



Technology and Livelihood Education (TLE) Entrepreneurship

Quarter 3 – Module 2 Sell Products Based on Needs and Demands in School and Community

Name of Learner: _____
Grade & Section: _____
Name of School: _____



N-AVIGATING
O-PPORTUNITIES TO
R-ENGINEER FOR
T-RANSFORMATION &
E-MPOWERMENT



Service
with a
Heart

“Be and Do Much Better Each Day
with a Sense of Urgency”

TLE – Grade 6
Alternative Delivery Mode
Quarter 3 – Module 1: Produce Simple Products
First Edition, 2020

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What I Need to Know

This module was designed and written with you in mind. It is here to help you understand fully about family. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

This lesson will expand your knowledge about produces simple products. The module is all about producing simple products you can used as income generating. This teach you how to be productive especially this time of pandemic.

After going through this module, you are expected to:

- a. plan simple products to sell;
- b. produce simple products to sell;
- c. identify the steps in making simple products; and
- d. cite examples of goods and services in different production areas.



What I Know

A. Fill in the blanks:

Directions: Fill the blanks with the correct word or words to complete the sentence. Choose the answer from the box

| | | | |
|-----------------|----------------|-----------|--------|
| materials | creativity | interview | |
| tools | innovativeness | needs | |
| resourcefulness | survey | demand | budget |

Boys and girls like you can be entrepreneurs by using your _____, _____, and _____. To ensure that your products can be sold, you need to make a _____ in your school or neighborhood to find out the _____ of your potential customers. You can _____ your school mates /neighbors to find out what goods or products are in _____. Once you have identify the needs/demands in your locality, you can now plan on what products to sell. You need to plan on your _____, _____, and _____ needed.

Lesson

Produce Simple Products

This lesson aims to develop your holistic knowledge, values and skills to be an ideal entrepreneur. These will serve as your weapon to start a simple business despite of the competition on the real world.



What's In

Direction: Study the meaning of each word below. Match Column A with the correct meaning in Column B.

| Column A | Column B |
|---------------------------|---|
| 1. creative | a. to sell in small quantities |
| 2. inventive | b. to bundle goods in smaller quantity or amount |
| 3. resourceful | c. make an examinations or inspections |
| 4. observant | d. one who has the possibility or power to become a business person |
| 5. potential entrepreneur | e. attentive; one who takes notice |
| 6. survey | f. quick in planning; one who resorts to help or supply |
| 7. repack | g. to invent or devise |
| 8. retailing | h. constructive |



What's New

Look at the pictures. What kind of goods do the seller sell?

1.



2.





3.



4.



5.



What is It

Have you ever thought of starting your own business? If so, it might be a good start with your hobby or interest. It is easier to work on something that you are already passionate about. Children like you whose parents earn their livelihood selling in sari-sari store, a grocery store, or other types of store learn early in life the ropes of business.

When you help in selling, you learn simple business transactions. You learn how to deal with costumers, how to compute, how to give change, and how much change is for denominations. You acquire knowledge about the goods you sell and can provide this informative to your buyers. Later, you can even invent or create goods to sell in addition to what you are already selling.

Planning Simple Products to Sell

Young boys and girls like you can be potential entrepreneurs. Use your creativity and resourcefulness, as well as your skill to create simple products to sell. To endure that your products will be sold, you need to make a simple survey, whether in your school or in your neighborhood to identify what your potential customers need.

A simple survey can be an interview with some classmates in your school if you intend to sell in school or residents in the neighborhood. Then look around you to find out if what they need is already available in the neighborhood or in school. If it is not enough to meet the demand, then make a decision on whether to create the products needed and what product it would be.

Here are the steps that will guide you in making your own simple products.

1. ***Design your products.*** Make a sketch of the products you have in mind. You must create your own identity.
2. ***Decide what materials to use.*** Unleash your creativity by choosing the right materials for your products. Consider the availability and cost when selecting the materials.
3. ***Create the products.*** Create first the initial versions of the product. You may look for other person/s to assist you. You may opt to create a prototype of the product if possible or you may go directly to the creation of the first version using the real materials. Don't forget to document everything as you will be creating more of it in the future.
4. ***Evaluate the first version and make the necessary adjustments or changes.*** Have a good look with your product. You may also ask suggestions from your parents, relatives and friends for improvements. Make the necessary adjustments on the design then document the changes. After which, go back to step 3. Continue with the adjustment until you are satisfied with the quality of your products.
5. ***Determine the price of your products.*** Compute for the cost incurred in making the products. You may also include miscellaneous cost and creativity fee for the effort exerted. The sum of the costs determines the wholesale price of your product. You may double this amount to get the retail price of your product.
6. ***Advertise your product.*** Promote your products either by using printed materials or online. On the other way, make sure you use high-quality pictures of your product. You may also promote your product during programs or gathering in your school or community where there are more target customers.

Producing Simple Products to Sell

Once you have identified the needs of the people in your school or community and have identified the products you want to produce, you can now plan your budget, the materials and the tools needed and the schedule of operation.

If you do not have the skills to produce a product, you can buy the products from its primary source where it is cheaper, or buy the product in bulk or in wholesale, then repack it in smaller quantities for retailing.

Simple products like roasted peanuts, varieties of cookies, pumpkin seeds, corn chips, cakes, cupcakes, polvoron, candies like patillas, yema, and varieties of hard candies; accessories like bracelets, necklace, headbands, and the like which are popular among students in schools, are saleable items.



What's More

Directions: Select from the oblong the simple products you can produce from the following ingredients in the column. Put them in the correct column.

| | | |
|----------------|---------------|---------------|
| Polvoron | salted peanut | banana cue |
| Peanut brittle | turon | bukayo |
| Hotcake | puto | kutsinta |
| buko salad | cake | peanut butter |

| FLOUR | BANANA | COCONUT | PEANUT |
|-------|--------|---------|--------|
| | | | |
| | | | |
| | | | |
| | | | |



What I Have Learned

Directions: Fill in the blanks with the correct word to complete the sentence. Choose the answer from the box.

| | | |
|----------|-----------|-------------|
| budget | tools | materials |
| Creative | inventive | resourceful |

Potential entrepreneur are _____, _____, and _____. **One you have decided what products to produce, prepare your _____, _____, _____ and schedule of operation.**



What I Can Do

If you are given the chance to prepare simple products to sell, what food are they and why?



Assessment

Let's see how much you have learned today!

A: Multiple Choice:

Directions: What simple products do you producer for the following pictures?
 Circle the letter that does not belong to the group.



1. a. maruya b. turon c. chips d. peanut butter



- a. bukayo b. juice c. puto d. salad



- a. chips b. hotcake c. doughnut d. shakoy



- a. necklace b. glass c. earrings d. bag



- a. butter b. salted c. brittle d. kutsinta

B. True or False:

Directions: Write **T** if the statement is correct and **F** if it is not.

_____ 6. You can be an entrepreneur by using your creativity and resourcefulness

_____ 7. To ensure that your products can be sold, you need to make a survey.

_____ 8. Prepare your budget, tools and materials once you decided on what product to prepare.

_____ 9. Design a product that will guide you in making your own simple products.

_____ 10. You can produce salad using flour as one of the ingredients.



Additional Activities

- A.** Below are sample of production areas. Think of what goods and services can be made from each production. The first row is answered for you.

| PRODUCTION | GOODS | SERVICES |
|-------------------|----------------------|-------------------------------|
| Beadworks | Purse, bag, bracelet | Put up small industry at home |
| Fruits | | |
| Fish | | |

- B.** Using the semantic web, identify the steps in making your own product. Write it in your activity notebook.





Answer Key

| |
|------------------|
| What's In |
| 1. h |
| 2. g |
| 3. f |
| 4. e |
| 5. d |
| 6. c |
| 7. b |
| 8. a |

| |
|-------------------|
| Assessment |
| A. 1. d |
| 2. c |
| 3. a |
| 4. b |
| 5. d |
| B. 1. T |
| 2. T |
| 3. T |
| 4. T |
| 5. T |

References

Modified In-School Off-School Approach Modules (MISOSA) Self-Instructional Materials, Department of Education, Revised 2010 DepED Learning Resource Management and Development System

Region IX: Zamboanga Peninsula Hymn – Our Eden Land

Here the trees and flowers bloom
Here the breezes gently Blow,
Here the birds sing Merrily,
The liberty forever Stays,

Here the Badjaos roam the seas
Here the Samals live in peace
Here the Tausogs thrive so free
With the Yankans in unity

Gallant men And Ladies fair
Linger with love and care
Golden beams of sunrise and sunset
Are visions you'll never forget
Oh! That's Region IX

Hardworking people Abound,
Every valleys and Dale
Zamboangueños, Tagalogs, Bicolanos,

Cebuanos, Ilocanos, Subanonos, Boholanos, Ilongos,
All of them are proud and true
Region IX our Eden Land

Region IX
Our...
Eden...
Land...

My Final Farewell

Farewell, dear Fatherland, clime of the sun caress'd
Pearl of the Orient seas, our Eden lost!
Gladly now I go to give thee this faded life's best,
And were it brighter, fresher, or more blest
Still would I give it thee, nor count the cost.

On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or heed;
The place matters not-cypress or laurel or lily white,
Scaffold or open plain, combat or martyrdom's plight,
T is ever the same, to serve our home and country's need.

I die just when I see the dawn break,
Through the gloom of night, to herald the day;
And if color is lacking my blood thou shalt take,
Pour'd out at need for thy dear sake
To dye with its crimson the walking ray.

My dreams, when life first opened to me,
My dreams, when the hopes of youth beat high,
Were to see thy lov'd face, O gem of the Orient sea
From gloom and grief, from care and sorrow free;
No blush on thy brow, no tear in thine eye.

Dream of my life, my living and burning desire,
All hail ! cries the soul that is now to take flight;
All hail ! And sweet it is for thee to expire ;
To die for thy sake, that thou mayst aspire;
And sleep in thy bosom eternity's long night.

If over my grave some day thou seest grow,
In the grassy sod, a humble flower,
Draw it to thy lips and kiss my soul so,
While I may feel on my brow in the cold tomb below
The touch of thy tenderness, thy breath's warm power.

Let the moon beam over me soft and serene,
Let the dawn shed over me its radiant flashes,
Let the wind with sad lament over me keen ;
And if on my cross a bird should be seen,
Let it trill there its hymn of peace to my ashes.

Let the sun draw the vapors up to the sky,
And heavenward in purity bear my tardy protest
Let some kind soul o'er my untimely fate sigh,
And in the still evening a prayer be lifted on high
From thee, O my country, that in God I may rest.

Pray for all those that hapless have died,
For all who have suffered the unmeasur'd pain;
For our mothers that bitterly their woes have cried,
For widows and orphans, for captives by torture slain
And then for thyself that redemption thou mayst gain

And when the dark night wraps the graveyard around
With only the dead in their vigil to see
Break not my repose or the mystery profound
And perchance thou mayst hear a sad hymn resound
'T is I, O my country, raising a song unto thee.

And even my grave is remembered no more
Unmark'd by never a cross nor a stone
Let the plow sweep through it, the spade turn it o'er
That my ashes may carpet earthly floor,
Before into nothingness at last they are blown.

Then will oblivion bring to me no care
As over thy vales and plains I sweep;
Throbbing and cleansed in thy space and air
With color and light, with song and lament I fare,
Ever repeating the faith that I keep.

My Fatherland ador'd, that sadness to my sorrow lends
Beloved Filipinas, hear now my last good-by!
I give thee all: parents and kindred and friends
For I go where no slave before the oppressor bends,
Where faith can never kill, and God reigns e'er on high!

Farewell to you all, from my soul torn away,
Friends of my childhood in the home dispossessed!
Give thanks that I rest from the wearisome day!
Farewell to thee, too, sweet friend that lightened my way;
Beloved creatures all, farewell! In death there is rest!

I Am a Filipino, by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuries sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

"I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever."

