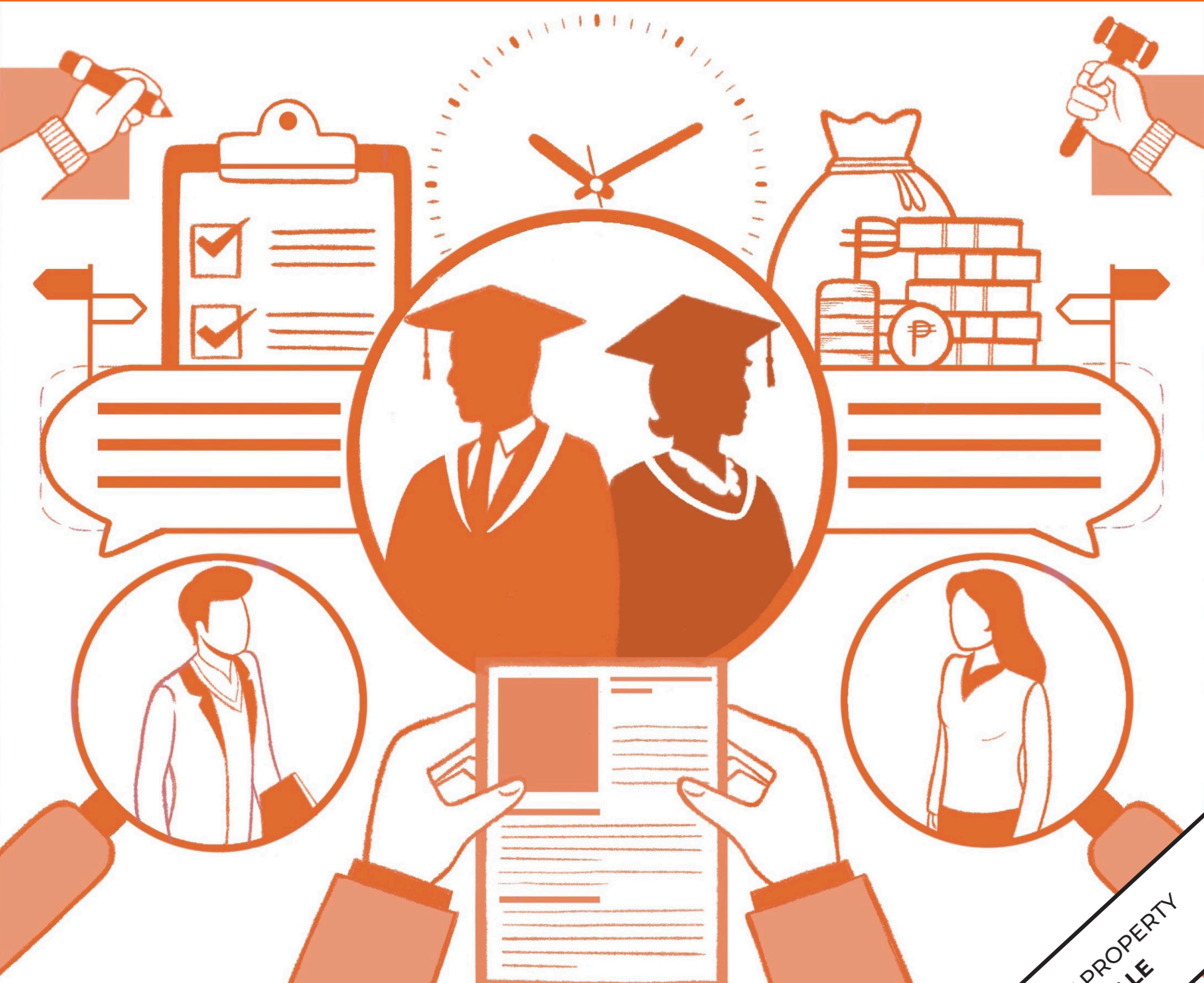


LEARNING STRAND 4 LIFE AND CAREER SKILLS

SESSION GUIDES FOR MODULE 4: BUSINESS DEVELOPMENT

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: LIFE AND CAREER SKILLS
SESSION GUIDES FOR MODULE 4 (BUSINESS DEVELOPMENT)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 4: Life and Career Skills
Session Guides for Module 4 (Business Development)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the Session Guides of this Module entitled Business Development under Learning Strand 4 Life and Career Skills of the ALS K to 12 Basic Education Curriculum (BEC).

This module was collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

BUSINESS DEVELOPMENT **Session Guide No. 1**

I. Objectives

1. Generate business ideas from the following:
 - one's PECs and career interests;
 - product innovation from trends and emerging needs,
 - other methods (e.g. benchmarking, SWOT analysis, serendipity walk).

(LS4LC-AE-PSB-AE/JHS-6)
2. Identify what is of value to the customer.
(LS4LC-AE-PSB-AE/JHS-9)

II. Subject

- A. **Lesson 1:** Starting Out a Business
- B. **Materials:** Business Development Module, bond paper

III. Procedures

A. Introductory Activity

- Before beginning the session, ask the learners what challenges they think they may have as they start a business. Listen to the responses, then ask the learners to read *Let's Get To Know* on page 1 of the module.
- *Ask:* What would you do if you experienced Vanjie's dilemma?
- Guide the learners in accomplishing *Trying This Out* activity on page 4 of the learning module
- Allow the learners to share their answers.
- *Ask:* Based on your self-analysis, what possible business venture would you start which suits your qualities or characteristics?

B. Activity

Note to the teacher: Prior to the discussion of the lesson, give as an assignment the reading of *Understanding What You Did* in the learners' module. Ask them to take down important concepts that they may encounter as they read.

1. If there is a business owner/entrepreneur among the learners, ask how he/she was able to come up with his/her business; after the sharing, discuss the principles under *How to Start Your Business* on pages 5–6 of the module. If there is no entrepreneur among the learners, ask them what their concerns are in putting up a business. Then discuss the principles under *How to Start Your Business*. Explain that these principles could help them generate business ideas.
2. Help the learners understand the principle under *Starting Out Your Business* on pages 7–8 of the module. Let them perform the exercise on page 8 of the learning module.
3. Help the learners understand the principle under *How to Stay in the Business* on pages 9–10 of the module.
 - In their notebook or answer sheet, ask the learners to write their value proposition which refers to what they can give to or do more for their customer which the latter cannot find from their competitors without sacrificing profit.
 - Show an example of SWOT Analysis and let the learners fill out a SWOT Analysis (note: some samples are available online).
4. Help the learners understand the concept under *My Personal, Family, and Business Needs* on page 10 of the module.
5. Let the learners discuss their ideas in response to the questions on page 11 of the learning module.

C. Analysis

1. How could the following help you generate business ideas?
 - a. qualities or your personal entrepreneurial competencies and career interests
 - b. emerging needs or things that are of value to customers
 - c. SWOT analysis
2. Why is it important to separate your personal and family's needs from your business needs?
3. What do you understand from the principle *paying yourself first* and how can it help in running your business?
4. Why is there a need to *secure the hen that lays golden egg*?

D. Abstraction/Generalization

1. *Ask the learners:* What important concept/s about starting out a business have you learned from this lesson?
2. Instruct the learners to read points 1 and 2 of *Don't Forget* on page 33 of the learning module.

E. Application

Tell the learners to accomplish Activity I and II of *Sharpening Your Skills* on pages 13 and 14 of the learning module. Instruct them to use their notebook or answer sheet.

IV. Evaluation

Ask the learners to write an essay answering the question: *How can environmental scanning or SWOT Analysis could help in your business?*

BUSINESS DEVELOPMENT **Session Guide No. 2**

I. Objectives

1. Identify opportunities and barriers in order to improve productivity in business (LS4LC-PS-PSD-AE/JHS-3).
2. Identify potential customers and ways to maximize customer or client satisfaction (LS4LC-PS-PSD-AE/JHS-4).

II. Subject

A. Lesson 2: Managing Business Effectively

B. Materials: Business Development Module, bond paper

III. Procedures

A. Activity

- a. Guide the learners in accomplishing *Trying This Out* activity on page 17 of the module. Ask the learners to write their answers on a short bond paper.
- b. Process the activity by allowing the learners to present their outputs in front of the class.

B. Analysis

- a. After the presentation, point out to the learners that handling a business is not easy; hence, having a good maintenance and efficient production are necessary.
- b. Ask the learners to read *Opportunities and Barriers in Business* on page 18, and *Understanding Potential Customers* on page 20 of the module. Then, ask the following:
 - How can you make your business become more productive and successful?
 - How can you maximize your efficiency in business?
 - Why is healthy communication needed in business?
 - How does the use of appropriate technology improve productivity in business?

- How do you identify potential customers? What are the factors that you should consider to entice your target customers?
- Why is it necessary to assess the satisfaction level of your customers with your product?

C. Abstraction/Generalization

- a. Ask the learners to read and remember points 1–2 of *Don't Forget* on page 33 of the module.

D. Application

- a. Tell the learners to accomplish Activity I and Activity II of *Sharpening Your Skills* on pages 22 and 23 of the module. Have them do it on a short bond paper.

IV. Evaluation

Ask learners to write an essay answering this question: *Why is it important to know the opportunities and barriers when developing a business?*

BUSINESS DEVELOPMENT **Session Guide No. 3**

I. Objectives

1. Identify, select, and use appropriate technology to improve productivity, efficiency, and quality (LS4LC-PS-PSD-AE/JHS-11).

II. Subject

A. Lesson 3: Impact of Technology on Business

B. Materials: Business Development Module, bond paper

III. Procedures

A. Introductory Activity

Ask the learners to recall and identify the factors that will lead to the effective use of the supplies and materials in business.

B. Activity

- a. Tell the learners to do *Trying This Out* activity on page 26 of the module.
- b. Present the picture on the board and have them answer the given questions. Let them write their answers in their notebooks.

C. Analysis

- a. Process the learners' answers by having an open discussion of their answers to the questions. Point out that the picture presents how businesses can be linked to technology.
- b. Allow the learners to read *Technology and Productivity* on page 27 of the module. Use these questions as points for discussion.
 - What are some ways to help you find a good technology for you and your business?
 - Why is it important to identify what you need first before you will look for the technologies for it?
 - Before availing an application subscription package, what should you consider first?

- What can be done to technologies used in your business that may create inconvenience and confusion?

D. Abstraction/Generalization

- a. Ask the learners to read and remember point 7 of *Don't Forget* on page 33 of the module.

E. Application

- a. Instruct the learners to do Activity I and II of *Sharpening your Skills* on page 30 and 31 of the module. Have them accomplish these tasks on a short bond paper.

IV. Evaluation

Ask learners to write an essay by answering the question: *How can technology boost productivity in your business?*

PRE-ASSESSMENT

PAGE 2

1. Personal Entrepreneurial Competencies
2. Business
3. Customer
4. Efficiency
5. Technology

LESSON 1: STARTING OUT A BUSINESS

TRYING THIS OUT

PAGE 4

(Answers may vary.)

Possible Answers:

Type of Business: Sari-Sari Store

Qualities needed by a business owner to successfully manage the identified business: persistent, committed, hardworking etc.

Qualities or Personal Entrepreneurial Qualities (PECs) that I possess: risk taker, confident, hardworking, can do the extra mile etc.

How my personal qualities could help me manage my identified business:

Since I am an important factor in running my own business my qualities or characteristics matter whether my business will flourish, be successful, and stand the test of time.

UNDERSTANDING WHAT YOU DID

EXERCISE: SALES AND COSTING

PAGE 8

Ezra buys banana for ₱50.00 per kilo. His cost of good sold is ₱10.00 per kilo.

a. How much should he sell the banana per kilo?

Answer: The total COGS is ₱60.00; add for example 20% profit that is ₱12.00. He can sell it at ₱72.00 per kilo.

b. How much should he sell the banana per kilo in order to breakeven?

Answer: He needs to sell it at ₱60.00 per kilo

c. How many should he sell to have more profit?

Answer: The more kilos he can sell, the more his profit will be.

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 13

Answers depend on the result of the conversation the learners may have had.

Possible answers:

1. Rice, soap, cooking oil, ice, charcoal etc.
2. My price is lower compared with that of my competitors'.
3. There are other sari-sari stores in the neighborhood.
4. My price is a bit lower compared with my competitors'.
I act promptly to serve the needs of the customers. etc.

ACTIVITY II

PAGE 14

Answers may vary.

Possible answers:

1. Look for a supplier that will offer a product at a lower price.
Learn about customer service and apply this knowledge.
2. My skills: a good communicator with managerial skills, technical skills etc.
My strengths: hardworking, resilient, good in handling money etc.
My experiences: worked as a store manager
3. Capital, inventory (goods), manpower, assets

TREADING THE ROAD TO MASTERY

PAGE 15

Question:

How can environmental scanning (SWOT analysis) help in your business?

Possible Answer:

SWOT analysis could help develop awareness of the strength, weakness, opportunity, and threat necessary in making decision concerning the business. The analysis could help business owners find out what is working well and what is not about the business. With the information discovered, the entrepreneur could plan what strategy to use in improving the business and could compete successfully with other competitors.

LESSON 2: MANAGING BUSINESS EFFECTIVELY

TRYING THIS OUT

PAGE 17

(Answers may vary.)

Possible Answers:

Name of Business: E-loading Business

Opportunities:

in-demand

daily income

low starting capital

Challenges

high competition

low profit

challenging to promote

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 22

Opportunities:

A lot of people gathered for an event near your place.

The market is open for an online selling.

You are required to do SWOT (strength, weakness, opportunity, threat) analysis before putting up a business.

Your business partner created an official website to sell your products.

Barriers:

Suppliers did not meet the amount of product you need.

There are a lot of competitors selling the same product that you sell.

Market demand dries up.

Your computer is hacked, and you are in an online business.

ACTIVITY II

PAGE 23

1. teenage girls – Sell them lip tint or fashionable items.
2. mothers in their 40s – Sell them bags or beauty products.

3. retired professionals – Be part of an online mentoring group.
4. low-income workers – Offer them a part-time work as online resellers.
5. full-time housewives – Sell them treats and desserts.
6. physically challenged people – Offer a part-time work to them.
7. members of the LGBTQ++ community – Sell them rainbow inspired items.
8. public school teachers – Offer them gadgets repair.
9. call center agents – Sell them energy drinks or health supplements.
10. employees working from home – Sell them home prepaid wifi.

TREADING THE ROAD TO MASTERY

PAGE 24

Question:

Why is it important to know the opportunities and barriers when developing a business?

Possible Answer:

It is important to know the opportunities and barriers when developing a business. This knowledge enables the entrepreneur to make informed decisions regarding the risks he/she may face in putting up his/her business; hence, he/she will be more prepared to solve potential problems that may arise.

LESSON 3: IMPACT OF TECHNOLOGY ON BUSINESS

TRYING THIS OUT

PAGE 26

- What do you notice first in the illustration?
Answer: I noticed the objects with people on it.
- What kind of people and objects are shown?
Answer: It shows people that are connected and gadgets that can be used for communication.
- What does the illustration mean?
Answer: I think it means that people in different places are being virtually connected through the use of different gadgets.
- What can you learn from examining the picture?
Answer: Through the picture, I learn that technology connects people easily.

SHARPENING YOUR SKILLS

PAGE 30

ACTIVITY I

Possible Answers:

- **dairy products** – an application that offers catchy and attractive labels
- **gadgets** – high-tech and up-to-date specifications
- **poultry** – an equipment that increases production and prolongs the shelf life of products
- **condominium** – an application that makes brochures using online photo-editing applications
- **fabric** – a web page application to create an online shop
- **appliances** – a web page application to create an online shop
- **street food** – a service delivery application

ACTIVITY II

PAGE 31

Possible Answer:

Advantages:

- It makes work easier.
- Technology helps reach more people.
- Some applications are free.
- Updated gadgets are available.
- More efficient kinds of equipment are available.
- Lesser workforce is needed.

Disadvantages:

- There could be additional expenses for training.
- There could be a need to hire professionals to use the high-tech equipment.
- Maintenance cost could be higher.
- There is a lower employment opportunity for people since machines could do their work.
- Electricity consumption is higher.
- Wrong use of technology might double the expenses.

TREADING THE ROAD TO MASTERY

PAGE 32

Question:

How can technology boost the productivity in your business?

Possible Answer:

Using the right technology will boost the productivity in my business. Finding the right equipment increases production rate while online applications may improve the sales. The use of technology might entail additional expenses but if the appropriate technology is used, the business will improve.

REACH THE TOP

PAGE 35

1. D
2. B
3. A
4. C
5. A
6. B
7. D
8. C
9. C
10. D

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