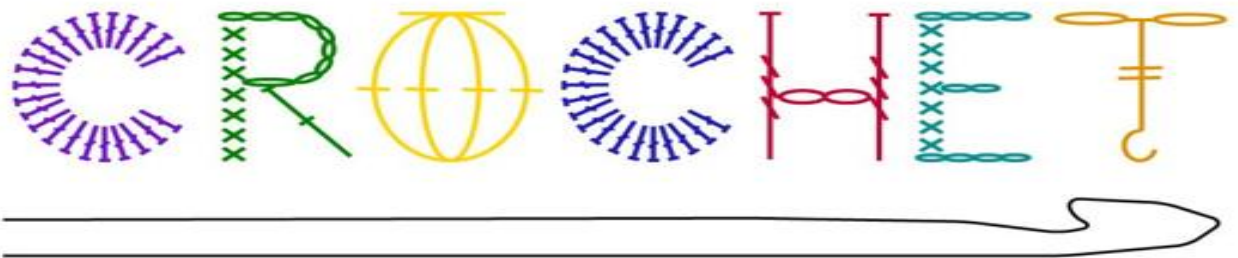




TEACHER GUIDE Gr 9



TERM 1
Week 1: Introduction
<p>Orientate the learners in the workplace kitchen.</p> <p>Career pathways</p> <p>Guest Speaker</p> <p>Introduce new careers</p>
Week 2 & 3: Health, Health and Safety
<p>Activity: (Group work)</p> <p>Safety rules and precautions</p> <p>Practical Lesson 1:</p> <p>Hygiene, Health and Safety – Handwashing</p>
Week 4 – 6: The Consumer
<p>Baseline Assessment:</p> <ul style="list-style-type: none"> · different types of yarn and yarn · weight · reading of labels · gauge <p>Practical lesson 2</p> <p>Equipment reading labels, crocheting skill</p>
Week 7: Food and Nutrition
<p>Handling crochet equipment and yarn</p> <p>Crochet terminology</p> <p>Crochet skills</p> <ul style="list-style-type: none"> - Chain stitch <p>Finger crocheting</p>
Week 8 -10:

Handling crochet equipment and yarn
Crochet terminology

Crochet skills

- Chain stitch

Practical lesson 3

Pattern reading and abbreviations, chain stitches

Finger crocheting

Practical Skills Test

Choosing hook sizes

TERM 2

Week 1: Hygiene, Health and Safety

Baseline Assessment:

- Abbreviations

Crochet skills

- Counting chain stitches
- Single crochet

Week 2 & 3: Entrepreneurship

Baseline Assessment:

- ☐ Weaving in ends
- ☐ Joining two pieces

Crochet skills

- ☐ Half double crochet
- ☐ Slip stitch

Keep edges straight

Practical lesson 4

Practical skills – single crochet

Practical lesson 5

Practical skills - half double crochet

Week 4 & 5: Entrepreneurship
Practical lesson 6
Practical skills -double crochet
Week 6 & 7: Entrepreneurship
Practical skills -double crochet
Week 8 - 10:
Practical Skills Test 2 –
Pattern creation article making
TERM 3
Week 1: Entrepreneurship
Crochet skills
- Filet crochet
Week 2: Entrepreneurship
Crochet skills
- Filet crochet
Week 3 - 4: Clothing
Practical lesson 7
Filet crochet and edge/ scallops
Practical lesson 8
Pattern reading and crocheting skill
- flower
Week 6 & 7: Clothing
Filet crochet and edge/ scallops

Pattern reading and crocheting skill
- flower

Practical lesson 9

Invent your own creation

Week 8 - 10

Practical Skills Test 3

Practice skills

TERM 4

Week 1- 3

Project based Learning Task

(Marketing and selling a product.)

Plan a 'Pop up Stall' on the school premises to serve and sell dough or batter products.

Consider the following:

- Renting a Stall from the school
- Location of the stall.
- Lay-out of the stall
- Hygiene and safety
- Products will be available for learners, teachers, and community to buy

TERM 1

The marks for the Practical Work are indicated below.

Practical Lesson 1:	20
Practical Lesson 2:	20
Practical Lesson 3:	20
Total	60
Practical Skills Test: (used for term 4)	20

The Informal Activities is done to inculcate the skills that will be assessed in the Practical Lessons, which contributes to SBA marks for Term 1. Exemplary assessment tools for the practical lessons are included. The Skills Test forms part of the PAT mark of term 4

TO THE TEACHER	
RECAP - Adhered to safety measures when working with, equipment and apparatus / appliances.	
Setup:	Explain the basic laboratory safety rules; Use of the fire extinguisher / blanket Administer basic first aid Handwashing
Informal Activities:	Teacher: Link dangers of electricity to practical examples in the school Show learners to wire a plug Learners: Worksheet on general safety signs Practice wiring a plug
Formal Activities:	Practical lesson 1: Worksheet Hygiene, Health and Safety

Baseline Assessment: Safety when working with equipment

General safety requirements when doing manual work:

1. Always adhere to ALL safety measures and rules
2. Prevent being too hasty for example do not run in the class, as it may lead to injuries and may cause damage to equipment or appliances
3. Prevent that attention is distracted, always concentrate on your own work because talking to a friend may cause that you make mistakes, or unintentionally harm someone else.
4. Before you begin, hide your hair for convenience;
5. The light should fall on the working surface from the left side or from the front.
6. Report injuries immediately.
7. Never touch blood if someone is injured, report immediately so the correct procedure can be followed.
8. Treat the fire extinguisher in class with respect and do not play with it.

Safety precautions when working with needles, pins and crochet hooks:

1. Keep needles and pins at a certain place (a special box, cushion, etc.), do not leave them at the workplace, never take the needle, pins in your mouth and do not stick them in the clothes. Do not leave a needle and pins in the product;
2. Do not use rusty needles and pins in your work;
4. Attach patterns to fabric with sharp ends of pins away from you;
5. Collect and dispose of pieces of broken needles or pins, wrapped in paper;
6. Count the number of pins taken before work and the number of pins at the end of the work, it must be the same;
7. Keep the crochet hooks in the case, at the end of the work remove them out of reach of small children;
8. When working with crocheting hook keep them no closer than 35 centimetres from your eyes.

Safety precautions when working with scissors:

1. When working, do not leave the scissors blades open;
2. Do not hold scissors with sharp sides up, and do not use them when central fastener is weakened;
3. When working closely observe the direction of cutting. Do not cut in motion;
4. When working hold the material with your left hand so that the fingers are away from the blade.
5. If you have to walk with a scissor carry it so sharp ends face downwards



SAFETY SIGNS & THEIR MEANINGS

PROHIBITION SIGNS (DO NOT DO)

A sign prohibiting behavior likely to increase or cause danger.
eg. No Smoking
Colour : **Red**



MANDATORY SIGNS (MUST DO)

A sign prescribing specific behavior
eg. Hard hats must be worn.
Colour : **Blue**



SAFE CONDITION SIGNS (THE SAFE WAY)

A sign indicating emergency exits or first aid/rescue equipment.
Colour : **Green**



HAZARD SIGNS (CAUTION, BEWARE)

A sign giving warning of a hazard or danger.
eg. Danger Electricity
Colour : **Yellow**



FIRE SIGNS (FIRE EQUIPMENT)

A sign indicating the location of fire fighting equipment.
Colour : **Red**



INFORMATION SIGNS (GENERAL INFORMATION)

A sign providing general information.
eg. Toilets



ACTIVITY: (Groupwork)

Considering the categories of the different Safety Signs, make each group responsible for a specific category. Every group then must design at least 2 safety signs that can be put up in the class, therefore it needs to be applicable for the class.

What is the basic first aid?

When you provide **basic** medical care to someone experiencing a sudden injury or illness, it's known as **first aid**. In some cases, **first aid** consists of the initial support provided to someone in the middle of a medical emergency. This support might help them survive until professional help arrives.

What must be done in the following situations:**Minor Cuts and Scrapes**

For **minor** cuts and scrapes first remove any debris and rinse the area with water or disinfectant like Dettol, if available. Hold pressure until the bleeding stops. Once the area is clean, apply an antibacterial ointment and a bandage. Try to keep the area clean and dry.

Foreign Objects (Crocheting needle or crochet hook)

Injuries involving foreign objects are fairly easy to care for. Simply remove the object and then follow the same care for a scrape or cut. However, if the object is embedded in the eyes, ears, nose, or stuck in the back of the throat, DO NOT attempt to remove it; then get the person to the hospital immediately.

Burns

For minor burns, run the area under cool water, apply an antibacterial ointment, and cover with a bandage.

Electrical Shock

A minor shock can be treated like a minor burn. However, if someone shocks, never touch the person, immediately switch off the power source

Wash your hands.....



HAND HYGIENE EXPERIMENT

What you'll need:

- Three slices of bread (the kind from a bakery or homemade works best - the fewer preservatives the better)
- Three resealable bags

Instructions:

1. Label each of the three bags:
 - Control
 - Dirty
 - Clean
2. Place one slice of bread in the "control" bag without touching it. You can use clean tongs or turn the resealable bag inside out and use it like a glove to get the slice inside. Seal the bag.
3. Remove a second slice of bread and touch the bread with unwashed hands. Place the bread in the bag and seal it.
4. Wash hands with soap and water, as poster indicates.
5. Take a third slice of bread and touch the bread with freshly washed hands. Place the bread in the bag and seal it.
6. Take all three sealed bags and put them in a warm, dry place.
7. Look at the bread daily, in a few days, mould should start to appear. Daily write down your observations, but do not take the bread out of the bags, you can even include drawings/pictures of the bread each day or keep a photo diary by taking pictures of the bread each day to watch the changes over time.















ACTIVITY Write a short report on the experiment

From your daily observations write a brief report on your observations, ensure to indicate the following:

- What slice of bread gets mouldy first?
- Which grows the most mould?
- Which grows the least? If mould starts to appear, take a ruler and measure it and record your observations.
- You can even include your final drawings/pictures.
- Include a conclusion

ACTIVITY: (Groupwork)

Design and make an A-4 poster of the steps on the hand washing procedures

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting				
Practical lesson 1 - Health and Safety Worksheet				
Term 1				TOTAL 20
Surname, Name:				Gr. 9 ____
1. Handwashing is very important. Read the statement, and choose picture that complete the statement best. Also give a motivation for your choice.				
	Statement	Best option to complete statement (mark with X)		Motivate your choice
1.1	Wet the hands with	 hot	 cold	
1.2	Best soap to use			
1.3	Amount of time to rub/wash hands			
1.4	Tap while soaping hands			
1.5	Rinse the hands with hot water			
1.6	Dry the hands with			






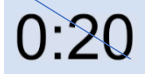





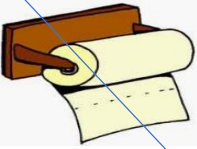
(6)

2.	It is important to wash your hands when your hands could have been contaminated. Give NINE examples of situations that will require from you to wash your hands
2.1	
2.2	
2.3	
2.4	
2.5	
2.6	
2.7	
2.8	
2.9	

(9)

3.	Identify FIVE areas at your school where you can see that they are wasting water. Develop possible solutions that you can propose to your principal.
3.1	
3.2	
3.3	

(5)

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting				
Practical lesson 1 - Health and Safety Worksheet Hand washing				
Term 1		MARKING GUIDELINE		TOTAL 20
Surname, Name:				Gr. 9 ____
1. Handwashing is very important. Read the statement, and choose picture that complete the statement best. Also motivate your choice.				
	Statement	Choose best option to complete statement (mark with X) (1 mark each)		Give 2 reasons for your choice (2 marks each)
1.1	Wet the hands with	 hot	 cold	Water only needed to wet hands Not needed to kill bacteria✓
1.2	Best soap to use			Bar of soap can harbour germs✓ Cross contamination takes place✓ Liquid soap do not come in contact with other people✓
1.3	Amount of time to rub/wash hands			20 – 30 seconds needed for soap to kill germs✓ Longer period will waste time✓
1.4	Tap while soaping hands			To save water✓ As water is a scarce resource✓
1.5	Rinse the hands with hot water			Germs wash away✓ In basin germs can accumulate✓ More water is used to fill basin✓
1.6	Dry the hands with			After drying throw away so germs can be spread to others✓ Towels accumulate germs✓ Spread from one person to another✓

(6)

2. When to wash hands

- Before eating food. ✓
- Before starting to work on your practical. ✓
- Before and after treating a cut or wound. ✓
- Before and after caring for someone who is sick. ✓
- After blowing your nose, coughing, or sneezing. ✓
- After touching an animal or animal waste. ✓
- After touching garbage/waste. ✓
- After using the toilet. ✓
- Any suitable answer

(Any 9)

3. Water saving at school

- Report leaking taps ✓
- Close taps properly after using ✓
- Report leaking toilets ✓
- Try lifting handle off leaking toilet to stop it from leaking ✓
- Make all your friends of the fact that they must save water as well ✓
- Put bricks in toilet bowl to lesson water that flush every ✓

(Any 5)

Crocheting orientation and motivation	
Setup:	<p>Teacher Orientates the learners on the practical work for the term.</p> <p>Recap importance of practical work</p> <p>Explain difference between knitting and crocheting</p> <p>http://youtube.com/watch?v=GILITf4wsFO</p> <p>https://www.youtube.com/watch?v=0-iHnzTy6Qo&t=8s</p> <p>Explain to learners what they will be doing this term.</p> <p>Show articles, photos, video's, where you are taking them</p>
Informal Activities:	<p>Learners:</p> <p>Group activity - Make posters of SMALL crocheted products that can be viable to start a small entrepreneurial business.</p> <p>Worksheet knitting vs crocheting</p>
Formal Activities:	

ADVANTAGES OF A PRACTICAL SKILLS

1. When you do something with your own hands you remember better.
2. Practical work promotes experiential learning.
3. Practical work encourages self-learning.
4. Practical work can provide you an income or career.
5. Practice leads to perfection, greater the practice, greater the expertise
6. Practical work makes students independent and increases their confidence

DIFFERENCE BETWEEN KNITTING AND CROCHETING

People often get confused between knitting and crochet. It's because both share many similarities and common elements. But they also have significant differences.



Similarities

1. In both yarn you can make the same sorts of projects such as sweaters, shawls, wraps, blankets, afghans, scarves, hats, mittens, socks.
 2. Both work from patterns and use abbreviations. Some of the abbreviations are even the same.
 3. Both require similar skill sets: hand-eye coordination, an eye for colour and design, an affinity for fibre, the ability to plan a project from start to finish and see it through. Mathematical ability is helpful, although not strictly necessary, for either craft technique.
 4. Both offer amazing health benefits.
- Both teach you patience, endurance and perseverance.

ACTIVITY:

Group activity - Make posters of various SMALL products that can be used to start a small viable entrepreneurial business with. Use pictures or sketches on the poster.

When choosing products for your poster consider the following:

- You must be able to make it
- It must be fashionable / there will be a demand for it
- It must not take a lot of time to produce
- It must not be expensive to produce
- It must be easy to market and sell
- Resources needed for the products must be easily and readily available

ACTIVITY Knitting vs Crocheting

Indicate whether the following statements are applicable to knitting, crocheting or both by ticking (X) in the appropriate column

	STATEMENT	KNIT	CROCHET	BOTH
	Dropped stitch can cause project to unravel			
	Teach patience and perseverance			
	Use 2 sharp pointed needle			
	Have therapeutical and health benefits			
	Could only done by hand			
	Less likely to unravel			
	Use a single hook			
	Easier to fix mistakes			

ACTIVITY Knitting vs Crocheting MARKING GUIDELINE

	STATEMENT	KNIT	CROCHET	BOTH
	Dropped stitch can cause project to unravel	X		
	Teach patience and perseverance			X
	Use 2 sharp pointed needle	X		
	Have therapeutical and health benefits			X
	Could only done by hand		X	
	Less likely to unravel		X	
	Use a single hook		X	
	Easier to fix mistakes		X	

Crocheting history and equipment	
Setup:	Difference between knitting and crocheting History of Crocheting
Informal Activities:	<p>Teacher: Discuss the history/ background of Crocheting (video/read scenario) https://www.youtube.com/watch?v=WY40rg8ykFI https://www.youtube.com/watch?v=klfh8OOgUNA Show different Crocheting equipment and explain their uses Crocheting tools for beginners REVISE from gr 8: Selecting needle/hook sizes according to yarn weight https://www.youtube.com/watch?time_continue=1&v=jXN3rOrr_6Q&feature=emb_logo https://www.youtube.com/watch?v=2JWZa2ZTVA0 https://www.youtube.com/watch?v=D7cVJsvzF70&t=135s Determine sizes of crochet hooks https://www.youtube.com/watch?v=95uMoNa_5Sw&t=21s How To Use A Needle Gauge To Measure Your Needle & Hooks! https://www.youtube.com/watch?v=g0-ATuAk0X4&t=4s What is gauze and why is it important https://www.youtube.com/watch?v=gOy8WxpcECk&t=26s Reading yarn labels</p> <p>Learners: Measure needle sizes with needle gauge Match the correct yarn and needle sizes Identification of equipment Reading labels</p>
Formal Activities:	

BACKGROUND OF CROCHETING

The Word '**CROCHET**' comes from the French word 'CROCHE' meaning Hook, with one of the first published crochet patterns appearing in the 1800's. Starting from humble beginnings, shepherds would create slip stitch textured fabric for a warm and naturally waterproof garment.

Throughout time crochet and the art of crochet has changed, in the 1840's it helped Irish women who were struggling to make a living after the potato famine and gained a Royal seal of approval from Queen Victoria, through to decorative embellishments in the 20's and the 'make do and mend' attitude during the war in the 1940's, then came the crochet fashion and homewares seeing the crochet boom in the 60's & 70's. Crochet is rated one of the top popular hobbies seeing the art of crochet take the form of Yarn Bombing, Charity Crochet.

Crochet is rated one of the top popular hobbies seeing the art of crochet take the form of Yarn Bombing, Charity Crochet. Crochet for therapy (great for the mind, dexterity and reducing stress) and the social aspect with crochet groups 'Happy Hookers'

Top 4 Crochet Facts or things you didn't know about Crochet

- * Even though it takes less time to complete a crochet project, crochet uses up to a third more yarn than knitting
- * Early Crocheters held their hooks in 'pencil mode' as it looked daintier but the 'knife hold' became popular to reduce strain on the hand and wrist from things like carpal tunnel syndrome
- * The Granny Square, originally published in 1897 by the Weldon Company is one of the longest crochet patterns in print
- * The longest crocheted scarf measures 29.17 km (95, 725 ft) and was achieved by 67 Blankets for Nelson Mandela Day (South Africa) at Mandela Capture Site, Howick, KwaZulu-Natal, South Africa, on 29 July 2018. This record was attempted to pay tribute to the late Nelson Mandela.








Crochet most likely began in China as a form of needle work that was referred to as Tambouring. At the end of the 18th century, the French began to crochet without using a background fabric.




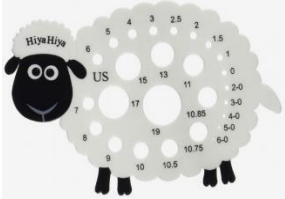

During the potato famine in Ireland from 1845 – 1850, Irish Lace was made and sold to replace income, many Irish people funded their immigration to America by making and selling Irish Crochet. Schools were even formed to teach people the craft.

Today crochet has evolved to come in all forms. Some still use crochet as a source of income while others do it as a hobby.

Patterns are sold and shared on various websites. Tutorials and lessons are often shared on YouTube. Crocheting techniques and styles are ever-changing. Only time will tell what future holds for crochet.

EQUIPMENT USED IN HAND CROCHETING AND ITS USES

TOOL	NAME	USE
	Stitch holder	Tool that are used to hold last stitch when not working to prevent unravelling
	Darning/ Tapestry needles	Used to finish of project and to weave in all loose yarns
	Crochet hooks	Hooks come in different sizes and are made from different materials
	Scissors	To snip your yarn, and cut of weaved in tails
	Manual stitch/row counter	Row counters are a handy tool to use when working a pattern.
	Electronic stitch/row counter	
	Stitch markers	Stitch markers are a quick and easy way to ensure you successfully complete your crocheting projects.

	Measuring tape	Measure work as you continue
	Yarn bowl	Hold yarn while crocheting keep it from getting dirty and helps to ensure equal tension
	Yarn holders / winder	Holders to store smaller pieces of yarn
	Measuring gauge	A needle/hook gauge makes it possible to determine the size of a crocheting hooks.
	Yarn holder	This Yarn holder will help you with your crocheting the yarn spins easily as you crochet

ACTIVITY:

Identify the tool/ equipment that the teacher shows you, first indicate if it is a knit/crochet tool or whether it can be used for both, then also give the function of the specific tool

REVISION Different types of yarn and yarn weight

Yarn Weight Symbol & Category Names	 0 LACE	 1 SUPER FINE	 2 FINE	 3 LIGHT	 4 MEDIUM	 5 BULKY	 6 SUPER BULKY	 7 JUMBO
Type of Yarns in Category	Lace, Fingering, Size 10 Crochet Thread	Sock, Fingering, Baby	Sport, Baby	DK, Light Worsted	Worsted, Afghan, Aran	Chunky, Craft, Rug	Super Chunky, Roving	Roving



EFFECT OF HOOK SIZE ON SIZE OF ARTICLE



ACTIVITY: Determine hook sizes

Take the different sized hooks provided by the teacher and determine the size of each hook using the measuring gauge.

Then look at the different types of yarn that was set out and predict which hook sizes will go with each of the yarn types provided

REVISION READING YARN LABELS

Understanding Yarn Labels

**Revision Gauge**

This describes the average gauge of the yarn when worked on the recommended size hook. This label recommends crocheting with a J-10 (6 mm) hook. That means a crochet square should be 12 stitches/chains wide by 15 rows long, and this should give you a 10 cm x 10 cm square. This is helpful if you are substituting yarn, meaning, if you are working with a different yarn than your pattern calls for.



ACTIVITY – Reading labels

1. Give the dye lot of the yarn (1)
2. Indicate the thickness of the yarn, what can you crochet with it (1)
3. Give the hook size that must be used when crocheting this yarn (1)
4. If you want to determine the gauge of the yarn, state the following
 - a) Indicate how many chains must you use (1)
 - b) Name the crochet stitch that must be used for making gauge (1)
 - c) State how many rows you must crochet (1)
 - d) Give the size the square the final should be (1)
5. Redraw the care labels of the yarn and explain what it mean (5)

ACTIVITY – Reading labels MARKING GUIDELINE

1. No dye lot given (1)
2. Medium (4) can be used for most articles (1)
3. 5 mm (1)
- 4
 - a) 13 (1)
 - b) Sc (single crochet) (1)
 - c) 14 rows (1)
 - d) 10 cm x 10 cm (1)

5. Care symbols



Was with luke warm water

(1)



Do not bleach

(1)



Tumble dry on low heat

(1)



Do not dry clean

(1)



Do not iron

(1)

CROCHET TERMINOLOGY	
Setup:	Information on the label of the yarn, Yarn and hook sizes
Informal Activities:	Teacher: Difference between US and UK terminology in crocheting https://www.youtube.com/watch?v=UEJyZnPxrCs https://www.youtube.com/watch?v=t34Q0qnvH9Q Discuss, explain and demonstrate how to read and interpret crochet pattern and let them understand that patterns are thin documents since abbreviations are used Introduce learners to other pattern abbreviations given and explain each
Formal Activities:	Practical lesson 2: Equipment, reading labels and patterns, Yarn and hook sizes

CROCHET TERMINOLOGY

1. Difference between US and UK terminology in crocheting



The US and the UK have different terminology for the same stitches. For example, a single crochet stitch in the US is identical to a double crochet in the UK. They are worked in the same way but have different names. Easy way to know whether it is US or UK is to check if there is a sc – it is UK as the US do not use that term

<https://www.youtube.com/watch?v=UEJyZnPxrCs>

<https://www.youtube.com/watch?v=t34Q0qnvH9Q>

2. Basic crochet terminology

ch	Chain stitch	beg	Begin/beginning
ch-sp	Chain space	St(s)	Stitch(es)
sc	Single crochet	sl	slip
hdc	Half double crochet	Rep/ *	repeat
dc	Double crochet	RS	Right side
dec	decrease	WS	Wrong side
Inc	Increase	alt	alternative
tog	together	BO	Bind of

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting		
Practical lesson 2 – Equipment, reading labels, Yarn and hook sizes		
Term 1		TOTAL 20
Surname, Name:		Gr. 9 ____
1. Identify the given equipment indicate how it is used in crochet (3)		
TOOL	NAME	USE CROCHET
		
		Create different stitches and patterns








2. Study the following label and answer the questions that follow








- 2.1 Give the colour of the yarn (1)
- 2.2 Indicate what item the yarn in label suitable for (1)
- 2.3 Give the size of hook size the yarn must be crocheted with (1)
- 2.4 Predict what will happen if thicker hook is used for crocheting the yarn (1)
- 2.5 Indicate the number of stitches and rows needed for crocheting the test gauge for (2)
- 2.6 How big must the test gauge be (1)
- 2.7 Give the fibre content of the yarn (1)
- 2.8 Predict what the following care icon on the mean (3)

**A****B****C**

3. Match the yarn given in COLUMN A to the uses in COLUMN B and pick the correct size needle/hook in COLUMN C (6)

YARN	USES	HOOK
1  LACE	A Popular for Baby clothes	(i) 
2  FINE	B Popular for Carpets or other bold pieces	(ii) 
3  JUMBO	C Popular for Jerseys	(iii) 
	D Popular for Doilies, Light coweb	(iv) 

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting		
Practical lesson 2 – Equipment, reading labels, Yarn and hook sizes		
Term 1	MARKING GUIDELINE	TOTAL 20
1. Identify the given equipment indicate how it is used in crochet (3)		
TOOL	NAME	USE CROCHET
	STITCH HOLDER✓	Tool that are used to hold last stitch when not working to prevent unravelling✓
	CROCHET HOOKS✓	<i>Create different stitches and patterns</i>

2. Study the following label and answer the questions that follow		
2.1	Colour 12001 / warm beige✓	(1)
2.2	Medium weight suitable for most items ✓	(1)
2.3	5 mm ✓	(1)
2.4	Item will be bigger ✓	(1)
2.5	14 sc✓ and 17 rows ✓	(2)
2.6	10 cm x 10 cm ✓	(1)
2.7	60 % cotton and 40 % acrylic ✓	(1)
2.8	Predict what the following care icon on the mean	(3)
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>A Do not iron ✓</p> </div> <div style="text-align: center;">  <p>B Do not bleach ✓</p> </div> <div style="text-align: center;">  <p>C Do not dry clean✓</p> </div> </div>		

3. 1 C✓ (ii)✓
 2 A✓ (i)✓
 3 B✓ (iii)✓ (6)

Technique of crocheting	
Setup:	Demonstrate the technique of crocheting - correct method for holding the hook, chain stitch
Informal Activities:	<p>Teacher: Revise slip knot, chain stitch Slip knot Holding yarn and hook https://www.youtube.com/watch?v=HS8BVu8oR8M https://www.youtube.com/watch?v=tMkOfcQwdLk Holding yarn https://www.youtube.com/watch?v=60KZiRiChWQ Holding hook https://www.youtube.com/watch?v=ibMC0dF9pMo https://www.youtube.com/watch?v=I-1A8ttpKU Chain stitch https://www.youtube.com/watch?v=7v-mssy5rKU&t=32s</p> <p>Learners: Practice the slip knot Practice holding needles and chain stitches Practice chain stitch</p>
Formal Activities:	Practical lesson 3: Reading patterns abbreviations and chain stitches

HOW TO HOLD YARN

1. Use your non-dominant hand to hold the yarn

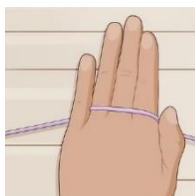


2. Flatten your palm and straighten your fingers.

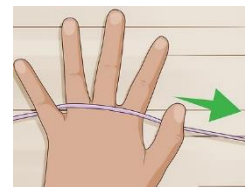
3. Thread the yarn between your pinkie and ring finger.



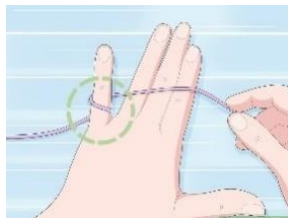
4. Bring the yarn across the top of your hand.



OR



5. For extra tension wrap the yarn over pinkie index finger



OR



HOW TO HOLD HOOK

Hold the crochet hook in your dominant hand.

The two most popular ways to hold your crochet hook is like a **pencil** or a **knife**. I hold mine like a knife for the most part.

PENCIL GRIP



KNIFE GRIP.

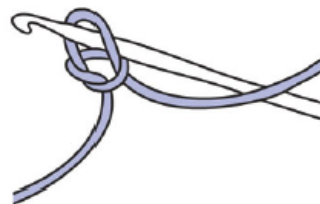
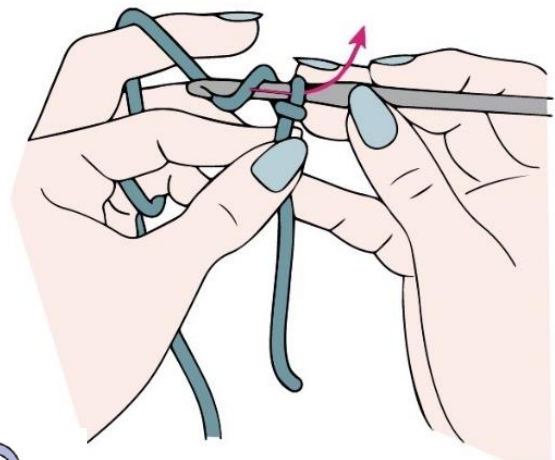


CHAIN STITCH (ch)

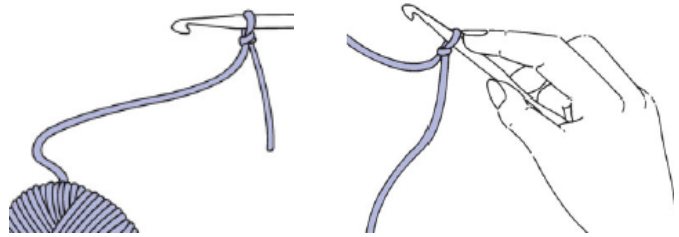
Crochet usually begins with a series of chain stitches called a beginning or foundation chain. A slip knot is the first step in most crochet projects.

Begin by making a slip knot on the crochet hook

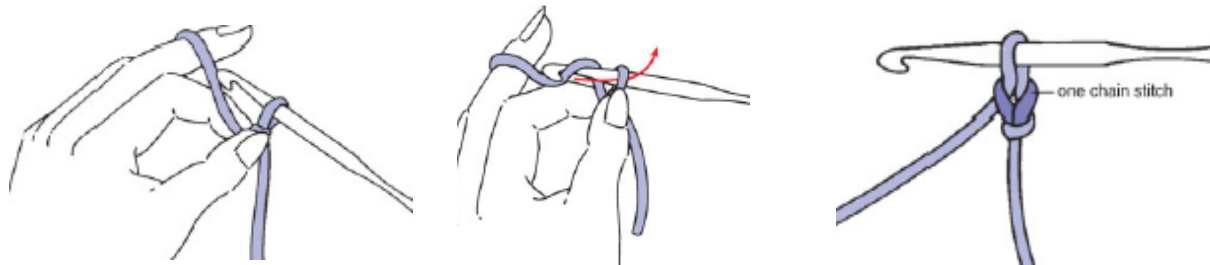
Pull this through and up onto the working area of the crochet hook



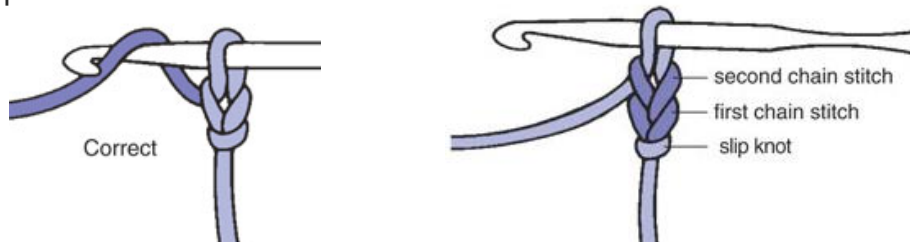
Pull the free yarn end to tighten the loop. The loop on the crochet hook should be firm, but loose enough to slide back and forth easily on the hook. Be sure you still have about a 12 cm yarn end.



Once the yarn is wrapped, hold the base of the slip knot with the thumb and index finger of your left hand. Bring the yarn over the crochet hook from back to front and hook it. Draw hooked yarn through the loop of the slip knot on the hook and up onto the working area of the crochet hook; now one chain stitch was made

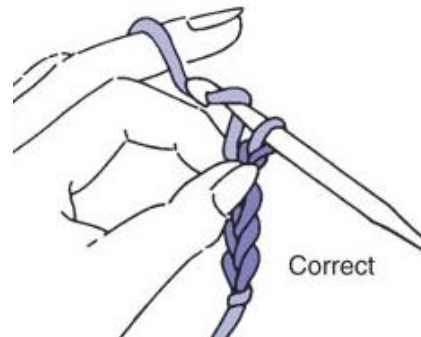


Again, hold the base of the slip knot and bring the yarn over the crochet hook from back to front. Hook it and draw through loop on the hook. Another chain stitch was formed. Repeat this step for each additional chain.




Note that the left thumb and index finger should always be moved up the chain to be close to the crochet hook after each new stitch or two. This helps control the work.

Be sure to pull each new stitch up onto the working area of the hook; otherwise the starting chain stitches will become too tight.



ACTIVITY

Practice making chains

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting	
Practical lesson 3 – Pattern reading and abbreviations, chain stitches	
Term 1	TOTAL 20
Surname, Name:	Gr. 9 _____
<p>1. Study the following pattern and answer the questions that follow</p> <p>TOWEL HOLDER</p> <p>Materials: Hook size G/6-4.25mm Crochet cotton (15 g) 1 button (approx. 2 cm)</p>  <p>Ring: To begin, pull yarn through loop to make a stitch.</p> <p>Ch 3 (counts as first dc). Dc around loop until you have about 50 dc. Join with sl st to first dc. Turn.</p> <p>Tab: Ch 3, hdc in next 9 stitches (10 hdc total). Turn. Repeat for 10 rows.</p> <p>Edging: Single crochet 3, skip 1 stitch, repeat around. Join with slip stitch and fasten off.</p> <p>Sew button on centre stitch on the first row of the tab. To close, slide button between centre stitches of last tab row.</p> <p>QUESTIONS</p> <p>1.1 Name the South African size of hook that must be used for this towel holder (1)</p> <p>1.2 Explain what will happen if you use a bigger size needle than suggested (1)</p> <p>1.3 Give a single term for the underlined sentence: To begin, <u>pull yarn through loop to make a stitch.</u> (1)</p> <p>1.4 Name what the following abbreviations stand for: a) ch (1) b) dc (1)</p> <p>1.6 Rewrite the Edging step in abbreviated format (4)</p>	

1.7	Is the pattern written in US or UK format? Motivate your answer	(2)
2.	Use three different colours, make 3 strings of 40 chain stitches each. Bind the three strings together at the top, braid all three together, and bind together at the bottom. Use as necklace.	(9)

FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting		
Practical lesson 3 – Pattern reading and abbreviations, chain stitches		
Term 1	MARKING GUIDELINE	TOTAL 20

- 1.1 4.25 mm✓ (1)
- 1.2 The towel holder will be much bigger ✓ (1)
- 1.3 Slip knot✓ (1)
- 1.4 a) Ch = chain✓ (1)
b) Dc= double crochet✓ (1)
- 1.5 Sc 3✓, sk 1✓, rep ✓around, sl st ✓and fasten off. (4)
- 1.6 UK, ✓ because the sc (single crochet term is used US do not have a sc term✓ (2)
2. Marking rubric of necklace made (9)

CRITERIA	1	2
Holding of hook	Handle needles correctly and comfortably	
Holding of yarn	Struggle to hold yarn or do not handle yarn correctly	Yarn correctly held and handle it with ease
Overall Tension	Tension poor throughout uneven	Tension excellent, Even throughout
Appearance	Poor appearance, item not neat and clean	Good appearance item neat and clean
Neatness Loop	Braiding poor	Excellent braiding

Finger Crocheting	
Setup:	Finger Crocheting
Informal Activities:	Teacher: Show video and demonstrate Finger Crocheting Finger crochet https://www.youtube.com/watch?v=F4rmILtGKvI Learners: Learn and practice finger Crocheting skill
Formal Activities:	

FINGER CROCHETING

This popular technique is a great way to introduce yourself to the Crocheting world

Follow the following steps

1. Start with a Slip Knot.
Slide the slip knot onto the index finger of your dominant hand.
The knot should be a little loose.



2. Yarn Over and Make a Chain Stitch
Wrap the working yarn over your finger and then pull it through the slip knot.



3. Add Chain Stitches to Make a Starting Chain
Continue adding chain stitches to make a foundation or starting chain.



4. Insert your finger into the Stitch. Insert your finger into the second chain from your finger.
This is the same thing you would do for a single crochet stitch with a regular crochet hook.



5. Yarn Over and Draw Up a loop.
Wrap the yarn over your finger and draw it through the chain stitch.



6. Yarn Over Your Finger again.
You should have two loops on your finger now.



7. Pull the Yarn Through the loops.
Draw the loop of yarn through both loops on your finger.



8. Completed Single Crochet Stitch.
When you complete the first crochet stitch, you should have one loop left on your finger.
Now you can make the next stitch.



9. Work Stitches Across the Row.
Finger crochet across the entire foundation chain, working one stitch in each chain.



10. Make a Chain Stitch for a Turning Chain



11. Continue Working Across the Rows.
Now you can continue crocheting across the rows exactly as you would for standard crochet.
Slip your finger into the next stitch, yarn over, pull the yarn through, yarn over, and pull the yarn through the loops.



Tips for Working Finger Crochet

Finger crochet is easy to learn, especially if you already know how to crochet.




























But these tips may help get you off to a smoother start:

- Shorter stitches are easier to work than taller stitches. You only have so much room on your finger for all those loops of yarn!
- Working flat in rows (instead of in the round with joins) is simpler to start.
- If you need to take a break from your finger crochet, use a large crochet stitch marker or a clip to keep the active loop from pulling.
- Getting correct gauge can be tricky until you learn how to adjust your tension. Choose projects where the gauge isn't vital, such as scarves and blankets.

Group work ACTIVITY:

Use the internet and get examples of items that were finger knitted



FORMAL ASSESSMENT Consumer Studies Gr. 9 – Option: Crocheting																							
Practical Skills Test 1 Hook sizes																							
Term 1		TOTAL 20																					
Surname, Name:		Gr. 9 _____																					
<p>1. Match the yarn given in COLUMN A to the product displayed in COLUMN B and in COLUMN C indicate the hook sizes that you think will be suitable for the item (Take note yarn type hook sizes may be used more than once) (12)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; text-align: center; padding: 5px;">PRODUCTS</th> <th style="width: 33%; text-align: center; padding: 5px;">YARN</th> <th style="width: 33%; text-align: center; padding: 5px;">Suggest a hook size</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.1</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Lace Scarf</div> </div> </td> <td style="padding: 10px; vertical-align: top; text-align: center;"> <p>A</p>  </td> <td style="padding: 10px; vertical-align: top;"> <p>(i) 4,5 mm to 10 mm</p> </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.2</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Wool basket</div> </div> </td> <td style="padding: 10px; vertical-align: top; text-align: center;"> <p>B</p>  </td> <td style="padding: 10px; vertical-align: top;"> <p>(ii) 0,5 mm to 5.5 mm</p> </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.3</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Big Bulky jersey</div> </div> </td> <td style="padding: 10px; vertical-align: top; text-align: center;"> <p>C</p>  </td> <td style="padding: 10px; vertical-align: top;"> <p>(iii) 4,5 mm to 5,5 mm</p> </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.4</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Angel Ornament</div> </div> </td> <td style="padding: 10px; vertical-align: top;"></td> <td style="padding: 10px; vertical-align: top;"> <p>(iv) 1 mm to 2,25 mm</p> </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.5</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Winter Scarf</div> </div> </td> <td style="padding: 10px; vertical-align: top;"></td> <td style="padding: 10px; vertical-align: top;"> <p>v) 12 mm to 15 mm</p> </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>1.6</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Bathroom Rug</div> </div> </td> <td style="padding: 10px; vertical-align: top;"></td> <td style="padding: 10px; vertical-align: top;"> <p>vi) 2 mm to 15 mm</p> </td> </tr> </tbody> </table>			PRODUCTS	YARN	Suggest a hook size	<p>1.1</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Lace Scarf</div> </div>	<p>A</p> 	<p>(i) 4,5 mm to 10 mm</p>	<p>1.2</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Wool basket</div> </div>	<p>B</p> 	<p>(ii) 0,5 mm to 5.5 mm</p>	<p>1.3</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Big Bulky jersey</div> </div>	<p>C</p> 	<p>(iii) 4,5 mm to 5,5 mm</p>	<p>1.4</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Angel Ornament</div> </div>		<p>(iv) 1 mm to 2,25 mm</p>	<p>1.5</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Winter Scarf</div> </div>		<p>v) 12 mm to 15 mm</p>	<p>1.6</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Bathroom Rug</div> </div>		<p>vi) 2 mm to 15 mm</p>
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<p>2. Use the yarn provided and finger crochet at least 20 rows, but you can make it as long as you want. Create a small article from your piece of finger Crocheting. (8)</p>																							
		TOTAL 20																					

Marking rubric of finger Crocheting and article made.

CRITERIA	1	2
Finger Crocheting	Do not look comfortable with the technique, struggle to get it done	Comfortable and competent with the technique
Article	Choice of product not suitable or could be better	Excellent choice of product, extremely suitable
	Very little creativity in the design of an article	Extremely creative in the design of an article
	Appearance of final article not good. Will not be able to sell the article	Excellent appearance of the final product Article will definitely sell

Practical Skills Test 1 Term 1 MARKING GUIDELINE

- 1.1 B ✓ (iv) ✓
 1.2 C ✓ (v) ✓
 1.3 A ✓ (iii) ✓
 1.4 B ✓ (iv) ✓
 1.5 A ✓ (iii) ✓
 1.5 C ✓ (v) ✓

2. Marking rubric of finger Crocheting, and article made.

CRITERIA	1	2
Finger Crocheting	Do not look comfortable with the technique, struggle to get it done	Comfortable and competent with the technique
Article	Choice of product not suitable or could be better	Excellent choice of product, extremely suitable
	Very little creativity in the design of an article	Extremely creative in the design of an article
	Appearance of final article not good. Will not be able to sell the article	Excellent appearance of the final product Article will definitely sell

(13)

TERM 2

1.1 MARK ALLOCATION

Learners work individually for practical lessons and practical test.

The marks for the Practical Work are indicated below.

Practical Lesson 4:	20
Practical Lesson 5:	20
Practical Lesson 6:	20
Total	60
Practical Skills Test 2: (used for term 4)	20

The Informal Activities is done to inculcate the skills that will be assessed in the Practical Lessons, which contributes to SBA marks for Term 2. Exemplary assessment tools for the practical lessons are included. The Skills Test forms part of the PAT mark of term 4

TO THE TEACHER	
Technique of crocheting	
Setup:	Recap terminology Demonstrate the technique of crocheting – different stitches
Informal Activities:	Teacher: Recap terminology, teach different stitches, Single https://www.youtube.com/watch?v=peL5OP2fG78 half double https://www.youtube.com/watch?v=ajlZThzJ36Q double crochet https://www.youtube.com/watch?v=IPYCjwasbE8 slip stitch https://www.youtube.com/watch?v=C4qF405MLfs Join sides with single crochet https://www.youtube.com/watch?time_continue=75&v=5akpnDzVH3o&feature=emb_logo Keeping edges straight https://www.youtube.com/watch?v=EWxM8bA_yY4 Learners: Activity terminology Practice stitches sc, hdc, dc, sl and practice keeping edges straight
Formal Activities:	Practical lesson 4: Single crochet Practical lesson 5: Half double crochet Practical lesson 6: Double crochet and slip stitch SKILLS TEST 2: Apply the practical skills above

3. Basic and advantaged terminology

Knitting and crochet terminology

KNITTING		CROCHETING		GENERAL	
k	knit	ch	Chain stitch	beg	Begin/beginning
p	purl	ch-sp	Chain space	St(s)	Stitch(es)
gar st	Garter stitch	sc	Single crochet	sl	slip
stst	Stocking stitch	hdc	Half double crochet	Rep/ *	repeat
kfb	knit 1 into front and back of a stitch; single knit increase	dc	Double crochet	RS	Right side
k2tog	knit 2 stitches together; single right-leaning decrease	CL	cluster	WS	Wrong side
M1 or M1K	make one stitch knitwise; single knit increase	dc2tog	double crochet 2 stitches together	alt	alternative
p2tog	purl 2 stitches together; single decrease	sc2tog	single crochet 2 stitches together	tog	together
yon	yarn over needle	rnd	round	Inc	Increase
yo	yarn over	sl st	slip stitch	dec	decrease
				b.o.	Bind of
				CC	Contrasting colour
				MC	main colour

ACTIVITY

Cut out to make cards, use for playing games like Snap; Bingo; Mix and match

alt	alternate
------------	-----------

RS	right side
WS	Wrong side
beg	begin(ning)
tog	together

cont	continue
st(s)	stitches
ch	chain
sc	Single crochet

sl	slip
patt(s)	pattern(s)
rep / *	repeat
hdc	Half double crochet

dc	Double crochet stitch
inc	Increase
dec	Decrease

CROCHET STITCHES

Chain Stitch: It's used to start a project, add spaces within a project, and can help you move from row to row as you work.

Tip: When counting chain stitches (or any other crochet stitch), never count the loop attached to the hook or the knot at the end of the chain.

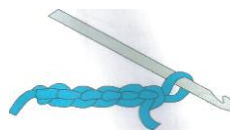
Foundation Chain: A foundation chain is the starting row of stitches in a crochet project, and all other rows are built on top of it. Almost all crochet projects start with this row of chain stitches, and the stitches will be worked made into the foundation chain.

COUNTING CHAIN STITCHES

Front of chain stitch



Back of stitch



Turning Chain:

Remember in beginning of rows chain stitches is used for the first stitch

Single crochet = 1 ch

Half double crochet = 2 ch

Double crochet = 3 ch

Single Crochet: Single crochet is the most basic crochet stitch and will start adding height to your work.

Double Crochet: Double crochet is similar to single crochet, but it's twice as tall. Double crochet stitches are made just like single crochet stitches, but you wrap the yarn around the hook once before starting each stitch. When worked in a row, double crochet stitches will also look like a neat row of stacked Vs.



Half Double Crochet: Half Double crochet is taller than single crochet, but it's shorter than Double crochet stitches

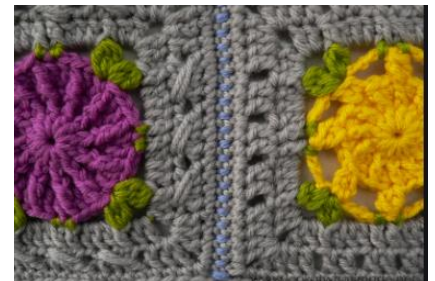
Slip Stitch: Slip stitch is a crochet stitch that doesn't add height to your project. It's perfect for making a neat edge around your finished work and for moving your crochet hook to a new place in a row. When worked in a row, slip stitches resemble a flat braided line across the front of your project.

Finishing Off Your Work: When you reach the end of your last row on a crochet project, you'll finish off your work. Basically, this is just a neat, attractive method for knotting off your yarn.

Weaving in the Ends: Once you've finished off your project, hide any yarn ends that are sticking out of your work by using a yarn needle to weave them into your stitches.

Join different seams with single crochet stitches

Put 2 sides that must be joined together and single crochet through the stitches of both sides. If it is on the right side, it forms a decorative edge, on the wrong side it is invisible, so according to required look you can decide if it must be done in Right sides or Wrong sides



KEEPING EDGES STRAIGHT

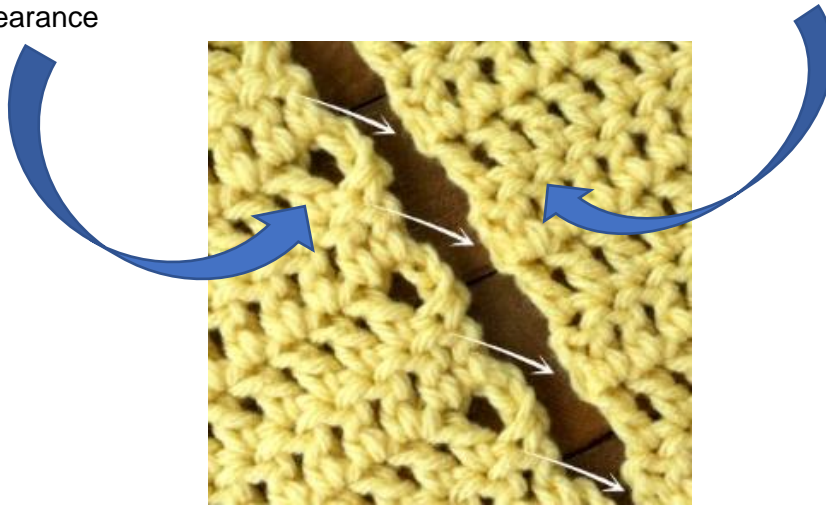
1. **One method to ensure straight sides in crochet keeps stitch count**
Best way to keeping **straight edges in crochet** is to count your stitches.
2. **DO NOT COUNT THE TURNING CHAIN**
Although most patterns indicate that the first chains must be counted as the first stitch, it is better to **NOT COUNT IT** as it gives a more uniform and appearance. In short, by **NOT** counting the chain as a stitch the crocheted edges are straighter.

So, when making the first stitch of each new row go into the very **first** stitch since the chain is not counted.

If chains are counted as the first stitch it gives a "holey" appearance

VS

If chain is not counted as first stitch it gives a more solid, straight edge



HOW MANY CHAINS TO START A NEW ROW IN CROCHET FOR STRAIGHT EDGE METHOD?

Remember the chains to start a new row with depends on the **height** of the stitch in the next row.

If the turning chains are not counting as a stitch, you will:

Chain 1 to start a single crochet row

Chain 1 to start a half double crochet row

Chain 2 to start a double crochet row

Chain 3 to start a treble crochet row *and so on...*

ACTIVITY

Practice single crochet

Make 10 chain stitches, in 2nd chain from hook make first sc

Turning chain 1, sc in all stitches to end,

Rep above rows 5 times

ACTIVITY

Practice half double crochet

Make 10 chain stitches, in 3rd chain from hook make first hdc

Turning chain 1, hdc in all stitches to end,

Rep above rows 5 times

For the last row: turn, chain 2 then make 3 hdc in every second hdc of the previous row to end,

ACTIVITY

Practice slip stitch

Take the samples you made and in another colour slip stitch around it

ACTIVITY

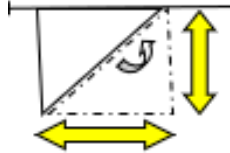

Practice double crochet

Make 10 chain stitches, in 4th chain from hook make first dc

Turning chain 2, dc in all stitches to end,

Rep above rows 5 times

For the last row: turn, slip stitch in every stitch to end of row

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting				
Practical lesson 4 – Single crochet				TOTAL 20
Term 2				TOTAL 20
Surname, Name:			Gr. 9 _____	
<p>Crochet a square that can be used as a face/dish cloth, it needs to be perfectly square</p> <p>To determine when it is perfectly square use ruler to measure bottom and side</p> <p>Be creative when creating it, decorate it any way you want to, for example sew on your name, sew on a button, etc. just be creative. Remember you are an entrepreneur, so your final product will be evaluated on the probability it has to be sold, therefore make sure it is neat and that all the loose ends are weaved in.</p>				
			<p>WASH/DISHCLOTH (with chain loop at last corner)</p> <p>Chain 20 stitches</p> <p>In 2nd chain from hook make your first sc, sc to end of row, turn</p> <p>Ch 1, sc in each stitch to end</p> <p>Continue with last row until you have a perfect square</p> <p>To make a loop at the last corner, ch 15 before fastening off</p>	
<p>The following rubric will be used to evaluate the item,</p>				
	1	2	3	4
Instructions	Did not follow instructions, no perfect square	Did not follow instructions, nearly square	Followed instructions, not perfect square	Followed instructions, perfectly square
Perfect square				
Tension, Foundation row,	Tension very poor Foundation row too tight	Tension poor, Foundation row too tight	Average Tension Foundation row correct	Excellent Tension Foundation row correct
Ends weaved in	Ends not weaved in	Ends weaved in	Ends not weaved in	Ends weaved in,
Decoration Creativity Innovativeness	Unacceptable. No attempt to add creativity	Poor. Little attempt to add creativity	Average. Some attempts to add creativity	Excellent, Good attempts to add creativity
Appearance Neatness Loop	Unacceptable, appearance, item not neat and Clean Sides nowhere straight No loop made	Poor appearance item neat but not clean Sides at several places not straight Loop attempted but not finished	Average appearance item not neat but clean Sides at some places not straight Loop made but not neat	Excellent. appearance, item neat and clean Sides straight everywhere Loop excellent
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it
TOTAL 20				

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**Practical lesson 5 – Half double crochet****Term 2****TOTAL 20****Surname, Name:****Gr. 9** ____

Crochet a rectangle in hdc that can be sewn together to form a cell phone cover
Be creative when creating it, decorate it any way you want to, for example sew on your name, make a loop and sew on a button, etc. just be creative. Remember you are an entrepreneurs, so your final product will be evaluated on the probability it must be sold, therefore make sure it is neat and that all the loose ends are weaved in.

**CELL PHONE COVER**

Chain 20 stitches (measure against width of your cell phone, add more or make less ch st if needed)

In 3rd chain from hook make your first hdc, hdc to end of row, turn

Ch 1, hdc in each stitch to end

Continue with last row until you have a rectangular that when folded in half can fit around cell phone

Fold in half and join sides by working sc through the stitches of both sides, fastening off

The following rubric will be used to evaluate the item

Workmanship	1	2	3	4
Tension,	Unacceptable, Tension	Tension poor,	Average Tension	Excellent Tension
Foundation row,	Foundation row too tight	Foundation row too tight	Foundation row correct	Foundation row correct
Joining of sides	Sides not joined/partially joined	Poor joining at sides, could be much better	Good joining at sides, but could be better	Excellent joining at sides
Ends weaved in	Ends not weaved in	Ends weaved in correctly	Ends weaved in but not correct	Ends weaved in correctly
Creativity	Unacceptable, No attempt to add creativity	Poor, Little attempt to add creativity	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity
Innovativeness				
Decoration				
Appearance	Unacceptable, appearance, item not neat and clean	Poor appearance item neat but not clean	Average appearance item not neat but clean	Excellent, appearance, item neat and clean
Neatness				
Sides	Sides nowhere straight	Sides at several places not straight	Sides at some places not straight	Sides straight everywhere
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**Practical lesson 6 – Pattern reading, double crochet and slip stitch****Term 2****TOTAL 20****Surname, Name:****Gr. 9** _____

Crochet a rectangle in dc that can be sewn together to form a tissue holder.

Be creative when creating it, decorate it any way you want to, for example sew on your name, make a loop and sew on a button, etc. just be creative. Remember you are an entrepreneur, so, your final product will be evaluated on the probability it has to be sold, therefore, make sure, it is neat and that all the loose ends are weaved in.

**TISSUE HOLDER**

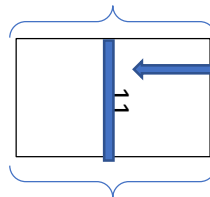
Chain 15 stitches

In 4th chain from hook make your first dc, dc to end of row, turn

Ch 2, dc in each stitch to end

Continue with last row until you have a rectangular of 20 cm.

Fold shaded parts inward indicated



Opening in middle

Join edges

Join folded sides with slip or sc stitches on both sides, fastening off

The following rubric will be used to evaluate the item

Workmanship	1	2	3	4
Tension	Unacceptable, Tension	Tension poor,	Average Tension	Excellent Tension
Foundation row,	Foundation row too tight	Foundation row too tight	Foundation row correct	Foundation row correct
Joining of sides	Sides not joined/partially joined	Poor joining at sides, could be much better	Good joining at sides, but could be better	Excellent joining at sides
Ends weaved in	Ends not weaved in	Ends weaved in correctly	Ends weaved in but not correct	Ends weaved in correctly
Creativity	Unacceptable. No attempt to add creativity	Poor. Little attempt to add creativity	Average. Some attempts to add creativity	Excellent. Good attempts to add creativity
Innovativeness				
Decoration				
Appearance	Unacceptable, appearance, item not neat and clean	Poor appearance item neat but not clean	Average appearance item not neat but clean	Excellent, appearance, item neat and clean
Neatness	Sides nowhere straight	Sides at several places not straight	Sides at some places not straight	Sides straight everywhere
Sides				
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**PRACTICAL SKILLS TEST 2 – Pattern creation with sc, hdc and sl stitches****Term 2****TOTAL 20****Surname, Name:****Gr. 9** _____

Crochet a rectangle where you try to incorporate all the crochet stitches, alternate your stitches in different rows to form a unique pattern to be used as cover for a tin /bottle. The sides can be joined by slip / sc stitch.



Be creative when creating it, decorate it any way you want to, for example use different colours, sew on a button, at top make 3 hdc every second stitch to give wavy edge, etc. just be creative. Remember you are an entrepreneur, so your final product will be evaluated on the probability it must be sold, therefore make sure it is neat and that all the loose ends are weaved in.

The following rubric will be used to evaluate the item

Workmanship	1	2	3	4
Instructions	Did not follow instructions	Followed instructions,	Followed instructions	Followed instructions
Colours	Only 1 colour used	Used 2 colour used, colours don't look good together	Used 2 colours, colours good together	More than 2 colour used, colours look good together
Tension Joining of sides	Unacceptable, Tension Sides not joined/ partially joined	Tension poor, Poor joining at sides, could be much better	Average Tension Good joining at sides, but could be better	Excellent Tension Excellent joining at sides
Creativity Innovativeness Decoration	Unacceptable. No attempt to add creativity	Poor, Little attempt to add creativity	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity
Appearance Neatness	Unacceptable, appearance, item not neat and clean	Poor appearance item neat but not clean	Average appearance item not neat but clean	Excellent, appearance, item neat and clean
Ends weaved in	Ends not weaved in	Ends weaved in correctly	Ends weaved in but not correct	Ends weaved in correctly
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

TERM 3

1.1 MARK ALLOCATION

Learners work individually for Practical lessons and Skills tests.

The marks for the Practical Work are indicated below.

Practical Lesson 7:	20
Practical Lesson 8:	20
Practical Lesson 9:	20
Total	60
Practical Skills Test 3: (used for term 4)	20

The Informal Activities is done to inculcate the skills that will be assessed in the Practical Lessons, which contributes to SBA marks for Term 3. Exemplary assessment tools for the practical lessons are included. The Skills Test forms part of the PAT mark of term 4

TO THE TEACHER

Crocheting skills, recap previous skills add skipping stitches

Setup:	Recap previous skills add stocking stitch and counting rows
Informal Activities:	Teacher: Revise stitches done up to know Filet crochet https://www.youtube.com/watch?v=nq6ZzQb41fg Teach scallops Learners: Practice filet crochet and scallops.
Formal Activities:	Practical lesson 7: Filet crochet and edges/scallops

Filet crochet

Filet crochet is a type of crocheted fabric. This type of crocheted lace is grid like because it uses only two crochet stitches: the chain stitch and the double crochet stitch. Old filet patterns used a treble or triple stitch vertically but chained two between the vertical stitches.

It is an easy technique that can have stunning patterns. Filet crochet are made up of open and solid meshes. The mesh is made using double crochet stitches (The solid blocks) separated by spaces (the open blocks). Patterns can be created by filet crochet.

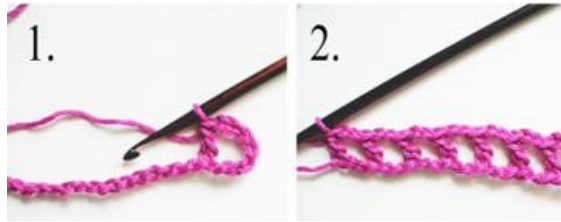


ACTIVITY

Practice filet crochet

Chain 17

Row 1: DC in the 8th chain from your hook, *Ch 2, skip 2 chains, DC in next chain; repeat from * to end. Turn. (4 empty squares made up of 5 DC and 4 ch-2 spaces)



Row 2: Ch 5, skip first DC and ch-2 gap, *DC in next DC, Ch 2; repeat from * to end, DC in third chain of previous row's turning chain.

Repeat Row 1 until you have the number of rows you desire



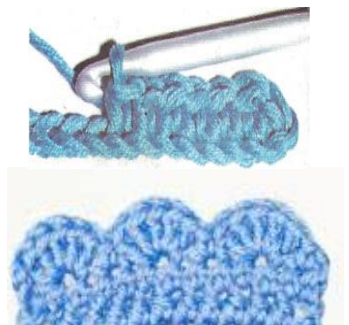
Small Shell Edging

Use filet sample and DC in all the stitches making 2 DC in each ch2-gap, turn

ch1, make 1sc into first st, * skip 2 sts, 5hdc into next stitch, skip 2 sts, 1sc into next stitch **

Repeat from * to ** till end of row

End off and weave in loose ends



If you have to crochet around a square you need to make 7-8 hdc at the corner ch-2 space, instead of the 5 hdc that is used on the straight ends, it helps to form a better corner.

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**Practical lesson 7 – Filet crochet and edge/ scallops****Term 2****TOTAL 20****Surname, Name:****Gr. 9** ____

Crochet a square with filet crochet and add an edge all around. It must look something like this on the sides



Remember you are an entrepreneur, so your final product will be evaluated on the probability it has to be sold, therefore make sure it is neat and that all the loose ends are weaved in.

Use the following pattern

Chain 26

Row 1: DC in the 8th chain from your hook, *Ch 2, skip 2 chains, DC in next chain; repeat from * to end. Turn. (7 empty squares made up of 8 DC and 7 ch-2 spaces)

Row 2: Ch 5, skip first DC and ch-2 gap, *DC in next DC, Ch 2; repeat from * to end, DC in third chain of previous row's turning chain.
Repeat Row 1 until you have the number of rows you desire

Small Shell Edging

1st edge row: Ch 3, make 2 DC in each ch2-gap and DC st, at corners make 3 DC in the same stitch to form a round corner, slip stitch into 3rd chain where you started

2nd edge row: ch1, make 1sc into first st, * skip 2 sts, 3hdc into next stitch, skip 2 sts, 1sc into next stitch **

Repeat from * to ** till end of row. End off and weave in loose ends

The following rubric will be used to evaluate the item

	1	2	3	4
Instructions Pattern followed	Did not follow instructions, Filet pattern not correct, dc row and edge not correct	Followed instructions, Filet pattern not correct, dc row or edge not correct completed	Followed instructions, Filet pattern not correct, dc row and edge correct	Followed instructions, Filet pattern correct, dc row and edge correct
Workmanship Tension Stitches even and correct	Tension Unacceptable, None of the stitches correctly executed many mistakes	Tension poor, Some of the stitches executed correctly several mistakes	Average Tension Most stitches executed correctly few mistakes	Excellent Tension All stitches executed excellently no mistakes
Creativity Innovativeness Decoration	Unacceptable. No attempt to add creativity	Poor, Little attempt to add creativity	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity
Appearance Neatness Ends weaved in	Unacceptable, appearance, item not neat and clean Ends not weaved in	Poor appearance item neat but not clean Ends weaved in correctly	Average appearance item not neat but clean Ends weaved in but not correct	Excellent, appearance, item neat and clean Ends weaved in correctly
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

Crocheting skills, recap previous skills add skipping stitches	
Setup:	Recap previous skills add stocking stitch and counting rows
Informal Activities:	Teacher: Revise stitches done up to know Flowers Teach scallops Learners: Practice flowers.
Formal Activities:	Practical lesson 8: Flowers Practical lesson 9: Invention of patterns and job opportunities PRACTICAL SKILLS TEST 3: Practice all skills

Making different flowers

ACTIVITY

Flower 1

Start with chain 35 (NOTE more chains will make flower bigger)
Make first double crochet stitch in third chain from the hook.
Make a double crochet in every of the following chains till end of row.
Turn.

Single crochet in next space. Make 5 Double crochet stitches in next space. Single crochet in next space. Double crochet 5 in next space.
Repeat until the end of row.

Finish off but leave a yarn tail long after rolled, enough to sew the flower together. Weave in the short yarn tail on the other end of the work.



FLOWER 2



Directions:

Ch 2.

Round 1: 5 sc into the first ch. Sl st into the first sc.

Round 2: ch 4, 3 tc, ch 4, sl st* in the first stitch. *sl st, ch 4, 3 tc, ch 4, sl st* in each of the remaining stitches (5 petals formed).
Fasten off and weave ends.



FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting	
Practical lesson 8 – Pattern reading, hdc, dc and edge	
Term 2	TOTAL 20
Surname, Name:	Gr. 9 ____
<p>Crochet a flower by using all the stitches that you learner so far all together to form a unique flower</p> <p>Be creative when creating it, for example sew a button in the middle after rolling it, etc. just be creative. Remember you are an entrepreneur, so your final product will be evaluated on the probability it has to be sold, therefore make sure it is neat and that all the loose ends are weaved in.</p>  <p>FLOWER</p> <p>Chain 30 stitches</p> <p>Row 1: hdc in the 3rd chain from hook, *skip one chain, hdc in next chain*, rep from * to * till end of row, turn</p> <p>Row 2: Ch 5 (count as 1 stitch + 2 chains), *dc in first hdc of previous row, ch 2,* rep from * to * till end of row, turn</p> <p>Row 3: Ch 3, dc 4 in first space, * in next 2-ch space, sc 1, dc 4 in same space*, rep from * to * till end of row, fasten of</p>  <p>The following rubric will be used to evaluate the item,</p>	

	1	2	3	4
Instructions Pattern followed	Did not follow instructions, rows not as pattern	Followed instructions, rows not correct according to pattern,	Followed instructions, rows correct according to pattern, but some mistakes in stitches	Followed instructions, rows and stitches correct according to pattern, no mistakes
Workmanship Joining of sides	Sides not joined/partially joined	Poor joining at sides, could be much better	Good joining at sides, but could be better	Excellent joining at sides
Ends weaved in	Ends not weaved in	Ends weaved in correctly	Ends weaved in but not correct	Ends weaved in correctly
Creativity Innovativeness Decoration	Unacceptable, no attempt to add creativity	Poor, Little attempt to add creativity	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity
Appearance Neatness Joining bottom	Unacceptable, appearance, Not joined neatly at bottom	Poor appearance Not joined neatly at bottom	Average appearance, item neatly joined at bottom	Excellent, appearance, item neatly joined at bottom
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it
TOTAL 20				

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**Practical lesson 9 – Be an inventor of patterns and create job opportunities****Term 2****TOTAL 20****Surname, Name:****Gr. 9** ____


You want to make a bracelet for selling purposes, it must consist of 7 rows.


1. Plan your “pattern” design on paper. In the drawing you do not need to indicate the correct number of stitches for the whole bracelet, you only have to show the pattern you plan to use in the 7 rows. Therefore use 5-8 stitches for the bottom row and plan your design of the seven rows accordingly. Draw a diagram to indicate how ALL YOUR rows using the following symbols. (4)

SEE EXAMPLE PROVIDED

Use the following symbols do draw your pattern:
















sc = 

hdc = 

dc = 

slip stitch = 

Example of pattern drawing

oo oo oo oo oo slip stitches
     sc row
     hdc row
     hdc row
1 2 3 4 5 Bottom row

2. Write the pattern in full using the correct nr of stitches of final product (4)
3. Describe how you will decorate the item to make it better than that of your competition (2)
4. Give an estimated price that you will sell the product for (1)
5. Name entrepreneurial possibilities that exist in the field of knitting and crocheting other than physically making or producing the item. (4)

The following rubric will be used to evaluate the item,

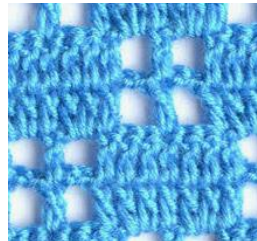
	1	2	3	4
Instructions	Did not follow instructions	Followed instructions, Nr of rows and stitches given or not correct	Followed instructions Nr of rows or stitches given/ not correct	Followed instructions Correct nr of rows and stitches given
Size Pattern	No pattern diagram	Pattern diagram unclear and confusing and not labelled	Pattern diagram confusing but labelled	Pattern diagram labelled, clear and easy to understand
Writing of pattern in correct format	Unacceptable, All rows not on diagram All abbreviations not correct	Tension poor, All 7 rows not correct according to diagram Some abbreviations not correct	Average All 7 rows not correct according to diagram All abbreviations correct	Excellent All 7 rows correct according to diagram Correct abbreviations
Creativity Innovativeness Decoration	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity		
Estimated price	Well estimated			
Job opportunities	Unacceptable, named none or only 1	Poor, named 2	Average, named 3	Excellent, named more than 5
1. Developing patterns 2. Test patterns 3. Market final products 4. Advertise final products 5. Sell final products 6. Be representative 7. Introducing people to product Any other suitable EXCEPT making article				

TOTAL 20

FORMAL ASSESSMENT Consumer Studies Gr.9 – Option: Crocheting**SKILLS TEST 3 – Practice all skills****Term 3****TOTAL 20****Surname, Name:****Gr. 9** ____

Crochet a coffee cup cosy/ bottle / tin cover using any stitches you have learned so far. You can make any design you want, using the skills and techniques that you practiced. Use at least 20 chains as the width and 7 rows as the height for your design, join the seams at back with slip or single crochet stitches

Pattern examples to help the creative juices flowing



Be creative when creating it, for example decorative it innovatively. Remember you are an entrepreneur, so your final product will be evaluated on the probability it has to be sold, therefore make sure it is neat and that all the loose ends are weaved in.

Plan your “pattern” on paper and submit with project. It is not needed to indicate the correct number of stitches, just use 5 stitches at bottom and draw a diagram to indicate how ALL YOUR rows will look.

SEE EXAMPLE PROVIDED

Use the following symbols to draw your pattern:

sc = |

hdc = ■

dc = ▲

slip stitch = O

Example of pattern drawing

oo oo oo oo oo slip stitches

|| || || || || sc row

■ ■ ■ ■ ■ hdc row

■ ■ ■ ■ ■ hdc row

1 2 3 4 5 Bottom row

The following rubric will be used to evaluate the item,

	1	2	3	4
Instructions	Did not follow instructions	Followed instructions,	Followed instructions	Followed instructions
Colours	Only 1 colour used	Only one colour used	More than 1 colour used, colours don't look good together	More than 1 colour used, colours look good together
Pattern diagram	No pattern diagram	Pattern diagram unclear and confusing and not labelled	Pattern diagram confusing but labelled	Pattern diagram labelled, clear and easy to understand
Workmanship	Unacceptable, Tension	Tension poor,	Average Tension	Excellent Tension
Tension Joining of sides	Sides not joined/partially joined	Poor joining at sides, could be much better	Good joining at sides, but could be better	Excellent joining at sides
Creativity	Unacceptable, No attempt to add creativity	Poor, Little attempt to add creativity	Average, Some attempts to add creativity	Excellent, Good attempts to add creativity
Innovativeness				
Decoration				
Appearance	Unacceptable, appearance, item not neat and clean	Poor appearance item neat but not clean	Average appearance item not neat but clean	Excellent, appearance, item neat and clean
Neatness	Ends not weaved in	Ends weaved in correctly	Ends weaved in but not correct	Ends weaved in correctly
Ends weaved in				
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

TERM 4

1.1 MARK ALLOCATION

Learners work individually for Practical lessons and Skills tests.

The marks for the **PRACTICAL BASED LEARNING** are indicated below.

Practicals term 1-3	(3 x 60) =180 marks	40%
Practical test	20 marks	20%
Theory	20 marks	20%
Total	100 marks	Term mark

The Practical Skills test of term 1 – 3 count for 40% of this terms Skill test mark and the other 20% will be done by Practical Based Learning, this will form the PAT mark of term 4

PROJECT BASED LEARNING

People was so impressed with the products you made for the skills tests in the various terms, that you decided to make some to sell. The problem is you can't make everything and need to decide one or two to focus on.

To help you decide on items and to ensure that people become aware of the product use the following steps to help you with your marketing strategy:

1. Design a questionnaire to circulate amongst the people, in order to determine which three products you must focus on. [3]
2. Use the information gathered from the questionnaire and present it visually. Give the information in
 - a) table format showing the THREE products researched (2)
 - b) draw a simple bar graph to show the popularity of the different products. (2) [4]
3. After analysing the data, indicate ONE item you will make. It is important that you create specifications to ensure a quality product.
Write down the following to help you:
 - a) Make a labelled diagram/sketch of the product you chose to make. Add all specifications. (2)
 - b) Write down all the ways you can use to decorate the product in order to make it more attractive for the target market (2) [4]
4. Briefly explain factors you need to consider when choosing packaging material for your product [3]
5. The material cost of six bracelets is R 27,40.
 - 5.1 Calculate the following (show all calculations).
Determine the cost of one bracelet's material cost (1)
 - 5.2 Round off the above amount to the nearest rand. (1)
 - 5.3 You sell each bracelet for R9,50, calculate how much money you will get if you sell 12 bracelets each day from Monday to Friday, for 2 weeks (4) [6]

TOTAL 20

PROJECT BASE LEARNING MARKING GUIDELINE

1. Questionnaire must be questions/tick list ✓
 Must be easy to understand ✓
 Must not be long or require a lot of reading ✓
 short and to the point ✓
 Maybe have place for suggestions/recommendations ✓
 Any suitable answer ✓

[Any 3]

2. Presenting information

2.1 Table

- Information written in table
- Correctly populated with results gathered in questionnaire
-

(2)

	Product A	Product B	Product C
Nr of people interested ✓			

✓

OR

✓	Nr of people interested
Product A	
Product B	
Product C	

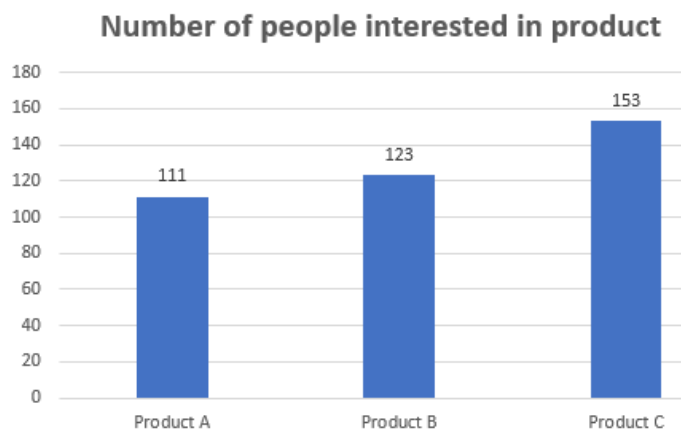
✓

2.2 Graph

- Bar graph given ✓
- Axis named & numbered / divided from 0 – own highest number ✓
- Graph accurately reflect information in table ✓

(2)

EXAMPLE



[4]

3. a) Clear sketch that is labelled ✓

clear specification given in labels ✓

(2)

b) Name all the items that can used to decorate your product like flowers, etc. gives marks for:

* Named more than 3 ways ✓

* all items named are suitable ✓

(2)

[4]

4. Factors to keep in mind when choosing packaging material for your product:

- durability ✓,
- suitability for product ✓,
- easy to handle ✓
- eco-friendly ✓
- protective ✓
- any suitable answers ✓

[Any 3]

5.1 Products = 6

$$R27,40 \div 6 = 4,56667$$

$$= R 4,57 \checkmark$$

(1)

5.2 R 5,00 ✓

(1)

5.3 R 9.50 x 12 ✓ = R 114 per day ✓

$$R 114 \times 10 \text{ days } \checkmark = R 1140,00 \checkmark$$

(4)

[6]

TOTAL 20