



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CAPS CONSUMER STUDIES GRADE 8







LEARNER GUIDE THEORY



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WEEK	TOPICS
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TERM 3 Week 1 Week 2 Week 3-7 WEEK (± 30 minutes per week)	Module 7: The Consumer - Sustainability Unit 7.1 – Sustainable use of water Unit 7.2 – Sustainable use of electricity Module 8: Clothing Unit 8.1 – Different clothing styles Unit 8.2 – Reasons for wearing clothes Unit 8.3 – The communicational value of clothing Unit 8.4 – Choice of clothing Unit 8.5 – Figure types Unit 8.6 – Wardrobe planning
TERM 4 Week 1-3 Week 4-7 Week 8-10	Project based Learning Task (Marketing and selling a product.) Plan a 'Pop up Stall' to serve and sell dough or batter products Revision Formal Assessment: PAT TASK 2 – Project Based Learning Task (Marketing & selling a product)

How to use this Learner guide:

ICON	INSTRUCTION
	Informal Daily Assessment – Activities Learners to complete the activity in the classroom
	Informal Daily Assessment – Activities Learners to complete the activity at home
	Watch the video
	Do Research
	Group Activity
	Class Discussion

Module 1: Introduction to Consumer Studies

Unit 1.1 What Consumer Studies is

Consumer Studies focuses on the development of learners to become responsible and informed consumers of food, clothing, and entrepreneurial skills. Consumer Studies aims to teach learners to make informed decisions, and to make optimal use of resources to improve their human well-being. In Entrepreneurship, the production and marketing of quality products is also summarized.



Needlework Production

The **aim** is to ultimately ensure that the knowledge and skills of learners fit in with the production of quality products to supply in the needs of other users. Learners will be exposed to the idea of starting-up a small home-based business, where a production line will be in place to produce items for sale. Learners will also be exposed to advertising and marketing.

In Consumer Studies learners will be taught about responsible and informed consumer behaviour for the following topics:

- Food & Nutrition
- Clothing
- The Consumer
- Entrepreneurship
- Hygiene, Health & Safety

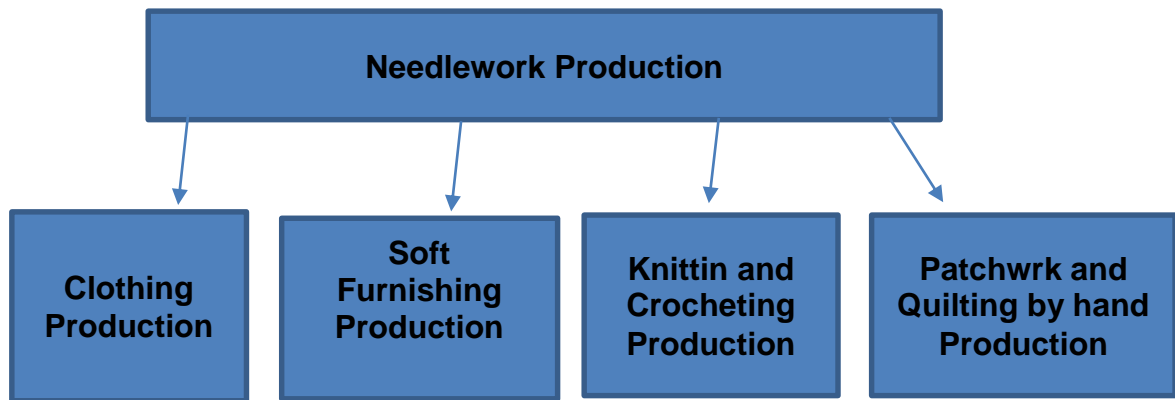
The subject consists of 2 parts, namely: theory and practical.

Practical tasks

A school chooses ONE of the following practical options for small scale production:

- Food Production OR
- Needlework Production

(When selecting the Needlework option, ONE of the following 4 sub-options will be selected)



Unit 1.2 Possible Careers in Consumer Studies

After successful completion of grade 8 and 9 Consumer Studies, learners will be able to **assist** in the following careers/businesses:

- Entrepreneur (Food stall)
- Marketing and promotion
- Caterer
- Chef
- Pastry cook (for example biscuit maker and cake decorator)
- Confectionary maker (for example chocolate and sweet maker)
- Confectionary baker (for example dough, bread, or cake maker)
- Cook at hostel, old age home, take-away, etc.
- Seamstress / Seamster (Tailor)
- Dishwasher
- Culinary photographer
- Haberdashery
- Waste management

Module 2: Hygiene, Health & Safety

Unit 2.1 Hygiene

Good hygiene is critical for preventing the spread of infectious diseases. It helps people to lead long and healthy lives, while spending less money on healthcare. Good hygiene starts with each individual.

2.1.1 Personal Hygiene

Your personal hygiene benefits your own health. Good personal hygiene is important for both health and social reasons. It is important for every individual to keep themselves clean from head to toe, limiting the spread of germs and diseases. Your personal hygiene also affects the people around you.

1) Washing hands

You can help yourself and people around you stay healthy by washing your hands often.



Wash with soap and water

When to wash your hands:

- **Before, during, and after** preparing food
- **Before and after** eating food
- **Before and after** treating a cut or wound
- **After** using the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** handling pet food or pet treats
- **After** touching garbage

Procedure to be followed when washing hands:

- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean paper towel or air dry them.
- **Turn off tap** with paper towel. (Do not touch tap)

2) Hair

- Long hair must be tied back to prevent it from falling in the food.
- Keep hair covered when working with equipment to ensure that it does not get entangled.

3) Jewellery

- Take care when wearing jewellery as it can harbour germs.
- If jewellery is worn, ensure that jewellery is simple and will not get entangled in equipment or production items.
- Clean jewellery regularly.
- Jewellery can be a safety hazard when working with food and sewing machines.

4) Nails

- Must be short and clean.

5) Habits

- Do not scratch hair, nose or body when working with food.
- Never smoke near the food preparation area.

2.1.2 General Hygiene

General hygiene refers to good practices and rituals that prevent diseases from spreading. General hygiene adds to the good health of people. General hygiene includes all areas that will be commonly used, such as bathrooms, kitchens, training rooms etc. and has to be cleaned regularly. Safe disposal of garbage plays a major role in promoting general hygiene. Specific precautions will have to be taken, to ensure that common areas are safe and hygienic for all.



ACTIVITY: HYGIENE

1. MULTIPLE CHOICE QUESTIONS

Various options are given as possible answers to the following questions. Circle only the letter A, B, C or D.

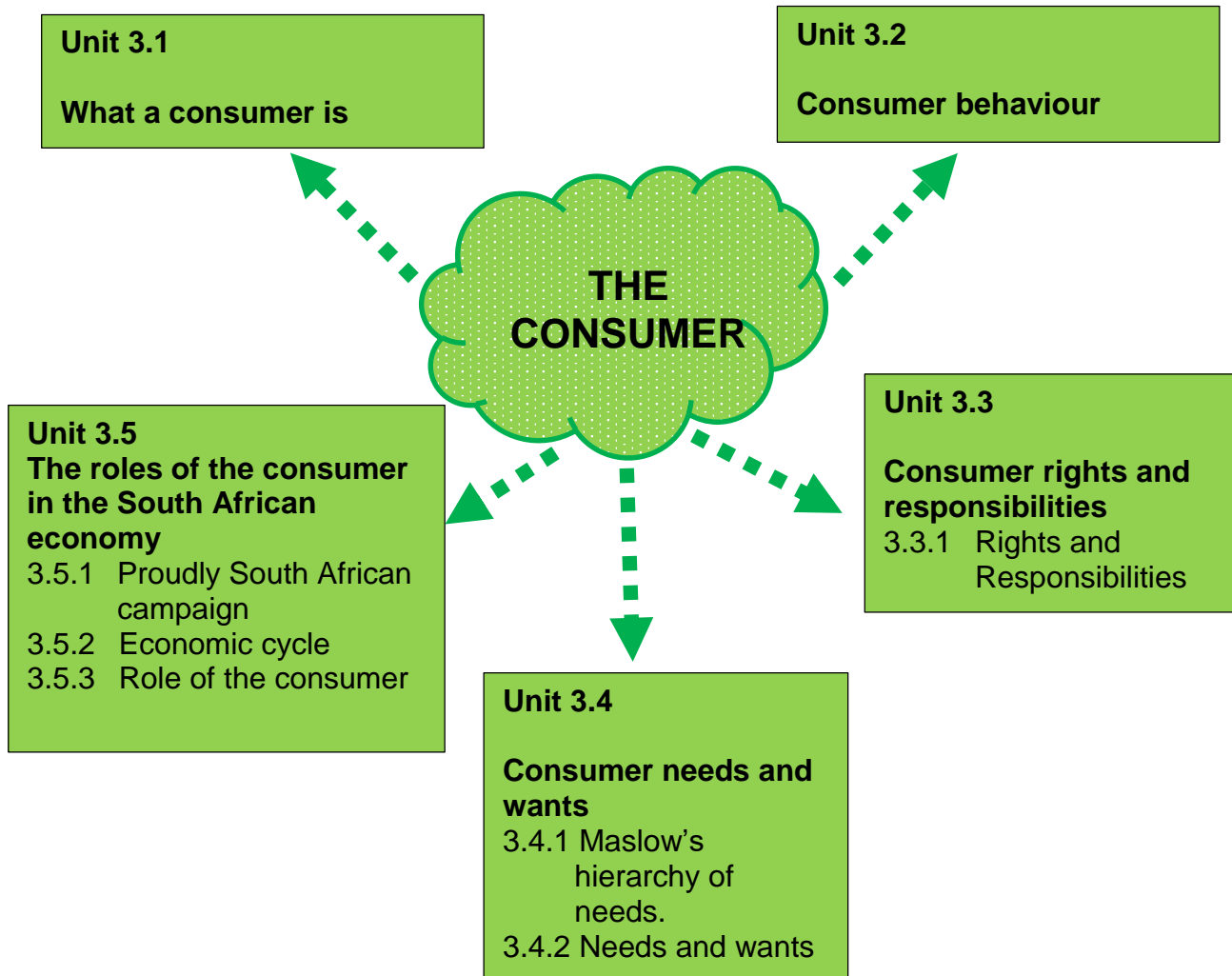
- 1.1 High standards of personal hygiene are necessary to prepare and serve healthy food and beverages. An important guideline to follow is to ...
- A keep hair uncovered.
 - B wear jewellery.
 - C bath or shower daily.
 - D work with long nails.
- 1.2 Which of the following is an example of good hygiene practice?
- A Taste food by licking your finger
 - B Rub your nose when it itches
 - C Take garbage out daily
 - D You may wipe your nose with your sleeve when you don't have a tissue
- 1.3 Wash your hands with ...
- A warm water and apply soap.
 - B warm water with added disinfectant.
 - C cold soapy water with added disinfectant.
 - D warm or cold running water and apply soap.
- 1.4 Continue rubbing your hands when washing for at least ... seconds.
- A 10
 - B 20
 - C 30
 - D 40
- 1.5 If you have a cold or an infection, you can very easily transfer ... to other people and contaminate food.
- A germs
 - B viruses
 - C bacteria
 - D All of the above
2. It is important to wash your hands regularly. Give FIVE examples of situations that will require you to wash your hands.

(5)

(5)

[10]

Module 3: The Consumer



Unit 3.1 What a consumer is

A consumer is a person who buys the products and services offered by businesses. Consumers play a very important part in the market environment. Without consumers who purchase products, businesses will not be able to operate successfully.



Unit 3.2 Consumer Behaviour

Consumer behaviour is the study of how consumers make purchase decisions to satisfy their needs, wants or desires. It also reflects on the way that mental- and emotional behaviour influences these decisions. Behaviour of consumers are also influenced by psychological, socio-cultural and economic factors:

Psychological Factors (THINK, FEEL, BELIEVE, VALUES)	Socio-cultural Factors	Economic Factors
<ul style="list-style-type: none"> ○ Personality ○ Motivation and needs ○ Perceptions ○ Values and beliefs ○ Attitude and knowledge ○ Learning ○ Lifestyle 	<ul style="list-style-type: none"> ○ Personal ○ Family ○ Reference group ○ Social class ○ Culture 	<ul style="list-style-type: none"> ○ Income/Expenditure ○ Credit facilities

Unit 3.3 Consumer Rights & Responsibilities

3.3.1 Consumer Rights



The Right to Satisfy Basic Needs

- Citizens must demand access to essential goods and services such as adequate food, clothing, shelter, health care, education, public utilities, water and sanitation.

The Right to Safety

- Protection from hazardous goods or services.

The Right to be Informed and Protected

- Against fraudulent, deceitful or misleading information; and to have access to accurate information and facts needed to make informed decisions.

The Right to Choose

- Have access to a variety of products and services at fair and competitive prices.

The Right to be Heard

- To express and represent consumer interests in the making of economic and political decisions.

The Right to Redress

- To be compensated for misrepresentation, inferior goods or unsatisfactory services.

The Right to Consumer Education

- To become a skilled and informed consumer, capable of functioning effectively in the marketplace.

The Right to a Healthy Environment

- That will enhance the quality of life and provide protection from environmental problems for present and future generations.

3.3.2 Consumer Responsibilities

The Responsibility to be aware

- The quality and safety of goods and services before purchasing.

The Responsibility to gather

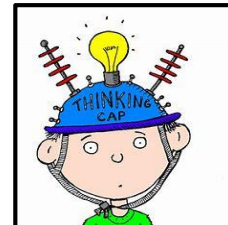
- All the information and facts available about a product or service, as well as to keep abreast of changes and innovations in the marketplace.

The Responsibility to Think Independently

- Make decisions about well-considered needs and wants.

The Responsibility to Speak Out

- To inform manufacturers and government of needs and wants.



The Responsibility to Complain

- Inform businesses and other consumers of dissatisfaction with a product or service in a fair and honest manner.

The Responsibility to be an Ethical Consumer

- To be fair. Not engaging in dishonest practices which cost all consumers money.

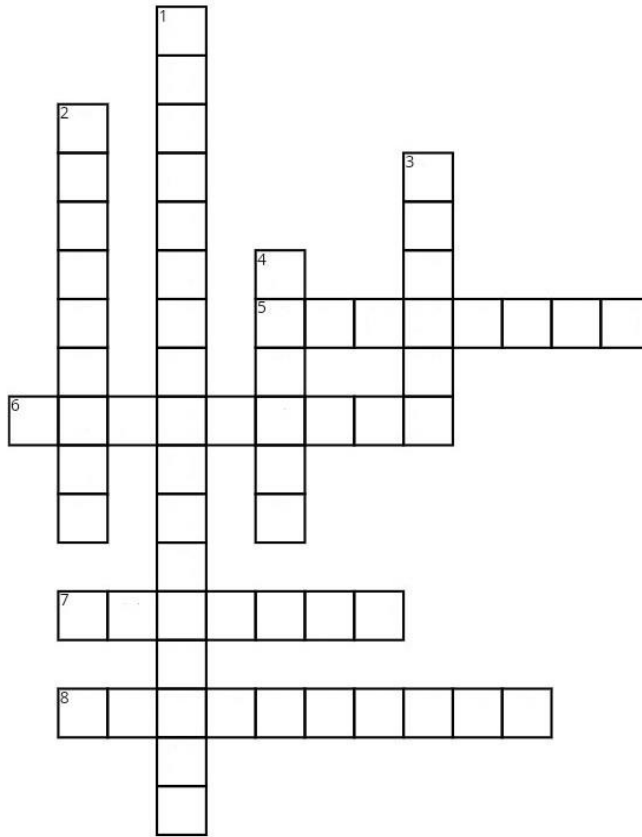
The Responsibility to Respect the Environment

- Avoid wasting, littering and contributing to pollution.

**ACTIVITY: CONSUMER RIGHTS AND RESPONSIBILITIES**

Complete the crossword puzzle about Consumer Rights and Responsibilities below.

Use the words in the word-bank to help you.

**Across**

- 5.** Correct information must be supplied
6. To express concern when an inferior product is purchased (3 words)
7. Good standard of raw materials like fabric and ingredients
8. Payment for products must correspond with the quality (2 words)

Down

- 1.** Consumers must be informed (2 words)
2. Businesses should treat the consumers with respect
3. Compensation received for inferior products returned to the shop
4. Products and services bought should pose no health risk

Word Bank

courteous
 quality
 safety

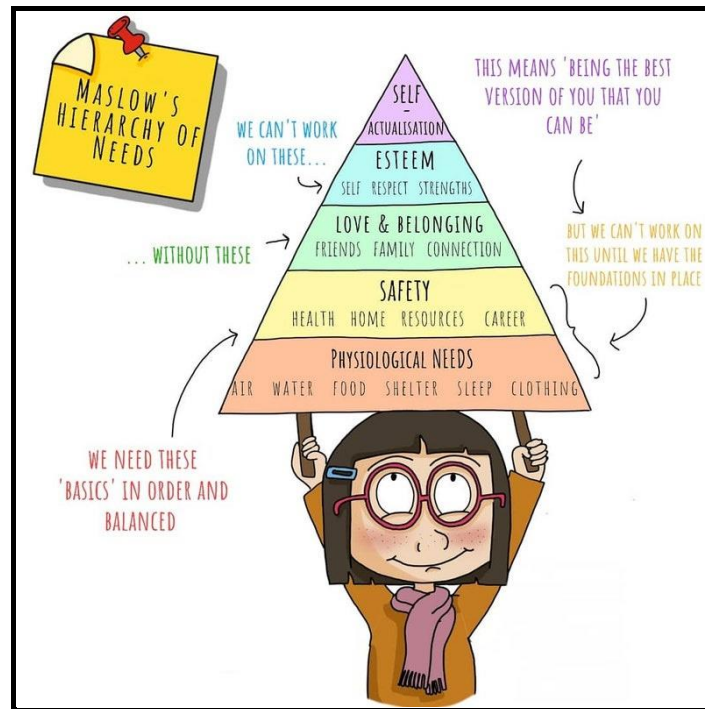
refund
 to be heard
 accurate

fair prices
 consumer education

Unit 3.4 Consumer Needs & Wants

3.4.1 Maslow's hierarchy of needs

Abraham Maslow was an American psychologist who developed a hierarchy of needs to explain human motivation. His theory was that people's basic needs must be met before they develop needs higher up on the hierarchy. Physical (physiological) needs must be met first, before a person will develop a safety need/social need/esteem need/self-actualization need.



Maslow's hierarchy of needs

3.4.2 Distinguish between needs and wants

Need: Is something that is necessary for an organism to live a healthy life.



Want: Is a desire, wish or aspiration.

Needs are different from wants. In the case of a need; a lack or shortage of it causes a clear negative outcome: dysfunctionality or death. In other words, a need is something essential for a safe, stable and healthy life (e.g. air, water, food, land, shelter).

Basic needs such as clean air, clean water, food, and protection from environmental dangers are necessary for life. In addition to basic needs, humans also have social needs such as the need to socialize or belong to a family unit or a group. Needs can be objective and physical, such as the need for food or it can be psychological and subjective, such as the self-esteem need.

**ACTIVITY: NEEDS AND WANTS**

Indicate whether the following are needs or wants. Underline your answer.



Holiday

Want / Need



Food

Want / Need



Sports car

Want / Need



Clothes

Want / Need



House

Want / Need



Jewellery

Want / Need



Water

Want / Need



Love

Want / Need



Cell phone

Want / Need



Swimming pool

Want / Need

[10]

Unit 3.5 The role of the consumer in the South African economy

Consumers play a vital role in the growth of the South African economy and thus contribute to the development of the country.

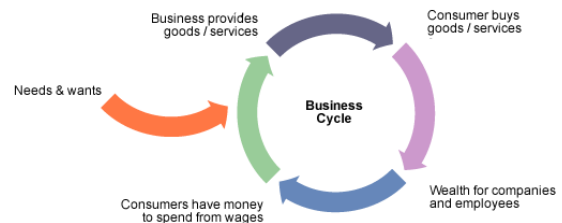
3.5.1 Proudly South African campaign

The Proudly South African campaign is intended to promote economic growth. Consumers are encouraged to buy South African products to create and save jobs, which can ultimately lead to lower crime rates.



3.5.2 Economic cycle

The economic cycle is the fluctuating state of a market-based economy. It is a trend of upward and downward movements that ultimately determine the long-term growth of the economy. Supply and demand pressures influence the economy.



3.5.3 Role of the consumer

Consumers play a vital role in the economy. Consumers determine what is produced and at what price. If consumers don't buy a specific product or service, producers will no longer produce/provide it.



Module 4: Food & Nutrition



4.1 Composition of food

All food items are classified into 6 different food groups, according to the different nutrients found in them. Nutrients are important because it serves as building blocks for good health and provides energy to the body.

Nutrients: Ingredients that promotes growth, provides energy and maintains life.

The six essential nutrients:



- **Macronutrients:** Protein, Carbohydrates, Fats and Oils & Water. These nutrients are needed in large quantities on a daily basis.
- **Micronutrients:** Vitamins & Minerals. These nutrients are needed in smaller quantities on a daily basis.

How to know when a person is healthy:

1. A healthy body reflects a happy relaxed person.
2. Eyes are clear and bright.
3. Hair is shiny.
4. The skeleton is well grown with strong straight arms.
5. The teeth are strong and white.
6. The muscles are firm and strong.
7. There should be just enough fat under the skin to serve as padding over the skeleton.
8. The skin has a healthy glow.
9. The person has a good appetite and digestion.
10. The person sleeps sound.



How to know when a person is unhealthy:

1. Lack of energy.
2. Dull eyes, skin, and hair.
3. Over- or extremely underweight.
4. Teeth: gum disease and other oral health-related issues.
5. The muscles are weak.

When a lack of nutrients are present in the human body it leads to malnutrition. Malnutrition refers to deficiencies, excesses or an imbalance in a person's intake of energy and/or nutrients. It occurs when too many or too little nutrients are ingested because of a poor diet. Malnutrition can lead to someone being under- or overweight.



Foods at the base of the pyramid should be taken in the largest quantities and those at the top of the food pyramid in the smallest quantities.

Eating a variety of foods from the six food groups will provide the human body with the necessary nutrients for survival and will reduce the risk of diseases.

Food group: Fats and oils
Nutrient: Lipids
Function: Provides energy
Daily serving: Use sparingly

Food group: Meat and meat alternatives
Nutrient: Protein
Function: Builds muscle and tissue
Daily serving: 2-3 portions

Food group: Fruit
Nutrient: Vitamins & Minerals
Function: Protects against disease
Daily serving: 2-4 portions

Food group: Vegetables
Nutrient: Vitamins & Minerals
Function: Protects against disease
Daily serving: 3-5 portions

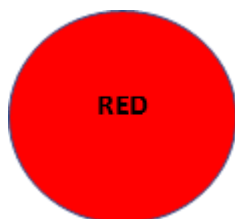
Food group: Grains and grain products
Nutrient: Carbohydrates
Function: Provides energy
Daily serving: 6-11 portions

Food group: Milk and milk products
Nutrient: Calcium
Function: Builds strong bones and teeth
Daily serving: 2-3 portions

Unit 4.3 The South African Dietary Guidelines

1. Enjoy a variety of foods.
2. Be active!
3. Make starchy foods part of most meals.
4. Eat plenty of vegetables and fruit every day.
5. Eat dry beans, split peas, lentils and soya regularly.
6. Have milk, *maas* or yoghurt every day.
7. Fish, chicken, lean meat or eggs can be eaten daily.
8. Drink lots of clean, safe water.
9. Use fats sparingly. Choose vegetable oils rather than hard fats.
10. Use sugar and foods and drinks high in sugar sparingly.
11. Use salt and food high in salt sparingly.





SALT – Use salt sparingly

FATTY FOODS – Use fats sparingly

SUGAR – Use sparingly, no sugar intake between meals

ALCOHOL – Limit the consumption of alcohol, drink sensibly



STARCHY FOODS – Make starchy foods the basis of most meals



ACTIVE/ACTIVITY – Be active

WATER – Drink 6 to 8 glasses of clean, safe water daily

FRUIT AND VEGETABLES – Eat plenty of vegetables and fruit daily

VARIETY OF FOOD – Enjoy a variety of foods

LEGUMES – Eat dry beans, peas, lentils and soya regularly

CHICKEN, FISH, MILK, EGGS – Chicken, fish, meat, milk or eggs could be eaten daily



ACTIVITY: FOOD AND NUTRITION

Read the scenario below and answer the questions that follow:

Kenisha is a 15-year-old girl. She has a very active lifestyle and takes part in various sport types. During the day she eats:

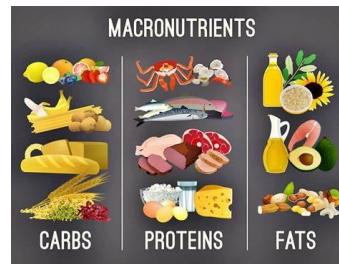
Breakfast	30 g Choco pops 250 ml full cream milk 15 ml sugar Black tea with 5 ml sugar
Snack	Muffin Fizzy cold drink
Lunch	White bread sandwich with butter and chocolate spread Strawberry flavoured milk Packet of nuts
Snack	Oatmeal cookies Hot chocolate with full cream milk
Dinner	Lentil and bean stew White rice Sweet potatoes Coco-Cola

1. Kenisha needs healthier eating habits. Refer to the items below and suggest healthier food choices for her.
 - a. Full cream milk
 - b. Coca-Cola
 - c. White bread(3)
2. Explain in a paragraph form to Kenisha why breakfast is the most important meal of the day. (2)
3. Evaluate Kenisha's diet for the day. Sort all the products eaten by her, next to the correct food group. Tabulate your answer below:

Food group	Food items eaten
Meat and Meat Alternatives	
Milk and Milk Products	
Grains and Grain Products	
Fruit and Vegetables	
Fats and Oils	



(20)
[25]

Module 5: Food & Nutrition – Macro-Nutrients



Unit 5.1 Protein

In this section, we look at the functions and examples of protein. Protein is a necessary part of your diet and helps you to walk, run, play, and move.







Function: Building	Food sources
	

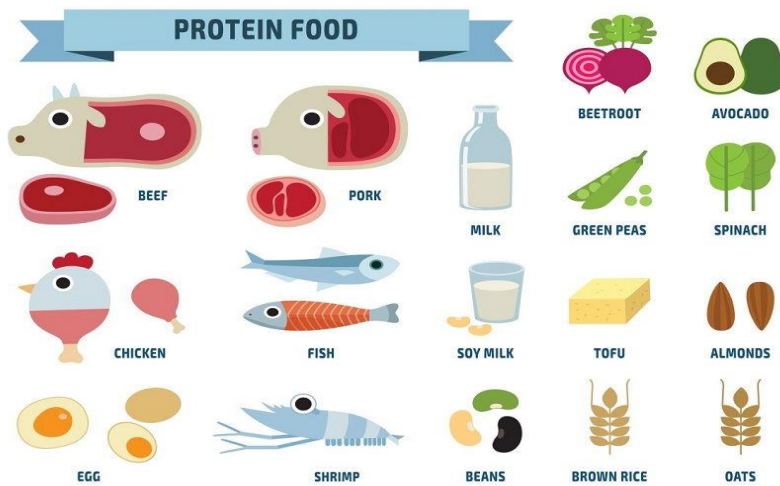
Functions of protein:

Protein forms the base of all body cells. It is necessary for building, maintaining and repairing body tissue. The body's structural elements, such as bones, cartilage, muscle, tendons, skin and hair are mainly made up out of protein.



Food sources of protein:

Red meat	Chicken	Fish
		
Chickpeas, Lentils, Beans & Pulses	Nuts	Eggs
		



Animal sources: Meat, fish, poultry, eggs

Plant sources: Legumes, beans, nuts

Unit 5.2 Carbohydrates

Let's look at the functions and sources of carbohydrates. Carbohydrates are one of the three macronutrients in our diet with their main function being to provide energy to the body. Carbohydrates can be divided into 3 groups, namely: starch, sugars and cellulose (fibre).

Function: Energy	Food sources

Functions of carbohydrates:

Starch and sugars provide the body with energy and cellulose (fibre) prevents constipation.



Food sources of carbohydrates:**Starch:**

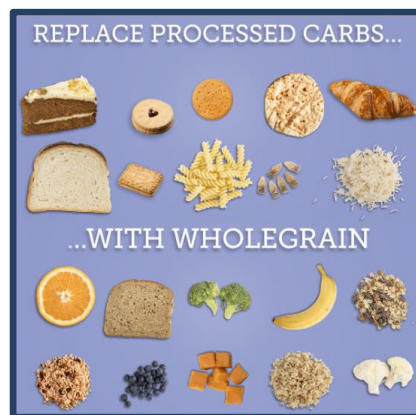
Cereals, potatoes, root vegetables (sweet potato), pulse vegetables (peas), pasta, bread, rice

**Sugars:**

Refined sugars, cakes, biscuits, soft drinks, fruit, jam, honey

**Cellulose (fibre):**



Brown rice, brown bread, muesli, vegetables, fruit

**Fact focus**

Refined (processed) sugars provide empty kilojoules. This means that they provide kilojoules (energy) but lack vitamins, minerals and fibre. Eating too much refined (processed) sugar can lead to weight gain and eventually obesity; which may lead to type 2 diabetes.

Unit 5.3 Fats and Oils (Lipids)

Fats and oils are macro nutrients that is important to provide energy to the body. It is also known as lipids. Fats are **solid** at room temperature and oils are **liquid** at room temperature.

Function: Energy	Food sources
	

Functions of fats and oils:

Fats and oils provide the body with energy, helps to regulate the body's temperature and also helps the body to digest food.



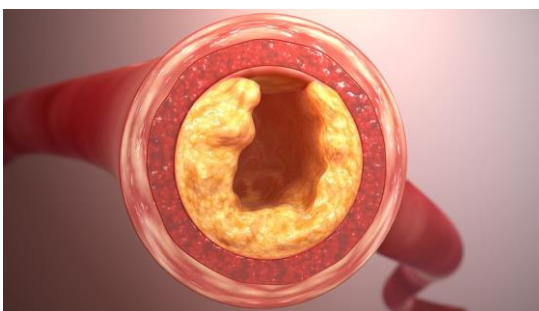
Food sources of fats and oils:

There are good and bad sources of fats and oils. Fats and oils can be found in the following food items: Butter, margarine, sunflower oil, olive oil, cream, mayonnaise, salad dressing, avocados, peanut butter, chocolates and processed foods.



Examples of unsaturated fat	Examples of saturated fat
<ul style="list-style-type: none"> • avocados • sunflower oil • canola oil / margarine • olive oil • peanut butter 	<ul style="list-style-type: none"> • bacon • cream • butter • fried foods • processed foods • junk food

Unsaturated (good) fats have a positive influence on the health of a person, while saturated (bad) fats have a negative influence on the health of a person and can lead to various illnesses such as diabetes and heart related diseases. Saturated fats (cholesterol) build up inside the walls of the arteries, which causes the arteries to become smaller and narrower. This leads to high blood pressure and can ultimately lead to a stroke or a heart attack.



Artery clogged with cholesterol build up (plaque)

Unit 5.4 Food Labelling

Food labels can be a useful tool to help you make informed food choices. Information on food labels should be clear and easily legible.

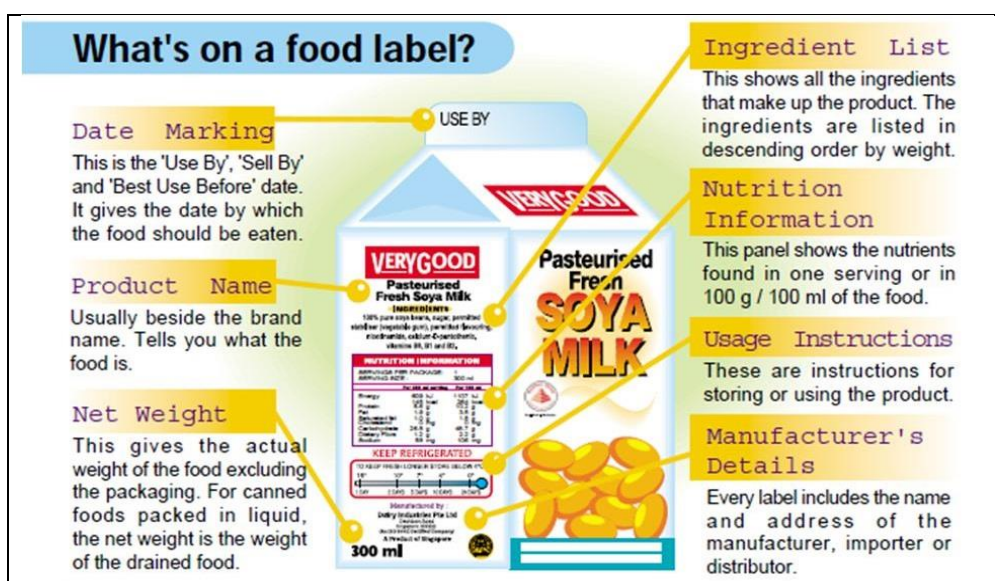
Basic information that must appear on a label includes:

- Product name
- Quantity
- List of ingredients
- Nutritional information
- Additives
- Allergens
- Instruction for use or preparation
- Storage instructions
- Name and address of the manufacturer
- Best before date
- Bar code and price
- Emblems (Logos)



Emblems:

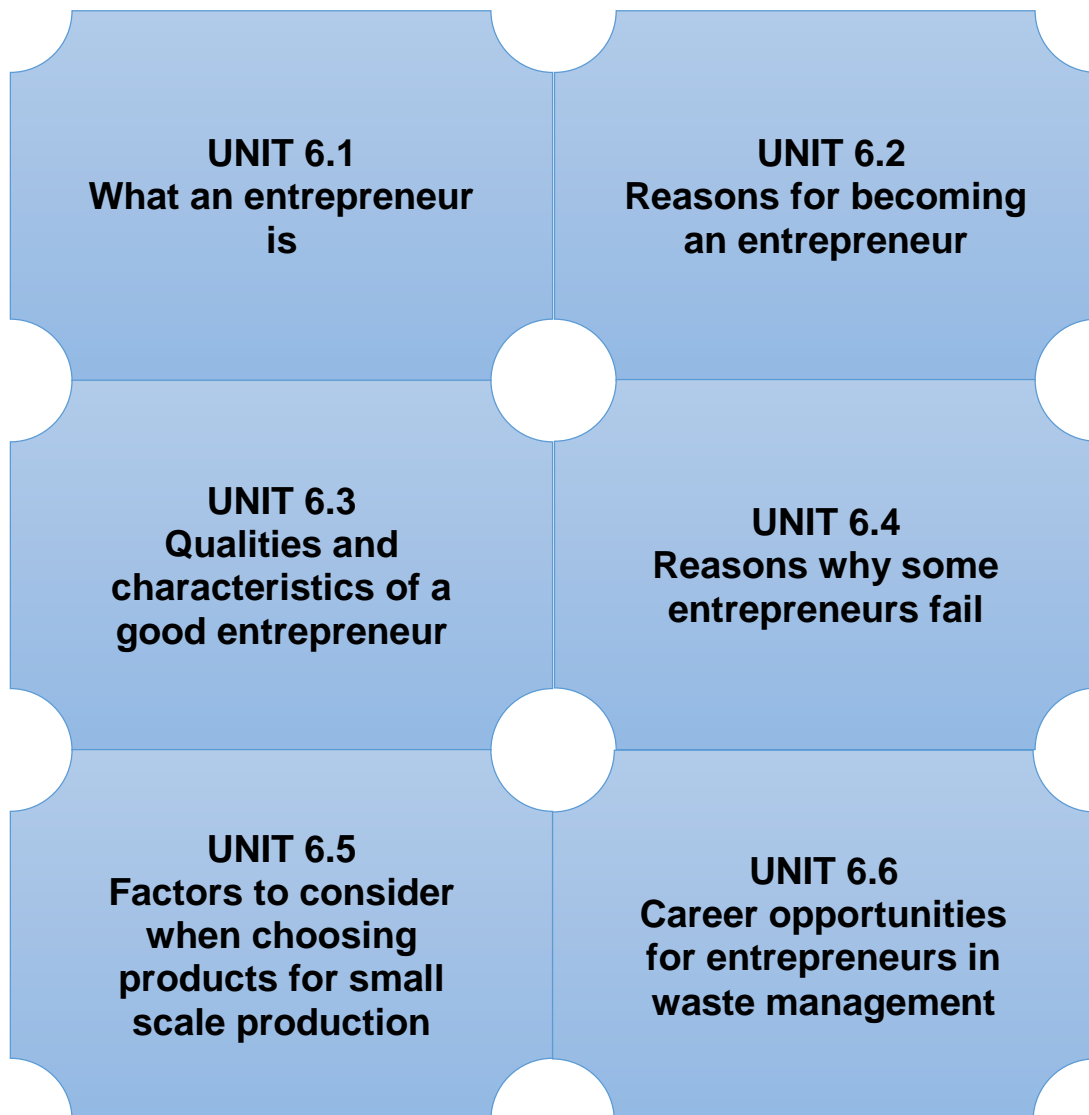
Quality emblems, such as the SABS mark, the Heart Foundation mark and the Halaal sign are often used on labels.

**ACTIVITY: FOOD LABELLING****Assess the information on a food label**

Select any food product and identify the information on the label of the food product. Assess the following information on the label.

1. Product name:
2. Ingredients:
3. Additives:
4. Allergens:
5. Quantity:
6. Instructions for use and storage:
7. Sell by date or best before date:

Module 6: Entrepreneurship



Unit 6.1 What an entrepreneur is

Entrepreneurs are people who has the ability to identify a gap in the market when certain goods/services are not available to the consumers. They are willing and able to take a risk in providing the goods/services at a price, called profit.



Products

Business products are the items/services businesses sell to make money. In other words, products are the goods and services that people need and want to buy.

Goods

Goods are items that are usually tangible, such as pens, salt, apples and hats.

Services

Services are activities provided by other people, who include teachers, doctors, dentists, etc. Online services include digital videogames and digital movies.

Unit 6.2 Reasons for becoming an entrepreneur

Many people dream of becoming entrepreneurs and some use all their savings to start-up a business/enterprise. There are many reasons why individuals choose to become entrepreneurs; for example: wanting to generate their own money and being their own boss.



6.2.1 Unemployment

When people lose their jobs and fail to secure a new position, they often decide to become entrepreneurs. The same also applies for people with no qualifications, who cannot find a job and then later decide to become entrepreneurs to make ends meet. Unemployment affects all levels of society, both educated and non-educated people. The government promotes start-up businesses in order to reduce the unemployment rate.



Millions of people in South Africa are unemployed and searching for jobs.

6.2.2 Limitations in the workplace

People sometimes feel limited in what they are trusted with/allowed to do in the workplace. People do not always have the freedom to express their creativity in the workplace and have to stick to the instructions given to them by their superiors. They may feel that working for someone else is frustrating and limiting because they have to continually do what someone else expects them to do.



People get easily frustrated when they have no flexibility to express who they are in the workplace.

6.2.3 Flexible working hours

Being an entrepreneur allows people to be more flexible with their time and also allows them more freedom. Instead of working strict hours, the person can start working at their own convenience in the morning and maybe finish later at night. If the entrepreneur opens up a business/shop, this may not always be possible, as entrepreneurs often find out that they may end up working longer hours.



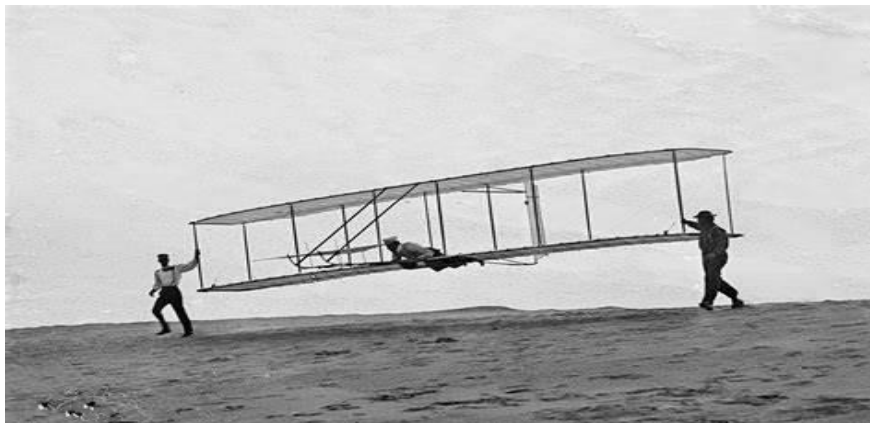
Modern day entrepreneurs prefer to work flexible hours from home.

6.2.4 Creativity

Employees often come up with new ideas, showing creativity that can lead to new inventions. Not all employers are supportive of these ideas. The employee might decide to start-up their own business to be able to chase the idea. Their ideas are sometimes unconventional, and they want to prove that they can be successful in the development thereof.



Entrepreneurship requires imagination. Entrepreneurs pursue the ideas that others think are crazy.



The Wright Brothers created a flying machine (airplane) in 1903.

6.2.5 Inventors

An inventor is someone with a strong vision or idea of something that might work in the future. They have a strong desire to change the world. Since such visions aren't always accurate, a visionary's ideas may either work brilliantly or fail miserably.

Steve Jobs the developer of iPhone said: *"As you grow up you tend to get told that the world is the way it is ... Life can be much broader once you discover one simple fact: that you can change it."*



A famous inventor, Louis Braille was best known for **inventing** a system of reading and writing - now known worldwide as 'Braille'. As a young boy, he was blinded in an accident at his father's wood shop. This later became the catalyst that drove him to create a system of communication (still used today) that improved and forever changed the quality of life for the blind and visually impaired.

The Braille Alphabet

⠁	⠃	⠉	⠇	⠑	⠋	⠊	⠎	⠚	⠞
a	b	c	d	e	f	g	h	i	j
⠅	⠄	⠓	⠡	⠏	⠕	⠗	⠖	⠔	⠦
k	l	m	n	o	p	q	r	s	t
⠩	⠨	⠼	⠸	⠹	⠾				
u	v	w	x	y	z				

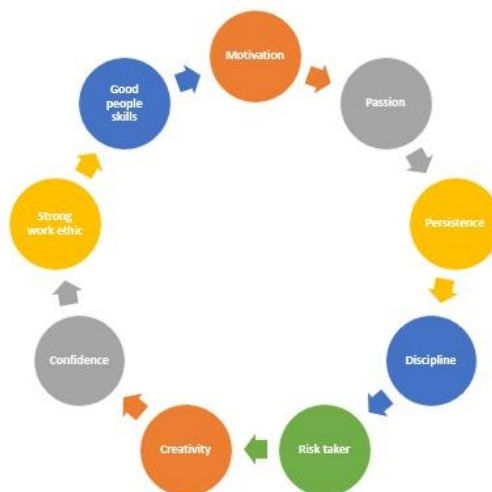


ONE
IDEA
CAN
CHANGE
THE
WORLD.

Unit 6.3. Qualities and characteristics of a good entrepreneur

Knowledge of what an entrepreneur is and the reasons for becoming one is not enough to drive a person to become a good entrepreneur. One has to know that they have the qualities that most likely cause an entrepreneur to be successful.

Qualities of a successful entrepreneur:



Characteristics of a successful entrepreneur:

- **Motivation:** They are enthusiastic and focussed to overcome obstacles.
- **Passion:** To have an internal drive and to enjoy what one does.
- **Persistence:** Does not give up, keeps working towards the goal, they learn from mistakes, and they have an optimistic attitude.
- **Discipline:** Takes up responsibility, does what needs to be done whether one feels like it or not.
- **Risk taker:** Has a strong belief in one's gut feeling. They see opportunities and grab them.
- **Creativity:** Turns new and imaginative ideas into reality by being innovative and going beyond the usual.
- **Confidence:** Believing in one's abilities.
- **Strong work ethic:** Trustworthy and dependable, cooperative, honest and disciplined. They give attention to detail and can work long hours.
- **Good people skills:** Patient and a good listener.

Soft skills: Those skills which are inherent in a person. These are skills which can be practiced by challenging yourself.

The following soft skills are critical for an entrepreneur:

Innovation, focus, time management, adaptability, crisis management, leadership, communication skills and interpersonal skills.



Gut feeling: An instinct or intuition; an immediate or basic feeling or reaction without a logical rationale.

Unit 6.4 Reasons why some entrepreneurs fail

Being an entrepreneur can seem glamorous due to being one's own boss, flexible working hours and all the profits to be made; however not all entrepreneurs are successful.

Reasons why some entrepreneurs fail:

- Lack of experience/expertise
- Inadequate market research
- Insufficient capital (money)
- Poor location
- Poor inventory management
- Poor credit and debt management
- Personal use of business funds
- Lack of management skills
- Poor decision-making
- Lack of demand for their product
- Dishonesty and greed



Unit 6.5 Factors to consider when choosing items for small-scale production

Small-scale, home-based businesses can be economically viable. These businesses are however just as vulnerable to failure as any other business. The early stages of planning is of the utmost importance to ensure possible future success.



Small-scale businesses can be started from home. It is, however, not as easy as it sounds.

Ways to identify opportunities when selecting a product or item:

- Listen to your potential clients. Do market research. Pay attention to their challenges and frustrations with what is currently available on the market. Ensure that the product you plan to produce meet and satisfy their needs.
- Look at your competitors to see what they have to offer. If you plan on offering the same product, ensure that your product has a competitive edge, being better in quality, price, appearance, etc.
- Look at industry trends and insights. Adjust your product to fill the gap in the market

Target market: A specific group of consumers to which a business aims to sell its product.

Market research: It is a very important component of business strategy. It is an organized effort to gather information about target markets or customers, source of quality raw materials at competitive prices and knowing current market trends and competition.

Viable: Refers to something able to function properly and even grow.



6.5.1 Human resources

When choosing a suitable product for a home-based business, the skills of the entrepreneur and employees must be taken in consideration. Products that require high skills, such as wedding dresses and wedding cakes cannot be manufactured/sold if the skills of the workers do not support it. Employees must be able to think independently, be creative and solve problems. It is important for all employees to work together as a team.



Be careful not to choose products where a high level of skill is needed but is not available.

6.5.2 Financial resources

Starting up a new business requires money. The entrepreneur needs to look at the sources of finances available to start the business.

Factors to take in consideration:

- The availability of funds, such as savings.
- The amount of money that will be needed additionally, that may have to be borrowed.
- If money needs to be borrowed, it must be determined by the entrepreneur which option offers the most advantages with the lowest interest rates and risk.



6.5.3 Available workspace

The health and safety of employees must be taken in consideration. People working in home-based businesses normally have smaller areas to work in. There should be enough space to work and move around each other, without creating unsafe areas. The available storage space for products needs to be taken in consideration. If finished products need to be saved in a fridge, one should be available.



Safety in the kitchen is important, choose a product that is not too difficult to work with in a small space.

6.5.4 Available raw material

It is important for the economy of South Africa that businesses support local producers/manufacturers. Ensure that raw material/resources/ingredients are purchases from local suppliers. This will ensure the use of products that are cheaper, fresher and more readily available. Because of the shorter delivery route, transport cost can be saved. This will also have a positive influence of the environment – less pollution.



Purchasing local products will support the South African economy.

6.5.5 Consumer appeal

It is important to produce articles that will satisfy the needs and wants of consumers. Ensure that proper market research is done before starting the business to ensure that consumers will purchase your product.



Supplying products your target group needs, will ensure good sales.

The income of your target group will determine the type of product supplied and also the price. High income groups will have more money, so they can spend more on things like clothes and food. Low income groups have less money and only buy essential foods (staple-food e.g. bread) and cheap or second-hand clothes.



The target group's incomes may vary greatly and will determine how much they can spend.

Resources available to the entrepreneur:

Human Resources	Material Resources	Material an Natural Resources
<ul style="list-style-type: none"> • Creativity • Experience • Knowledge • Skills • Energy • Motivation • Time • Enthusiasm • Trained/Qualified Staff 	<ul style="list-style-type: none"> • Appliances / Equipment • Ingredients / Fabric • Workplace • Packaging • Money • Shops • Transport • Technology, e.g., cell phone, computer, etc. 	<p>Natural Resources:</p> <ul style="list-style-type: none"> • Water • Plants • Animals • Energy (Sun & Wind) <p>Environmental Resources:</p> <ul style="list-style-type: none"> • Training Centre • Chef Schools • Public Transport



ACTIVITY: ENTREPRENEURSHIP

Word Search

INSTRUCTIONS:

1. Read/Study the clues in the word-search table below.
2. Find the term that matches the description.
3. Write term(s) next to the clue.

A	H	T	T	Y	O	C	Z	K	N	S	R
R	E	S	E	A	R	C	H	V	L	U	I
G	W	X	T	V	C	O	L	W	E	B	S
P	A	S	S	I	O	N	K	N	X	K	K
R	T	V	G	L	X	C	E	Q	P	A	T
O	Z	W	V	M	G	R	V	T	E	D	A
F	E	O	H	X	P	F	I	O	R	J	K
I	M	O	N	E	Y	N	T	Y	T	A	E
T	O	H	R	A	D	A	A	O	I	R	R
L	C	T	F	R	R	B	E	T	S	O	N
Y	N	V	N	G	X	A	R	A	E	P	I
E	I	Q	E	H	U	B	C	K	A	E	S
O	Y	T	D	O	W	S	I	I	Z	L	A
R	E	S	T	R	I	C	T	E	D	Z	N

CLUES:

1. Three (3) qualities of a successful entrepreneur.
2. A person that can turn a gap in the market into a business opportunity.
3. Entrepreneurship is about generating and making
4. The potential clients of an entrepreneur is the market.
5. Two (2) reasons why a business might fail. A lack of
6. Entrepreneurs want freedom and hate being

[10]

Unit 6.6 Careers in waste management

What is waste management?

Waste management refers to the collection, transportation, handling and disposal of waste generated by humans.



Waste is sorted in various containers to make recycling easier.

Careers in waste management:

Most waste removal companies make money by recycling, composting and disposing of waste from municipal, commercial and industrial customers. Clients are charged for services rendered when collecting waste or disposing of the waste.

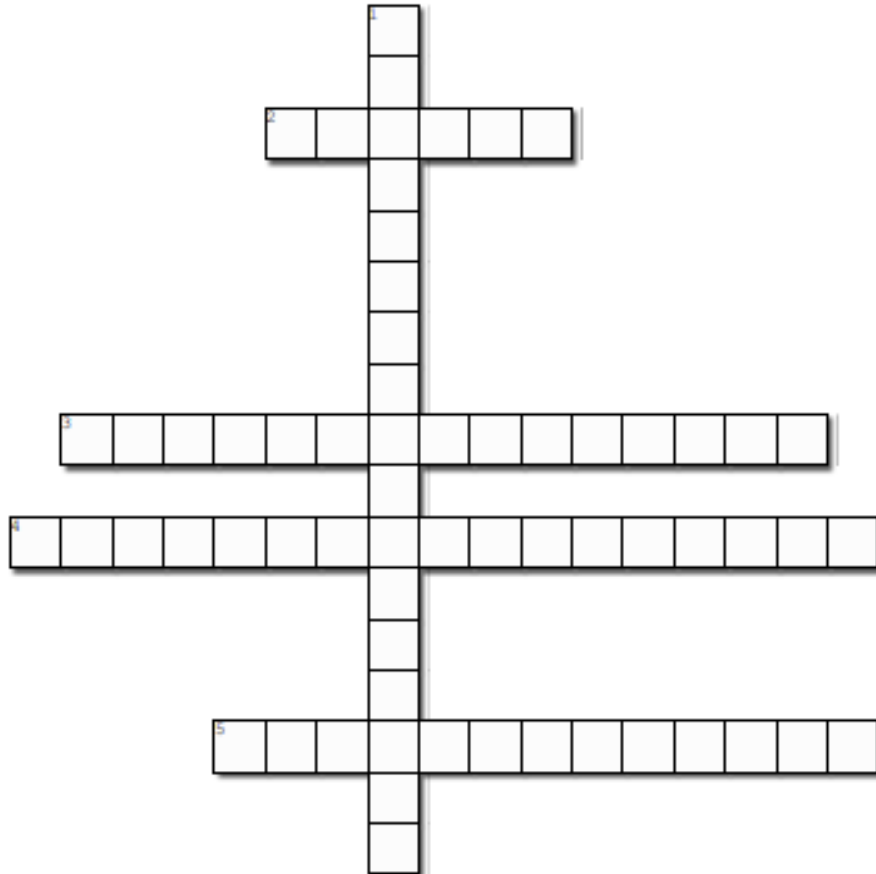
- Waste / Garbage collectors
- Waste managers
- Waste management specialists
- Landfill engineer/technician
- Landfill site assistants
- Waste sorter

**ACTIVITY: WASTE MANAGEMENT**

Name: _____

Careers in Waste Management

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

2. A person who sorts waste/garbage in plastic/paper/metal/glass
3. Walks with a trolley, from street to street, collecting waste.
4. A person who plans, designs and constructs landfill sites.
5. Manages all aspects of waste reduction.

Down

1. Collects garbage from house to house, puts in garbage truck

Module 7: The Consumer – Sustainability



Sustainable production:

Sustainable Production is the creation of goods and services using processes and systems that are:

- Non-polluting
- Conserving energy and natural resources
- Economically viable
- Safe and healthy for workers, communities, and consumers
- Socially and creatively rewarding

Sustainable consumption:

Sustainable consumption is the concept of consuming resources and products in a sustainable, responsible way, so they can meet our needs now and, in the future, without creating a negative impact on the environment. Sustainable consumption brings together a number of key issues, such as:

- Meeting the needs of present and future generations for goods and services towards an economically, socially and environmentally friendly lifestyle.
- Enhancing the quality of life.
- Improving resource efficiency.
- Increasing the use of renewable energy sources.
- Minimising waste.

Unit 7.1 Sustainable use of water

Clean water is essential for life, but most people in the developed world don't think much about the water they use for drinking, food preparation and sanitation.

Searching for safe drinking water is a daily crisis in some countries. Millions of people die each year, most of them children, from largely preventable diseases caused by a lack of clean water and proper sanitation.

What is sustainable water use?

Sustainable water use is an important step towards ensuring that enough water is available to meet the needs of both people and nature for future generations.

Ways to save water:

1. Close the tap when it's not in use.

Keeping the water running while brushing your teeth or shaving, wastes water.



2. Run your dishwasher and laundry machine only when its full.

Your dishwasher and laundry machine can each use a lot of water per cycle. You will get better value for your money and save water by washing fewer, fuller loads.



3. Shower instead of bathing.

Save water by taking a quick shower, instead of bathing. A low flow shower head also uses less water.



4. Fix plumbing leaks.

Fix all the leaking taps and water pipes at home.



5. Don't water the garden in midday.

Water your garden early in the morning or late in the afternoon. Don't water your garden midday when it is very hot, because most of the water will evaporate.



6. Make use of water-wise plants.

Succulents are plants that don't need a lot of water.



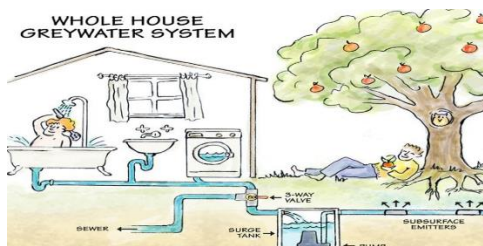
7. Use drip irrigation to water your plants.

Garden hoses and sprinklers can overwater your plants, this could cause water loss through evaporation and run off. Drip irrigation will be more effective for a smaller garden or fewer plants. This way, your plants will have enough water consistently.



8. Make use of grey water.

Grey water is the water that comes out of the drains of showers, baths, sinks and washing machines. It can be used to water plants or even to flush the toilet.







Unit 7.2 Sustainable use of electricity

What is sustainable energy?

Sustainable energy refers to energy produced from sources that can be used repeatedly and are not in danger of expiring or being depleted.

Examples of sustainable energy:

Solar power: Solar power is made by transforming the sun's rays directly into electricity. 	Wind power: A wind turbine is a device that converts the wind's kinetic energy into electrical energy. 	Hydro-electric power: A form of energy that harnesses the power of water in motion, such as water flowing over the wall of a dam to generate electricity. 	Bio-energy: Bioenergy is energy made from biomass. Biomass is any organic material which has absorbed sunlight and stored it in the form of chemical energy. Examples are wood, crops and waste from forests, yards or farms. 
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Ways to save electricity:

1. Lights and appliances.

Switch off lights and appliances, like the television, when you leave the room.



2. Use energy efficient light bulbs.

CFL or LED light bulbs use far less electricity than the conventional light bulbs.



3. Don't overfill the kettle.

Only fill the kettle with the amount of water you need for coffee/tea or cooking.



4. Dry your clothes naturally.

Hang your clothes on the washing line and let the sun dry them, rather than putting them in the tumble dryer.



5. Heating and cooling.

Heaters are power hungry, so rather layer up with jackets, scarves, gloves, etc. in the winter. In the summer, use a fan instead of air-conditioning to cool you down.



ACTIVITY: SUSTAINABILITY

Discuss other ways to save water and electricity, not mentioned.



Module 8: Clothing

Unit 8.1 Different clothing styles

Introduce the different clothing styles

Clothing styles refer to the way people choose to wear clothes, bags, shoes, and accessories as a way of expressing who they are.

Styles may differ from person to person because of many reasons. People's age, gender, personality, and budget play a role in the style they choose to wear.

The clothes worn by teenagers differ greatly from that of adults. Teenagers are influenced by social media, celebrities, magazines, and friends. Adults on the other hand have already developed a style of their own and may prefer to wear conventional and sometimes more formal clothes.



There are many different styles of clothing, but only the following FIVE styles will be discussed:

1. Tomboy Style
2. Vintage Style
3. Casual Style
4. Chic Style
5. Sophisticated Style

8.1.1 Tomboy Style

The tomboy style is for the person who do not prefer light colours or frills and laces. They may prefer black over pink. It can also be described as simple and modern. This style is sometimes referred to as a 'boyish look'.



Tomboy - Street Styles



Celebrities Kristen Stewart and Rihanna in tomboy outfits

8.1.2 Casual Style

A casual style is normally worn by persons preferring to show good taste yet still be comfortable. Strong, unusual items will not be worn. The casual style is simple and easy to wear, and accessories will be matched with whatever clothes are worn.



Casual - Street Styles



Celebrities Olivia Palermo and Kristen Stewart shopping in casual style

8.1.3 Vintage Style

Vintage styles usually refer to clothes that imitate certain styles of a previous era. Vintage styles take inspiration from the past, to create new fashion items and is also referred to as retro style.



Vintage – Street Styles



Celebrity Dita von Teese wearing a 1920's inspired vintage style dress at a social event.



A male vintage outfit inspired by the 1920's fashion styles.

8.1.4 Chic Style

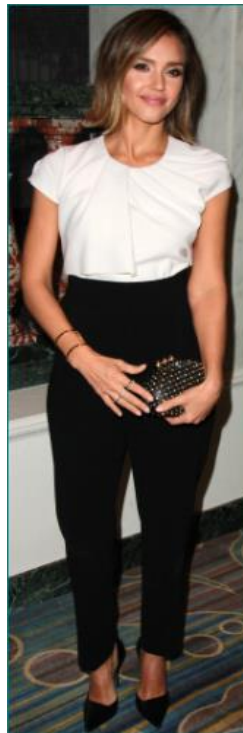
'Chic' is a French word meaning 'fancy or trendy'. A chic style is thus influenced by the latest trends in fashion. The person wearing this will always appear fashionable, stylish, and fancy.



Chic – Street Style



Celebrity Oliver Cheshire



Celebrities Miranda Kerr & Jessica Alba in Chic Style

8.1.5 Sophisticated Style

People who prefer to wear this style, expects the best quality at all times. Their styles make a statement on quality and culture. Businessmen and women often times dress up in a sophisticated manner.



Sophisticated Street Style



Celebrities George & Amal Clooney






Celebrity Ivanka Trump



The Duke & Duchess of Wales, England

**ACTIVITY: CLOTHING STYLES**

Study the pictures in Column A. Write the name of the clothing style in Column B.

	COLUMN A: PICTURE OF CLOTHING STYLE	COLUMN B: NAME OF CLOTHING STYLE
1.1		
1.2		
1.3		
1.4		
1.5		

Unit 8.2 Reasons for wearing clothes

The 5 reasons why we wear clothes:

- Protection
- Adornment
- Identification
- Modesty
- Status

8.2.1 Clothes are worn to protect the body from extreme temperatures

- a) Sometimes clothes are worn to keep the body warm. Hats, beanies, jackets, scarves, gloves and boots are examples of items that can be worn to keep the body warm. Darker colours can also be worn as they are known to absorb heat.



Different items that helps to keep the body warm in winter.

- b) Clothes can also be used to keep the body cool in summertime. On warm days clothing such as cotton and linen can be worn as it will soak up perspiration, dry quickly and conduct heat away from the body. White and light colours will also reflect heat away from the body and thus keep you cool.



Outfits worn in summertime that helps to keep the body cool.

8.2.2 Clothes are sometimes worn as adornment

People mostly wear clothes that make them feel or look beautiful. Different outfits can be worn for different events.



*Rolene Strauss,
Miss World 2014*



*Zozibini Tunzi,
Miss Universe 2019*



Traditional African outfits

8.2.3 Clothes are worn for identification

Uniforms are used to define a certain group of people sharing a common interest or goal. Uniforms are also worn by the police and traffic departments as well as the defence departments (air-, army- and marine forces). People can also be identified because of their career or religion, based on the clothes they wear.



School Uniform



SA Army Uniform



Uniforms for different careers



Sikh

Burka

Hindu

Muslim

Christian

Buddhist

Saria



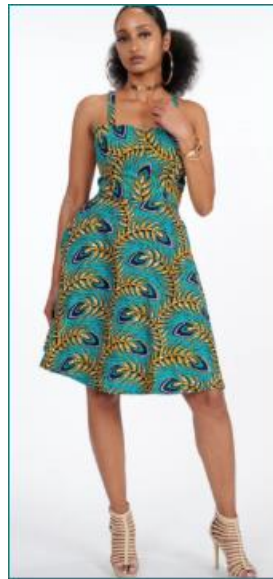
Religious uniforms

8.2.4 Clothes are worn for modesty

Modest dressing refers to a fashion trend whereby woman wear less skin-revealing clothes. This can sometimes be a requirement of different religious- or personal choices or by a code of decency accepted by society.



Certain religions require woman to cover their heads and/or faces



Modest outfits, however fashionable, reveal very little skin

8.2.5 Clothes are worn to indicate status

The status of a person is an indication of the position or rank that is occupied by that person in relation to the people in their community. This can be an indication of the social or professional standing of a person.



The Queen of England wearing a regal outfit indicating her position.



Pope Francis representing the clergy of the Roman Catholic Church.



RCL members of a high school, wearing special blazers to indicate their status as leaders of their school.

**ACTIVITY: WHY PEOPLE WEAR CLOTHES**

Study the following grid and search for the 5 key words indicating why people wear clothes. Use a highlighter pen to colour them in or use a dark pen to circle the correct words.

A	U	H	E	W	O	L	P	I	O	V	S	U	P
G	J	M	N	B	O	I	R	T	S	I	P	M	R
V	F	G	H	Y	J	U	K	I	L	Q	A	B	O
H	K	A	P	T	P	M	P	A	P	Q	R	G	T
Y	J	D	U	Y	I	N	O	S	O	M	E	F	E
T	U	O	E	U	Y	B	I	F	L	O	W	D	C
I	Y	R	S	S	R	V	U	H	K	D	Y	J	T
P	E	N	G	T	W	C	Y	M	M	E	F	S	I
F	W	M	K	A	A	X	T	Q	N	S	J	L	O
I	D	E	N	T	I	F	I	C	A	T	I	O	N
S	V	N	W	U	F	A	R	Y	F	Y	O	T	P
H	O	T	B	S	R	F	T	U	D	G	I	R	I

(5)

Unit 8.3 The communication value of clothing

8.3.1 First impressions

When someone meets us for the first time, they will form a spontaneous impression about us, known as *first impressions*.

- First impressions are very important, especially when attending job interviews as this is the only opportunity one might have to show other people more about who you are.
- A mental image is formed in a person's mind, which is very difficult to change.
- Always ensure to dress appropriately as people will judge you on outward appearances before having spoken one word to you.
- Smiling is a universal language, understood by all languages and cultures. When you smile at someone, it makes them more likely to trust and approach you.

Did you know... it only takes people about 7 seconds to form an opinion about you?



8.3.2 Non-verbal communication

When communicating without words, we refer to non-verbal communication. Through clothing, a person communicates how he/she sees themselves, to the world.



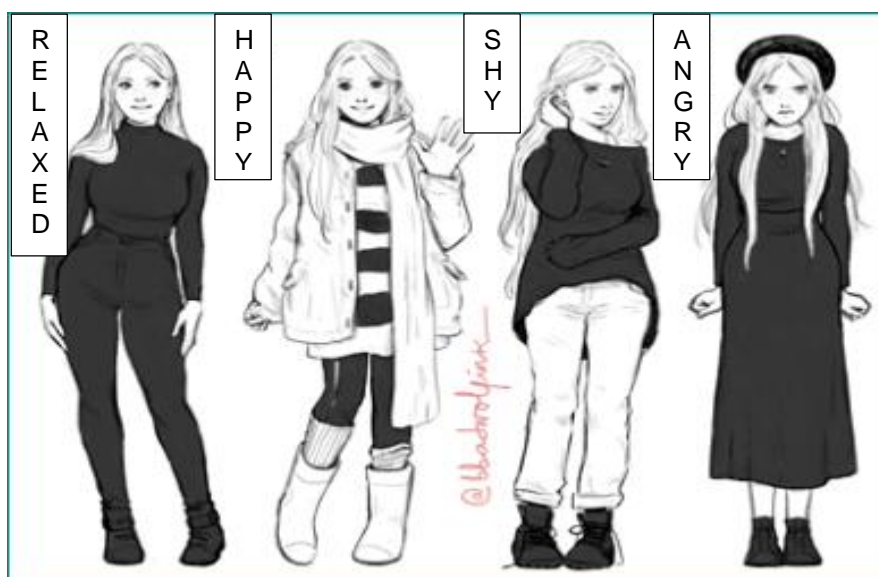
Dressing to impress, no matter what the occasion, is a reflection of your inner being, and how you value yourself. One should always take care to look your best before leaving the house.

8.3.3 Body language

Body language is a type of a non-verbal communication where physical behaviour, and not words, are used to convey a message. This can be achieved by looking at the way someone stands, sits, walks, or the way they look at someone else.

It may also include:

- facial expressions
- body posture
- gestures
- eye movement
- touch and
- the use of space when talking to other people



8.3.4 Messages conveyed by clothing

Your choice of clothing tells people a lot about yourself. It says if you are challenging or defiant, fashion conscious or boring, fun or functional, simple or exaggerated, bland or interesting.

Clothes convey the following messages:

- a) **Social status:** People of a higher status wear more elegant clothing, while general workers wear clothes that are more comfortable and easier to work in.



Smart, elegant lady



Domestic Worker

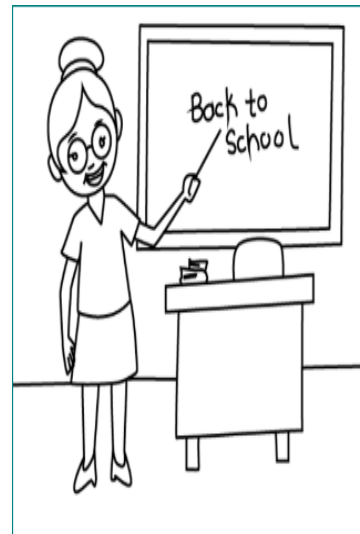
- b) **Career:** Different outfits are worn for different types of work.



Nurse



Secretary



Teacher

c) **Gender:** Female appearances are generally soft and gentle; while male outfits are simple and bold.



Traditional female outfit



Traditional male outfit

d) **Age:** Different age groups wear different styles to suit their activities.



Elderly lady



Young woman



Teenagers

e) **Nationality:** Clothes worn can be an indication of the country someone comes from.



France



Netherlands



South Africa



America

- f) **Activities:** Sports activities require a lot of movement and therefore clothes must be comfortable. Going to church requires more informal clothes and attending a formal function requires formal clothes.



Playing sports



Attending church

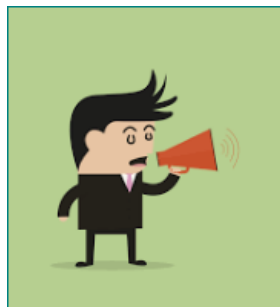


Matric dance

- g) **Personality:** Personalities will be displayed differently by the clothes worn.



The shy and quiet introvert, prefers to blend in with the crowd and will wear clothes to that effect.



*Extroverts like to be heard and seen,
and will therefore wear clothes that ensure their visibility.*



ACTIVITY: NON-VERBAL COMMUNICATION

Divide into groups and follow the teacher's instructions.

Unit 8.4 Choice of clothing

When selecting clothes, one will be affected by the following factors:

- Physical Appearance
- Personality
- Lifestyle
- Available finances

8.4.1 Physical Appearance

Few people are happy with their physical appearance. Every person has a different body shape, each with their own problem areas. Choosing the correct style of clothes for your specific shape, can emphasise or conceal most of these problem areas, ensuring that you always look at your best. The different body types will be discussed in the next unit.



Each person must dress for their own body type

8.4.2 Personality

Without knowing it, our personalities influence our choice of clothing. Much of our clothing choices will reveal all about who we are.

Personality types:

- 1. Delicate and shy:** wear feminine styles, sheer & soft fabrics, soft pastels, small prints.
- 2. Modest, introverted:** wear simple styles, plain but soft lines. Choose fabrics that do not attract attention. Wear soft muted shades and subdued neutral colours.
- 3. Dignified, mature:** wear classic styles, tailored suits, elegant dresses with well-matched accessories. Wear plain neutrals, grey, brown, black and white colour schemes.
- 4. Dramatic, extrovert:** wear daring combinations, striking designs and outrageous accessories. Wear vivid colours, strong contrasts and bold motifs.
- 5. Robust, solid, sporty:** wear simple garments, straight, unrestricting styles. Choose comfort over fashion. Wear strong, solid, definite colours, with large casual designs. Avoid small floral prints.

8.4.3 Lifestyle

Teenagers are influenced by external factors when buying clothes. We no longer have definite rules when it comes to choose clothing.

There are however certain types of clothing needed by all:

- **School wear** – Learners need prescribed school wear that are of a high quality and that will last long.
- **Sportswear** – Sports clothes are chosen according to the type of sport, but some clothes can serve a dual purpose for example T-shirts and shorts for tennis and running.
- **Leisure wear** – The same outfit can be used for different occasions. Clothes worn when going to the movies, a party, or visiting friends can be made to look different by changing accessories.
- **Special occasions** – A special outfit may be required for attending a wedding or matric dance. Ensure to choose an outfit that will be worn again.

Teenagers are influenced by other people as to what they must wear:

- Parents sometimes suggest what children should wear.
- Young people want to belong to a group and is therefore influenced strongly by their peer group. They would rather be different from everybody else in the world but will conform to the preferences of their own friends, wearing the same type of clothes everybody else does.
- Celebrities and sportsmen and -woman, unknowingly, influence the choices teenagers make when selecting clothes.



When conforming to the fashion trends set by celebrities, young people never realise that celebrities are also conforming to their own 'peer' group.

8.4.4 Available finances

1. The amount of money available to a person when buying clothes, determine the quality of clothing that will be purchased.
2. People with a higher income may buy at exclusive shops that offer a better-quality product. They may also purchase clothes more often, using either cash or debit cards.



Picture: Queenspark's Flagship Store, Cape Town, South Africa

Exclusive shops offer more space to move around freely and create a relaxed atmosphere for shopping.

3. People with a lower income may buy clothes of a lower quality at a cheaper price, on occasion. Clothes are mass produced and shops are sometimes overstocked with little room for movement. Credit cards or store accounts may be used for purchases, ending up paying high interest.



Mass produced clothes are sold at cheaper prices.



ACTIVITY: CHOICE OF CLOTHING

1. Write a paragraph to describe how **YOUR** lifestyle affects your choice of clothing – referring to school and sportswear. (5)



2. Identify each of the following personality types. (3)



A



B



C

3. Name 2 things that influence the clothing choices of teenagers. (2)

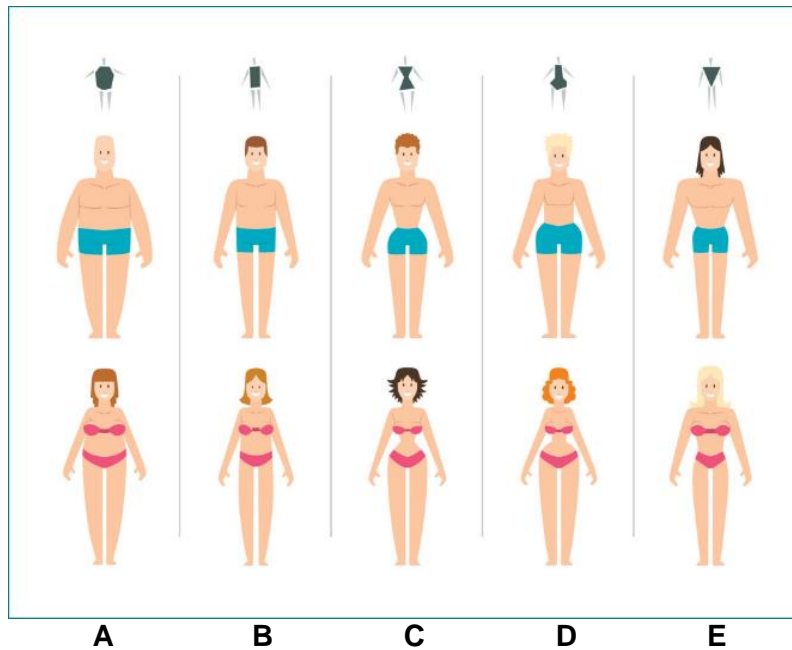
[10]



8.5 Figure types

Few people are happy with their figure type. Every person feels that his/her body is out of balance somewhere for example, a small bust or large bottom.

When you know your specific problem area, you can choose clothes to conceal the problem area, balancing out your appearance. The aim is to choose the correct style of clothing for your problem area, to create as nearly as possible an illusion of the ideal figure.



The 5 figure (body) types are as follows:

A – Apple (Round), B – Rectangle, C – Hourglass, D – Pear (Triangle), E – Inverted Triangle

How to determine your body type:

FIGURE TYPE	CHARACTERISTICS
Apple (Round)	Round bust, round hips, often a protruding stomach, which makes the body look rounder. Apple shapes carry their weight in the upper part of the body.
Rectangle	Straight up and down, few curves or bumps
Hourglass (X-shape) (Female only)	Well balanced, small waist, bust and hip measurement almost the same
Pear (Triangle)	Heavy bottomed, small bust, small to average waistline, large hips and heavy legs.
Inverted Triangle (V-shape)	Top heavy image, large bust, small waist and small hips
Trapezoid athletic body (Male only)	Shoulders wider than hips.

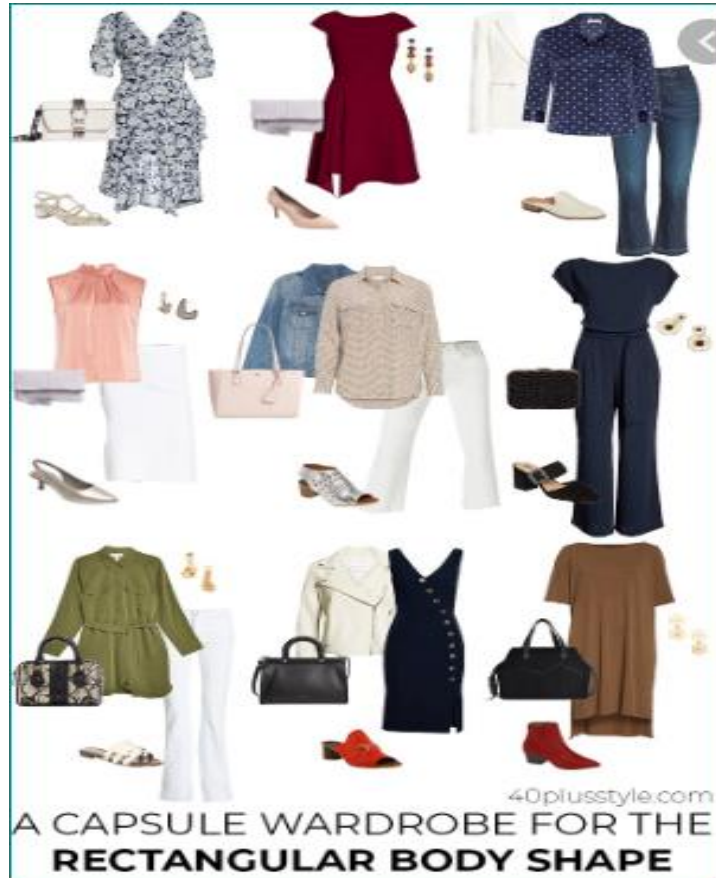
8.5.1 Do's and don'ts of the apple figure type

1. Show off your legs.
2. The main aim in balancing your problem area is to slim the tummy/torso.
3. Draw attention to the shoulders/face to create the illusion of a longer, inverted triangle body shape.
4. Avoid clingy fabrics and tight-fitting garments, belts and tapered skirts or pants.



8.5.2 Do's and don'ts of the rectangle figure type

1. Choose styles to emphasise the shoulders.
2. Stay away from horizontal lines.
3. Avoid tops that cut the figure at the middle point as it reinforces the silhouette.
4. Draw attention to the face, or to the shoes, as this will create an illusion of length.
5. Avoid large prints and broad stripes what will increase the size of the figure.



The correct style of shorts to be worn by the rectangle figure type.

8.5.3 Do's and don'ts of the hourglass figure type

1. This is the most sought after (ideal) figure type where all the areas of the body are in proportion to each other, and thus well balanced.
2. No problem areas are experienced by male or female persons.
3. Both male and female persons can wear almost all kinds of fashions.
4. Do not hide your figure under bulky outfits.



8.5.4 Do's and don'ts of the triangle (pear) figure type

1. The main aim of correcting this appearance is to create a broader, more square shoulders.
2. Place emphasis on the upper body with lighter, brighter colours, and use horizontal lines above the waist, as well as interesting shoulder detail.
3. Avoid details that attract attention to the hips, such as pockets or buttons.
4. Do not wear tops that end at the hips.



Avoid wearing outfits that puts emphasis on bottom body parts

8.5.5 Do's and don'ts of the inverted triangle figure type

1. The upper body must be balanced with the lower body by wearing trousers/pants with straight or wide legs.
2. Shirts, T-shirts and jackets must fit well.
3. Put more emphasis on the lower body, but avoid skinny pants and straight-, pencil- and A-line skirts.
4. Avoid decorations over the bust and shoulder area, ex. oversized collars, cowl necks, off-shoulders, asymmetrical, one shoulder outfits, puff sleeves.





ACTIVITY: FIGURE TYPES

1. Stand in front of the mirror in your bedroom at home. Wear tight-fitting sports- or swimwear. Study your body's silhouette, to determine your body type. (1)
2. Now that you know your figure type, write a paragraph on all the do's and don'ts that you should remember when dressing yourself. (4)
3. Make use of old magazines to search for suitable outfits for your body type. Paste this in your workbook as a collage. (5)

[10]

Paste pictures of your body type in the block below:

Unit 8.6 Wardrobe planning



Planning a wardrobe from scratch is every boy and girl's dream.

Every person, boy or girl, wants a dream wardrobe. Yet this is not always possible for everyone. The secret is to buy smart, not expensive, and you can have your dream wardrobe.

Mix and matching allows us to wear different and exciting looks, making the most of our finances. Every time an item is worn, it can look completely different by matching it with something else in the cupboard.

FROM THIS:



TO THIS:





LADIES: 3 Bottoms, 4 Tops, 1 Dress and 1 Pair of Shoes matches into 10 different outfits of the same colour scheme.



MEN: 5 Tops and 2 Bottoms, 1 Tie and 1 Pair of shoes matches into 9 different outfits of the same colour scheme.


With imaginative thinking one can make even ordinary clothes look exciting and unique. Accessories, such as shoes, handbags, hats, and costume jewellery can also be used to add interest to outfits. SmartApps (Application technology on Smart Phones) can also be used to assist in the planning of a wardrobe.



ACTIVITY: WARDROBE PLANNING

Divide into groups. Each group will have access to 1 or more Tablets/Smartphones with available data. Each group can download the '**Your Closet**' clothing style App. At the end of the session each group must write down **FIVE** functions of the App in assisting with planning a wardrobe. (5)

Complete the table below:

ICON	NAME OF APPLICATION	FUNCTIONS
	Your Closet – Smart Fashion	1. 2. 3. 4. 5.

VIDEO'S:

UNIT 8.3



A Fun Guide to
Nonverbal Commun

UNIT 8.5



How to determine
your body type - Ho



How To Dress For
Your Body Type - Lo



How to style a pear
shaped body (triang



How to style a
rectangle shaped bo



How to style an
apple shaped body



How to style an
hourglass shaped b



How to style an
inverted triangle bo