and services
Security	
Social	
Recognition	
Self realization	

**Assessment: Form: Question and answer, Class work Tool: Rubric, Method: Educator/peer**



### **ACTIVITY 2 (a)**

As prior knowledge the teacher asks the learners to brainstorm the meaning of the concept 'resource'

He further asks whether they have heard of the word '**government**'

He explains that the government is the most important body in a country. In South Africa, the government is responsible for many things. It has to make sure that our country is safe for all of us to live in. The government has to provide us with resources such as land to build houses on, safe water supply, etc. and services such as schools, hospitals, clinics, etc.

### **ACTIVITY 2 (b)**

The teacher explains that one of the main jobs of the government is to make decision about how to use the valuable resources:

**Human resources are people.** They make up the workforce of the country. The government needs many workers to help them do all the jobs needed to run the country. In other words they provide a service. Each government department is headed by a Minister who has to make sure that his/her department carries out his duties properly and without spending more than their share of the government's money. The Minister of every department has to answer to the President if things go wrong.

The teacher gives the learners an exercise to do **Annexure B**

**Natural resources are the land, animals, water, minerals, e.g. gold, coal, oil, etc.** The government provides everybody with water, electricity, etc. Electricity is made or generated in power stations. The fuel used to make electricity can be coal, running water or nuclear fuel

The educator asks learners individually to list all the resources in their community both renewable and non-renewable

**Capital resources are things that have been built like factories, mines, roads, railways, houses (infrastructure) and the money the government uses (tax).** The government collects taxes from the people to pay for their services, e.g old age pension, free health care, recreation parks, etc. It makes sure that that the country has economic growth and development (that the economy is growing bigger and stronger). The teacher consolidates the activity by emphasizing that it is the government that makes decision about the use of country's resources.

The teacher gives the learners an exercise to do, **Annexure C**

He provides feedback and consolidates the activity explaining that natural resources help to develop a healthy economy that will

improve the lives of everyone.

**.Assessment: Form: Question and answer, Class work Tool: Rubric, Method: Educator/peer**

### **Activity 3**

As prior knowledge the teacher asks the learners to brainstorm the meaning of the concept 'service'

The teacher tells the learners that not all needs wants are satisfied by physical resources (physical or man made). Some are satisfied by services. They also need to be aware that services are provided by both the government and businesses.

The teacher asks the learners in their groups to brainstorm the services provided by the government and then categorize them into different areas,e.g housing, safety and security, transport, education, correctional services, health, environmental affairs and tourism, finance, public works, welfare, etc. using the following table:

Services	Area

The teacher instructs the learners to share their responses with the rest of the class. The teacher may open a discussion if necessary and fill gaps learners might have in the process.

He then gives them pictures to study and then answer the questions that follow **Annexure D**. He instructs the learners to exchange their books for marking and then do corrections.

He consolidates the activity by bringing learners' attention to the fact that there are things we take for granted, i.e. parks, sports facilities, roads, hospitals are services that satisfy our individual and collective needs that are provided by the government.

The teacher gives the learners an assignment **Annexure E** based on linking the role of the government and the resources/services it provides, will **present** their responses to the class. (**FORMAL TASK**)

#### **Activity 4(a)**

As prior knowledge the teacher asks the learners to brainstorm the concept of tax

He further asks why do we have to pay tax ( so that the government provide services, to share money between the rich and the poor, to control how much people spend, to keep South African money in South Africa(the government makes you pay extra if you buy from other countries.

The teacher tells the learners that in order to provide the resources and services the government needs money. The government also gets money from running certain state owned businesses such as the South African Railway, ESKOM, etc.

He further tells the learners that there are many different kinds of taxes and that we will first consider the tax paid to the National government. Taxes due to the National government is collected by the government department called the South African Revenue services. The word revenue is another word for income.

#### **Activity 4(b)**

The teacher tells the learners that people and businesses who earn money pay tax to the government. Every person who earns more than a certain amount of money in a year pays tax. The money people earn is their income, so the tax they pay is called **income tax** because **it is paid directly** to the government. It is also called direct tax. People who earn more pay more tax. Businesses also pay part of their profits to the government as tax. It is called **company tax**.If the company does not make any profit it does not pay tax. Businesses pay tax at the same rate.

The teacher gives the learners two scenarios to complete **Annexure F**

He marks the learner's work and provides feedback. Learners do corrections

#### **Activity 4(c)**

The teacher explains that we all pay tax without even realizing it because it is included in the prices we pay. We pay on what we spend. This kind of tax is called **indirect tax**. The supplier include the tax in the prices of their goods and services and pay it straight to the government Everyone pays the same tax for every product

He asks the learners to mention the different types of taxes that they know of (Road tax, VAT, rates, import tax- customs duty, airport tax, excise duty, sin tax, fuel tax, municipal tax.

The teacher briefly explains each type:

Road tax – for each litre of petrol sold, some money is paid in tax

VAT – paid on almost everything that is sold. VAT rate is currently 14% There are food items that are VAT free, e.g. bread, milk, mealie meal, fruit and vege

Import tax – paid on goods bought from other countries,

Fuel tax included in the price of petrol, paraffin, diesel

Excise tax – included in the price of cigarettes, alcoholic beverages, cool drinks, tobacco, etc.

Municipal tax – levied by municipalities, paid by property owners for sewage, rubbish removal, water and electricity

Sin tax- The government makes us pay a lot of indirect tax for products they do not want us to buy e.g. cigarettes and beer

The teacher asks the learners to differentiate between direct and indirect tax using the following table:

Direct tax	Indirect tax

.He instructs the learners to exchange their books for marking. Learners do corrections

The teacher gives the learners the following exercise as homework:

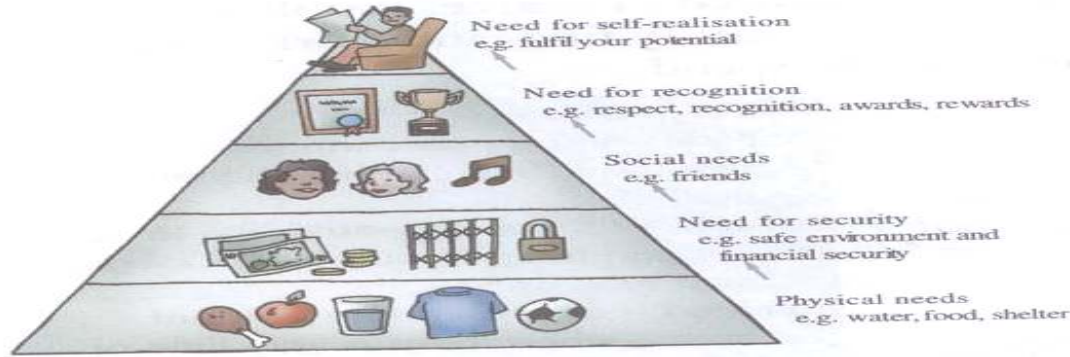
- a) What is the name of the tax that people who earn a salary pay to SARS
- b) Is this a direct or indirect tax?
- c) What tax do you pay when you buy most things at shops? What amount (percentage) of the price do you pay in this tax?

- d) Do you pay this tax to SARS?
- e) Do people pay direct or indirect tax when buying petrol? Explain your answer
- f) List goods that are VAT free
- g) Why are some food exempted from VAT?
- h) What taxes are charged on cool drinks?

**Assessment: Form: Question and answer, Class work, Homework, Presentation Tool: Rubric, Method: Educator/peer**

RESOURCES	Textbooks , Dictionaries
EXPANDED OPPORTUNITIES	
TEACHERS REFLECTION:	<p>Were the outcomes met?</p> <p>Did learners perform well in the informal assessment tasks?</p> <p>Did the activities strengthen the learners' competencies in skills, knowledge and values?</p> <p>How can I improve my teaching strategies?</p>
BARRIERS TO LEARNING	

# Maslow's hierarchy of needs



**NEW WORDS**  
**hierarchy** – a series of levels or steps, from the least important at the bottom to the most important at the top

Abraham Maslow was an American psychologist who studied the needs of people. He arranged the needs in order of importance. When the needs on one level were met, a person would then need the things on the next level. In other words, as soon as our basic needs are satisfied, we become aware of or develop other needs.



## Activity 2

1. Draw a pyramid like the one above.
2. Discuss the needs below and decide at which level they should be in the **hierarchy**.
3. Write the needs on your pyramid.
4. Report back to the class and explain your group's decisions.

**A safe environment**    **Belonging to a club**  
**A sports car**    *A home*    **Being a minister**  
*Becoming a pop idol*    **Savings**  
**Becoming a hairdresser**    **Bread**    **Clothes**    **Relaxing**  
**Reading**

## ANNEXURE B

Look at the pictures below and match two jobs to each of the government departments listed.

1. Department of Health
2. Department of Education
3. Department of Safety and Security
4. Department of Welfare
5. Department of Public Works

 Nurse	$5+3=$  Teacher	 Soldier	 Doctor
 Police officer	 Lecturer	 Social worker	
 Street sweeper	 Garbage collector	 Foster parents	

## ANNEXURE C

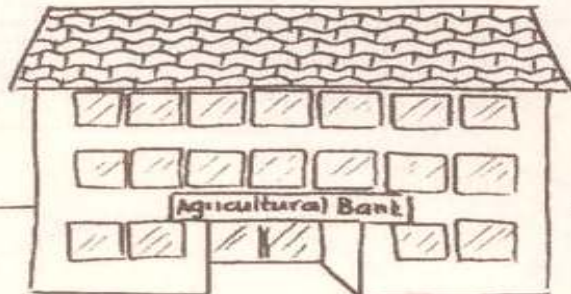
- Read and discuss the following information.

South Africa has many natural resources that allow people to develop a strong economy. Since 1994 the Government has been trying to restructure the economy to enable the country to work at full productivity and to improve the standard of living of all its people. Natural resources help to develop a healthy economy that will improve the lives of everyone.

- Study the following pictures and identify the responsibilities of the Government illustrated in them:

**1**

**Land and agriculture**



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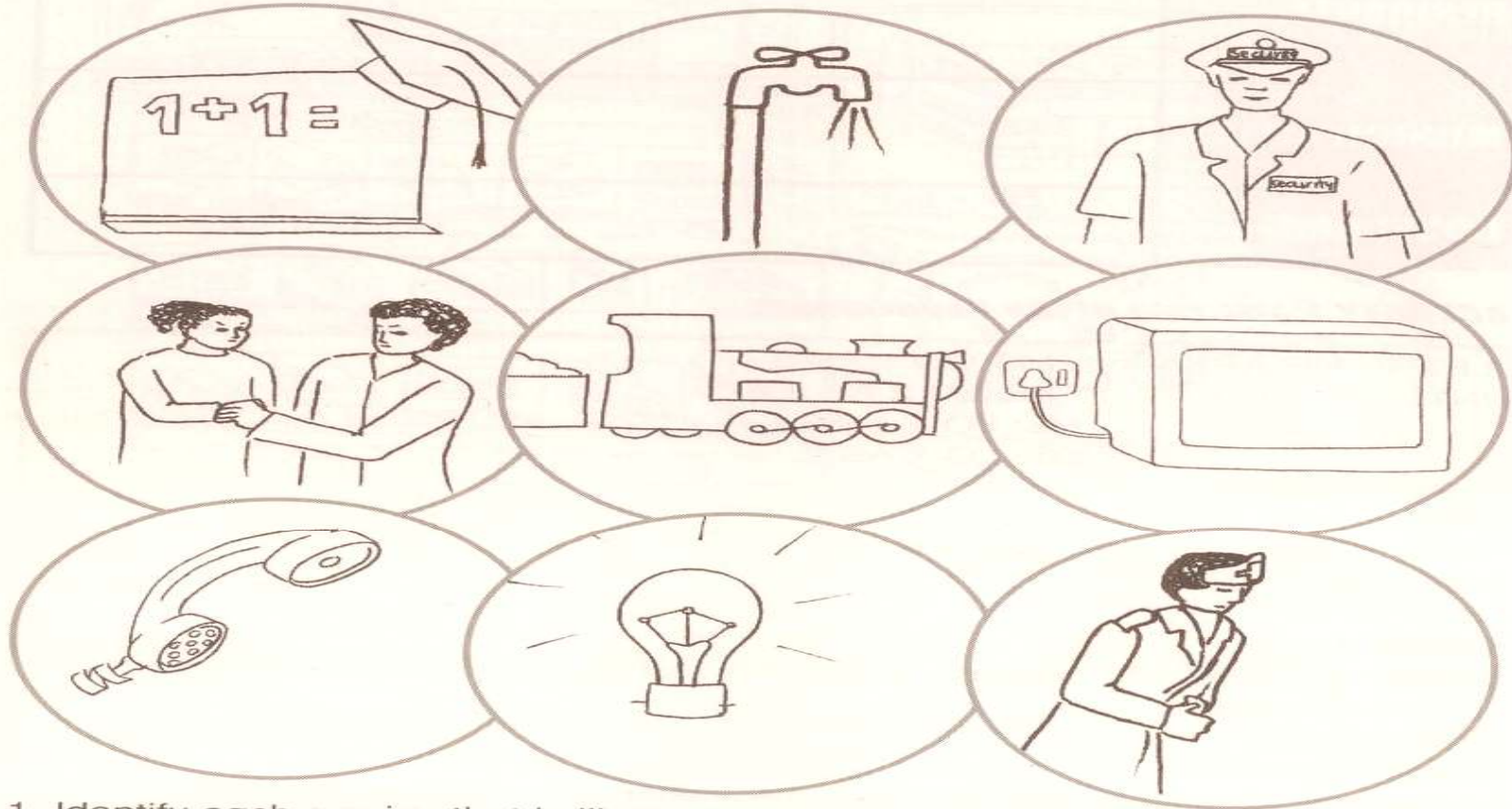
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## ANNEXURE D

Take a look at the pictures below and answer the questions that follow.

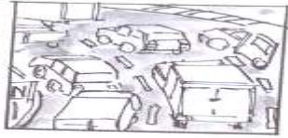


1. Identify each service that is illustrated.
2. Who do you think renders this service?
3. Why does the Government render these services?
4. Can we survive without these services?
5. Can you think of more services that are not illustrated here?

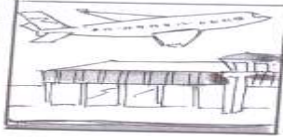
# ANNEXURE E

## Instructions:

1. Identify each of the government resources or services depicted in the 10 pictures below and write your answers in the first column of the table:



A



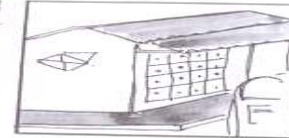
B



C



D



E



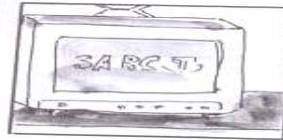
F



G



H



I



J

2. Link each of the 10 resources/services with one or more of the government's goals on the right

A		To build a strong economy and reduce poverty
B		
C		
D		To stop crime
E		
F		
G		
H		To make sure that important resources like labour, water and minerals are used and conserved in the best ways
I		
J		

## ANNEXURE F

### Activity 3

Solve these tax problems.

1. Nina works in a toyshop. She earns R5 000 a month. She pays about R800 tax a month. How much money does she keep for herself and her family?



2. Musa is a carpenter. Last month he did two jobs. He made and sold a table for R2 000 and he built a kitchen for R8 000. He has to pay 20% tax to the government? How much tax does he pay? How much does he keep?

Can you see that Nina and Musa paid their taxes directly or straight to the government? They paid tax on what they earned (income). We call this **direct tax**.

3. Do you think that people who are unemployed can pay direct tax or income tax? Why do you say so?

**GRADE 5 LESSON PLAN 2 TERM 1**

LEARNING AREA : ECONOMIC MANAGEMENT SCIENCES		GRADE : 5
CONTEXT :		DURATION : 2WEEKS (4HRS)
DATE COMPLETED :		
<b><u>SKILLS</u></b>	<b><u>KOWLEDGE</u></b>	<b><u>VALUES</u></b>
<ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> <li>○ Identity</li> <li>○ Creativity</li> <li>○ Thinking &amp; reasoning</li> <li>○ Awareness on disasters</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>● Natural disasters</li> <li>● Health epidemics</li> <li>● Formal businesses</li> <li>● Informal businesses</li> </ul> <p>Effects of:</p> <ul style="list-style-type: none"> <li>● Natural disasters (e.g. drought, floods, tsunami etc)</li> <li>● Health epidemics e.g. HIV/AIDS, TB etc</li> <li>● Effect of natural disasters on formal and informal businesses</li> </ul>	<ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Co-operation,</li> <li>● Understanding</li> <li>● Respect.</li> </ul>
<p><b>LO 1: THE ECONOMIC CYCLE : THE LEARNER WILL BE ABLE TO DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE ECONOMIC CYCLE WITHIN THE CONTEXT OF ‘THE ECONOMIC PROBLEM</b></p> <p><b>AS 2:</b> Explains the effect of natural disasters (e.g. Drought) and Health Epidemics (e.g. HIV/AIDS) on formal and informal businesses)</p>		

## TEACHING AND LEARNING ACTIVITIES

### ACTIVITY 1 (a)

The teacher introduces the lesson by asking the learners if they have ever experienced too much rain where they live. He asks them to describe the experience to the class and what effect did that damage have.

The teacher then explains the concept 'Natural disaster' and their causes

Natural disasters are terrible things that happen in nature or forces of nature that usually strike without warning e.g. floods, famine, drought, earthquake, tsunami, etc. Sometimes people call them "acts of God because nobody can stop them from happening

### ACTIVITY 1 (b)

The teacher shows the learners pictures and headlines of natural disasters **Annexure A**. He asks them the following questions:

- a) List the kind of disasters that affect households and businesses
- b) How do natural disasters affect households

As prior knowledge the teacher asks learners to define formal and informal businesses.

He briefly explains HOW natural disasters affect both formal and informal businesses:

Natural disasters destroy crops. Because of drought farmers have to sell many of their animals because there is not enough grazing for them. They will be paid low prices for their animals because they have to sell many of them. When this happens, we say that supply is greater than the demand. Also, there will be fewer jobs because there will be fewer animals to look after. On the other hand crop farmers cannot produce and sell plenty of crops because there is no water, so the farmer will not earn much money. Also there will not be enough fruit and vegetables to meet the needs of consumers. The demand exceeds the supply. When this happens, the prices of the fruit and vegetables increase. Workers will also be affected on the farm. Buildings, roads and bridges can be destroyed. The government needs to spend a lot of money to fix the damage.

He asks the learners the following questions:

- a) Are farmers producers or consumers in the economic cycle?
- b) How does drought affect the supply of livestock

- c) Do large scale farmers own informal or informal businesses? Explain your answer
- d) How does drought affect the supply of fruit and vegetables?
- e) Explain how a drought affects the price farmers get for their crops workers
- f) How does a drought affect farm workers?
- g) How will the drought affect production on the farm?
- h) Goodman has a stall selling fruit and vegetable outside his house at Kayelitsha. Does he own a formal or informal business? Explain your answer.
- i) Is Goodman a producer or a consumer in the economic cycle?
- j) Which natural disasters could affect Goodman's business and how?

The teacher instructs the learners to exchange their books for marking and corrections are done afterwards `

**Assessment: Form: Class work Tool: Memo Method: Educator**

### **Activity2(a)**

The teacher asks the learners to brainstorm the diseases that they know, e.g. cholera, flu, HIV/ AIDS, malaria, TB

He explains the following concepts:

- Epidemic (any disease (outbreak) that spreads fast and affect or attack many people in an area or community at the same time
- Pandemic ( Widely epidemic)

He asks the learners to list illnesses that are epidemic and those that are pandemic

### **Activity2(b)**

He briefly explains HOW health epidemics affect both formal and informal businesses:

Natural disasters,(floods, fire) damage sewage and water supply which often leads to serious outbreaks of diseases such as cholera, typhoid , dysentery, etc.When people are injured or die , this has a negative effect on both formal and informal businesses. The production and sales of goods decline and services are affected. However, new jobs can be created to fix the damage.

The teacher refers the learners to his explanation on the effects of natural disasters on businesses. He asks them the following questions based on his explanation:

How does HIV/AIDS affect:

- a) The workers on the farm?
- b) The production of fruit and vegetables
- c) The supply and demand of fruit and vegetables
- d) The income of families
- e) The income of the farm

The teacher gives the learners a **case study, Annexure B**, to read an then answer the questions that follow(**FORMAL TASK**)

The teacher instructs the learners to exchange their books for marking and corrections are done afterwards

**Assessment: Form: Class work, Case study Tool: Memo/rubric Method: Educator**

RESOURCES: Pictures showing natural disasters, Textbooks, Dictionaries.

EXPANDED OPPORTUNITIES:

TEACHER REFLECTIONS: Were the outcomes met?

Did the activities strengthen the learner's competencies in skills, knowledge and values?

How can I improve my teaching strategies?



## ANNEXURE A

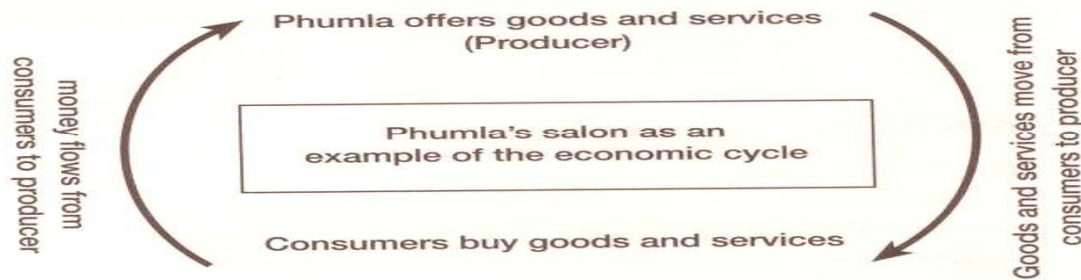
Read this story about Phumla's hair salon in Sebokeng.

### Phumla Dlamini

Phumla Dlamini is a hairdresser. She did part-time domestic work to pay for her training at college. Now she has a hair salon in her small house in Sebokeng. Phumla supports her mother and younger brother and sister. Two years ago Phumla found out that she had got HIV from her boyfriend. Now she is quite sick and can only work a few days a week. She cannot afford to pay for the special drugs to treat HIV/AIDS.



Phumla worries about who will support her family when she is too ill to work in her salon.



The success of the economic cycle of Phumla's salon depends on Phumla being able to work on a regular basis.

### Activity 6 How HIV/AIDS affects Phumla's hairdressing business

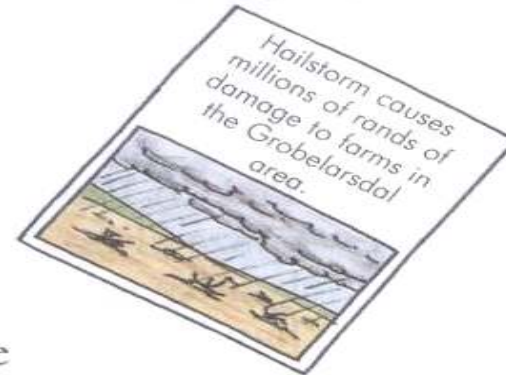
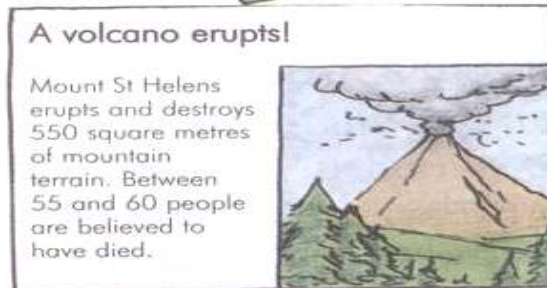
Work in pairs.

Discuss these questions and give reasons for your answer.

- 1 Is Phumla consumer or producer in the economic cycle?
- 2 How does Phumla's illnesses affect her ability to work?
- 3 Look at the diagram that shows how Phumla's business is an example of the economic cycle.
  - a What will happen to the money flow from the consumers if Phumla can only work a few days every week?
  - b How does her illness affect her family?
  - c How does her illness affect her customers?

## Natural disasters and businesses

Natural disasters are caused by forces of nature and usually strike without warning. They cause damage and often leave people homeless. Sometimes people are injured or even killed. Some natural disasters, such as earthquakes, drought and hurricanes can be predicted using scientific equipment. However, despite advance warnings, lives are often lost and injuries occur. Natural disasters negatively affect the economy of a country, sometimes very seriously.



### Activity 13

1. Look at the pictures and headlines above. List the kind of damage that occurs with each natural disaster.
2. How do natural disasters affect households and businesses?

**OVERVIEW GRADE 6**

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Outcomes and Assessment Standards</b>
<b>LO 1 : THE ECONOMIC CYCLE</b>	<b>LO 4 ENTREPRENEURIAL KNOWLEDGE AND SKILLS</b>	<b>LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS</b>	<b>LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT</b>
<b>CLUSTER 1</b>	<b>CLUSTER 1</b>	<b>CLUSTER 1</b>	<b>CLUSTER 1</b>
AS 1: Describes the roles of households, business and government in the economic cycle.	AS 1: Analyses personal strengths and weaknesses in becoming an entrepreneur	AS 1: Understands and participates in the process, from raw materials to final products, including waste products	AS 1: Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants
AS 2: Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services	AS 2: Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism)	AS 2: Explains the relationship between leadership and management in a business	
<b>CLUSTER 2</b>	<b>CLUSTER 2</b>	<b>CLUSTER 2</b>	<b>CLUSTER 2</b>
AS 3: Presents different flows of resources and services in the economic cycle (e.g. the flow of wages to households in exchange for labour, the flow of money to business in exchange for goods and services	AS 3: Design an advertising campaign to promote a product that will generate a profit	AS 3: Explain the concept of debt and compares the banking and savings facilities offered by different banks	AS 2:Explains economic actions taken against the apartheid government to bring about change e.g. sanctions, disinvestment) and how these impacted on change, growth and development
AS 4: Explains the different types of taxes and how they influence consumers and	AS 4: Develops and implements a simple business plan for a trading or service business that could be operated from school or from home	AS 4: Explains the purpose and use of community savings schemes (e.g. stokvels, club accounts, funeral societies, thrift and loan societies	
	AS 5: Describes how the four		<b>AS 3:</b> Identify steps that can be taken by the government to redress historic imbalances and

business	elements of the marketing mix are combined in a simple business activity		poverty (e.g. redistribution of resources, gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment
<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>
<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Role players</li> <li>• Households</li> <li>• Business</li> <li>• Government</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities of each participants in production and consumption of resources and services</li> <li>• Production</li> <li>• Consumption</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Services</li> <li>• Flow of wages to households in exchange for labour</li> <li>• Flow of money to business in exchange for goods &amp; services</li> </ul> <p>AS 4: Concepts:</p>	<p>AS : 1 Concepts:</p> <ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• Strengths</li> <li>• Weaknesses</li> <li>• Opportunities</li> <li>• Threats</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Business opportunities e.g. tourism, entertainment. Sports and school co-operatives etc</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Advertising campaign</li> <li>• Advertising techniques</li> <li>• Profit</li> <li>• Product</li> <li>• Designing advertising campaign</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Business plan</li> <li>• Target market</li> <li>• Product/ service</li> <li>• Start – up capital</li> </ul>	<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• Product</li> <li>• Input</li> <li>• Outputs</li> <li>• Raw material</li> <li>• Final product</li> <li>• Costs</li> <li>• Waste product</li> </ul> <p>AS 2: Concepts:</p> <ul style="list-style-type: none"> <li>• Leader</li> <li>• Leadership</li> <li>• Manager</li> <li>• Management</li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Debt</li> <li>• Banking</li> <li>• Savings</li> <li>• Types of banking facilities</li> <li>• Types of saving facilities</li> </ul> <p>AS 4: Concepts:</p> <ul style="list-style-type: none"> <li>• Community savings</li> </ul>	<p>AS 1: Concepts:</p> <ul style="list-style-type: none"> <li>• Standard of living</li> <li>• Patterns of consumption</li> <li>• Modern societies</li> <li>• Specialization</li> <li>• Trade</li> <li>• Needs and wants</li> </ul> <p>AS : 2 Concepts:</p> <ul style="list-style-type: none"> <li>• Economic actions e.g.: <ul style="list-style-type: none"> <li>✓ Sanctions</li> <li>✓ Disinvestments</li> <li>✓ Apartheid government</li> <li>✓ Growth and development</li> <li>✓ Impact of sanctions on change, growth and development</li> <li>✓ Impact of disinvestment on change, growth and development etc</li> </ul> </li> </ul> <p>AS 3: Concepts:</p> <ul style="list-style-type: none"> <li>• Redress</li> <li>• Historic imbalances</li> <li>• Poverty</li> </ul>

<ul style="list-style-type: none"> <li>• Taxes</li> <li>• Direct tax e.g personal tax, company tax</li> <li>• Indirect tax e.g VAT and sin tax</li> <li>• Property tax</li> <li>• Income tax</li> </ul>	<ul style="list-style-type: none"> <li>• Material/resources</li> <li>• Cost price/ selling price</li> <li>• Trading /service business</li> </ul> <p>AS 5: Concepts:</p> <ul style="list-style-type: none"> <li>• Marketing mix</li> <li>• Product, Price, Place and Promotion</li> </ul>	<p>schemes e.g:</p> <ul style="list-style-type: none"> <li>✓ Stockvels</li> <li>✓ Club accounts</li> <li>✓ Funeral societies</li> <li>✓ Thrift and loan societies</li> </ul>	<ul style="list-style-type: none"> <li>• Redistribution of resources</li> <li>• Gender equity</li> <li>• Restoring people's dignity</li> <li>• Creating opportunity and empowerment</li> </ul>
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**GRADE 6 LESSON PLAN TERM 1**

Learning Area: Economic and Management Sciences Duration: 4 Weeks (8 HRS)		Context: THE ECONOMIC CYCLE  Date completed:
<b><u>SKILLS</u></b>	<b><u>KNOWLEDGE</u></b>	<b><u>VALUES</u></b>
Discussion Comparing Describe Identify Listening	<p>Concepts:</p> <ul style="list-style-type: none"> <li>• Role players</li> <li>• Households</li> <li>• Business</li> <li>• Government</li> </ul> <p>The roles of households, businesses and government in the economic cycle</p> <p>AS 2:</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Consumption</li> </ul> <p>Rights and responsibilities of each participants in production and consumption of resources and services</p>	<p>Respect Honesty Responsibility Rights</p>
<b>LO 1: THE ECONOMIC CYCLE</b>		
<b>AS 1:</b> Describe the roles of households, businesses and government in the economic cycle.		
<b>AS 2:</b> : Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services		

**ACTIVITY 1(a)**

As prior knowledge the teacher asks the learners to brainstorm the following concepts:

- Households
- Businesses
- Government and its role
- Needs satisfaction process

The teacher explains the concept economic cycle as the circular flow of money, goods and services around in the economy. It shows how money is earned and spent again and again. There are different role players in the economic cycle viz. households, business, government etc.

The teacher asks the learners to identify examples of households (their own, neighbours', friends, relatives, their teachers', etc.

The teacher explains the **role of households** in the economic cycle:

- They are consumers. People buy goods and services to satisfy their needs and wants. They pay tax
- They supply labour. By working , people earn the money to buy goods and services

The teacher gives the learners a picture to study and then answer the accompanying questions, **Annexure A**

He marks the learner's work and then provides feedback on their performance. He consolidates the activity by telling the learners that a business would not be successful if there were no people to support it, so the ordinary people in the street (you and I) are important in the economic cycle

**ACTIVITY 1(b)**

The teacher asks the learners to identify businesses they know(fast food restaurants, grocery stores, etc)

The teacher explains the **role of the business** in the economic cycle:

- They produce and provide goods and services for consumers
- They consume goods and services themselves
- They provide jobs/pay for labour
- They pay taxes

He refers the learner to the picture used in activity 1 and

- identify all businesses shown in the picture
- and say whether the business provides goods or services



He instructs the learners to exchange their books for marking.

He further explains that any business needs to have resources to produce the goods or services it sells for profit. They buy these goods and services from other businesses. Some of these products are raw materials, like wood, metals, etc. They would also buy services like transportation from other businesses.

Learners are given another picture of a business that makes wooden furniture to study and then make lists of all materials and services they purchase from businesses

He instructs the learners to exchange their books for marking. He instructs the learners to do corrections

### **ACTIVITY 1(c)**

The teacher asks to identify examples of governments (federal government, local government, etc.)

The teacher explains the **role of the government** in the economic cycle:

- They provide services so that businesses and households can be productive
- They collect taxes to pay for these services
- They provide jobs
- They enforce the law to keep the economy running smoothly
- They produce resources
- They pay for labour

He shows the learners pictures of services provided by the government and instructs them to say how they help households and businesses to be productive

The teacher may open a discussion around the topic so that the learners recall prior knowledge about the role of the government.

### **Activity 2**

The teacher asks the learners to brainstorm the following concepts:

- Rights – Things you are entitled to and perform
- Responsibility – Ability to meet an obligation

He explains that each participant in the economic cycle has rights and responsibilities. He briefly explains the rights and responsibilities of each participant:

Households – They have a right to live in a certain area and be provided with essential services

They have a responsibility to contribute to their community by trying to make it a better place to live in

Government – They have a right to collect tax  
They have a responsibility to provide essential services to the people  
Businesses – They have a right to provide goods and services  
They have a responsibility to provide the right quality of goods and services

He gives them a text to read on **Annexure B** and then answer the questions that follow. He marks the learner's work and then provides feedback

He asks the learners to further investigate the rights and responsibilities of different participants in the economic cycle. **FORMAL TASK**  
**Assessment: Form: Class work , investigation Tool: Method: Educator**

Resources : Text books, pictures, magazines, dictionaries

Teachers reflection: Were the outcomes met?

Did the activities strengthen the learner's competencies in skills, knowledge and values?

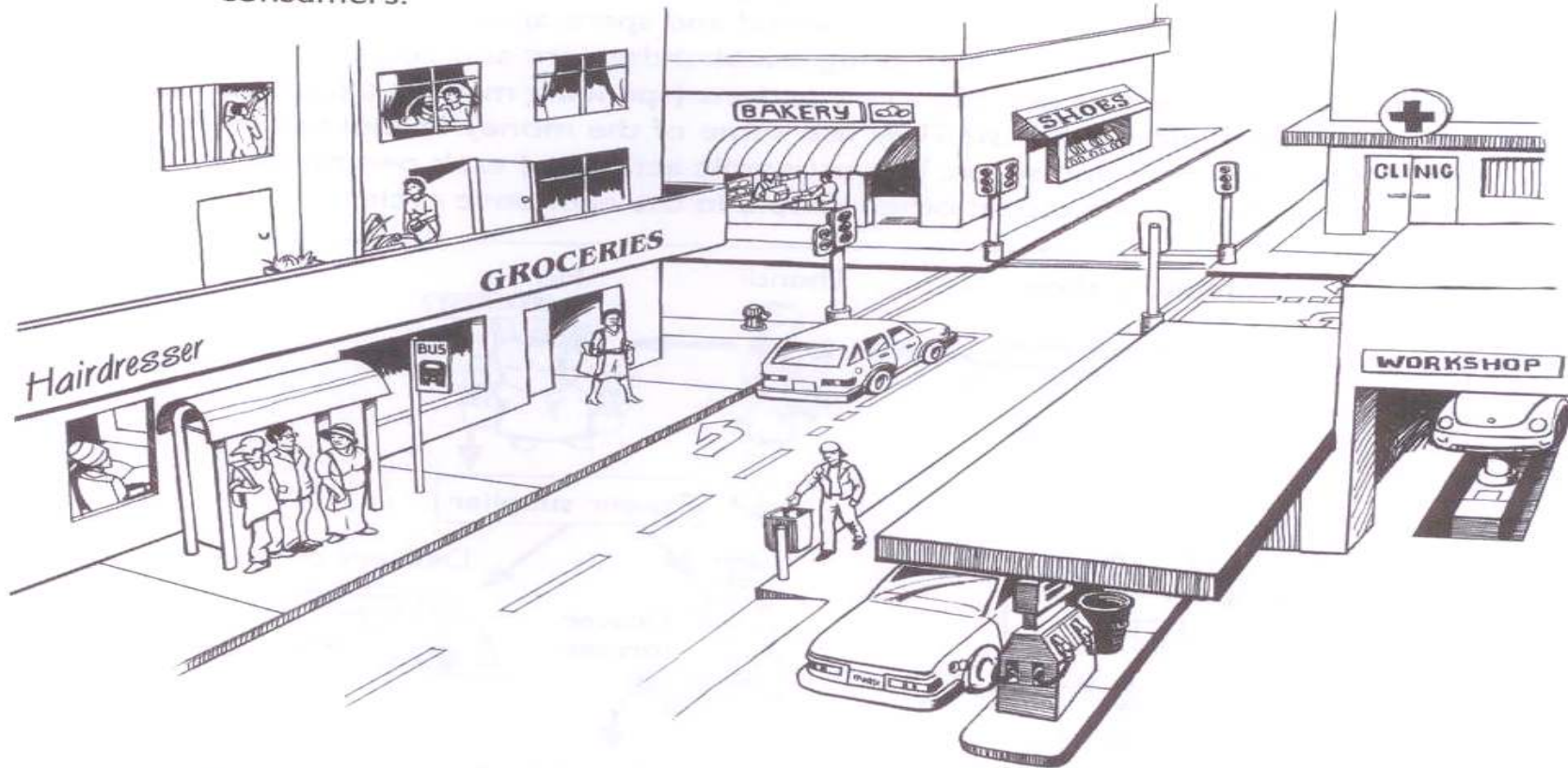
How can I improve my teaching strategies?

Expanded opportunities.

Barriers to Learning

## ANNEXURE A

1. Work with a partner. Look at this picture where people are acting as consumers.



2. Make a list of all the consumers of goods and services you see.
3. "Public" goods and services are provided by the government. Look at your list again and note these. How do households pay for them?
4. How do adult consumers get money to spend? Where do children get money to spend?
5. What do you think would happen to the bakery, shoe shop and hairdresser if people stopped spending their money there?

## ANNEXURE B

### **Responsibilities and rights of the government**

Roads help to develop the economy of our country. We use roads to transport people, raw materials and finished goods.



The national South African government is responsible for building and maintaining national roads. Provincial governments are responsible for other roads in the provinces.

When the government builds new roads, it has other responsibilities too. For example, a new road may go through land on which people live. These people need to be paid for their land or helped to find somewhere else to live.

The government must also make sure that new roads do not damage the environment too much. It must make sure that roads do not destroy the habitat of rare plants.

There are different ways in which people pay road tax to the government. The petrol price includes road tax. Car owners have to pay their licences every year. The government also gets money from toll roads.

## Responsibilities and rights of businesses and households

Businesses and households have the right to use roads to transport goods and to travel from place to place. Because they pay various road taxes, they have the right to expect good roads.

They have the responsibility to pay their licences and to use the roads considerately. For example, businesses should not overload their trucks and all drivers should drive carefully.



This sign shows how much a motorist has to pay to go on a toll road in Paarl, in the Western Cape.

### Activity 3 Comparing rights and responsibilities

Work in groups.

Copy and complete this table.

Responsibilities of government	Responsibilities of businesses	Responsibilities of households
Rights of government	Rights of businesses	Rights of households

LO1: The Economic Cycle  
 AS: Compare rights and responsibilities of each of the participants in the production and consumption of resources and services