

COLLABORATIVE EXPERTISE SESSION (CES) GUIDE ON **Be Your Own Boss**



FOR THE DEPARTMENT OF EDUCATION
ALTERNATIVE LEARNING SYSTEM

Collaborative Expertise Session (CES) Guide

on

BE YOUR OWN BOSS

for the

**Department of Education
Alternative Learning System**

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INTRODUCTION

The Collaborative Learning Sessions (CES), formerly known as the Learning Action Cell (LAC), are a key professional development strategy of the Department of Education (DepEd) to enhance teaching and learning. Focused on mentoring, coaching, and capacity-building, CES supports Alternative Learning System (ALS) teachers in their professional growth at the local level.

Developed in partnership with the DepEd Bureau of Alternative Education (BAE) and funded by USAID's Opportunity 2.0 Program, this CES guide serves as a resource for ALS teachers. It aids in teaching and supporting learners to achieve employment and livelihood goals.

The guide emphasizes self-employment and entrepreneurship activities, rooted in the Be Your Own Boss materials developed by the Education Development Center, Inc. as a global resource. These materials, contextualized for the Philippines ALS as part of the Opportunity 2.0 Program's DepEd ALS systems strengthening effort, align with the DepEd ALS Junior High School Curriculum's Learning Strand 4 on Life and Career Skills. Through experiential learning activities, learners gain foundational business skills and foster an entrepreneurial mindset.

The CES guide does not intend to replicate the Be Your Own Boss Facilitator's Guide. The CES guide complements the Be Your Own Boss Facilitator's Guide by offering implementers practical opportunities to practice its activities and address challenges in teaching its competencies, ensuring easier and more effective use.

The CES guide consists of the following parts:

- **Overview of Be Your Own Boss:** Links activities to the DepEd ALS Curriculum Learning Strand 4 on Life and Career Skills.
- **Module 1: What is My Business:** Covers business basics, traits of owners, and idea evaluation.
- **Module 2.A: Customer Service:** Focuses on building customer relationships and basic marketing strategies.
- **Module 2.B: Marketing My Business:** Contains basic marketing concepts and practices.
- **Module 3: Managing My Business and Personal Finance:** Teaches financial principles and separating personal and business expenses.
- **Module 4.A: Writing My Business Plan:** Focuses on developing a business plan.
- **Module 4.B: Presenting My Business Plan:** Guides writing and presenting business plans effectively to stakeholders.

Each part follows the 4As of adult learning:

- **Activity:** Engages participants by focusing on key concepts and skills related to the Be Your Own Boss materials.
- **Analysis:** Makes learning meaningful by connecting new information with participants' existing knowledge.
- **Abstraction:** Promotes active involvement through hands-on activities, discussions, and collaboration for deeper understanding and retention.
- **Application:** Develops practical skills, mastery, and the ability to implement Be Your Own Boss activities and assessments.

This CES guide aligns with the **Philippine Professional Standards for Teachers (PPST)**, supporting professional development for effective delivery of Be Your Own Boss activities. It emphasizes:

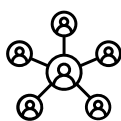
- Mastery of content knowledge
- Creation of safe, secure, and supportive learning environments
- Nurturing learner diversity
- Use of relevant, collaborative teaching processes and resources
- Use of authentic assessment tools and processes
- Collaborative engagements
- Personal and professional growth

How to Use this CES Guide

This CES guide is for leaders, facilitators, and trainers equipping ALS teachers to deliver Be Your Own Boss activities. It can be facilitated by ALS supervisors, Education Program Specialist II for ALS (EPSAs), or ALS teachers themselves who can carry out collaborative learning and planning sessions with their fellow ALS teachers.

This CES guide is **not prescriptive**. However, it suggests the following steps to help the facilitators implement a smooth and productive CES:

Pre-CES



Organize a Collaborative Expertise Session (CES) with 5 to 15 ALS teachers, tailored to the needs of the school, ALS Community Learning Center (CLC), or the professional learning goals of the ALS teachers.



Coordinate the CES schedule with members, ensuring everyone's availability and confirming the agreed date, time, and venue.



Assign key roles including a CES leader (e.g., school/CLC head), facilitator (e.g., school/CLC head or master teacher), documenter (a CES member), and members. The CES leader may also act as the facilitator. If needed, invite an external resource person for topics beyond the facilitator's expertise.



Thoroughly read the CES guide and related materials. Share copies of the CES guide with members and ensure they review it, along with the **Be Your Own Boss Facilitator's Guide and Learner Handbook**.



Prepare necessary materials, such as a laptop, projector, whiteboard, pens, and relevant resources like research reports, articles, or books to enhance the discussion.



Conduct a pre-CES competency assessment before starting the session. Each module in this CES guide contains learning objectives and a list of competencies that may be addressed by each session.

During CES



Facilitate collaborative learning and planning using the *Be Your Own Boss* CES Guide.

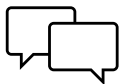


Make adjustments and modifications (e.g., activities, time allotment) as necessary to suit the context and needs of the CES members.

Post-CES



Administer the post-CES competency assessment at the end of each session.



Provide feedback to the CES members. Encourage them also to express their insights and suggestions, if there are any, to improve the implementation of the succeeding sessions.

Lastly, here are a few more tips to make your CES more meaningful and effective:

Contextualize the CES Guide: Ensure activities in the guide are appropriate for your CES members by considering group size, challenges, and local practices. Adjust activities to make them more relatable and impactful for participants.

Adjust Time Allotments: Use the suggested time as a guide but modify it based on members' capacities. New teachers may need more time for tasks, while experienced teachers might complete them faster or require extended time for in-depth discussions.

Gather Resources: Use the *Be Your Own Boss Facilitator's Guide and Learner Handbook* as primary references, supplemented by the *DepEd ALS Curriculum Guide*. Explore additional resources like videos, reports, or online tools to enrich the sessions.

Moreover, here is a link to online materials that you may potentially find useful, including a supplementary presentation deck and video on Be Your Own Boss:

<https://tinyurl.com/BYOBCESmaterials>.

Resources

Having the following resources is recommended to make the CES more efficient:

1. Equipment
 - laptop or tablet with appropriate cables/adaptors
 - projector and screen
 - audio system, e.g., microphone and speaker (depending on the venue, if necessary)
 - Internet connection (use online activities if these are available and reliable; otherwise, refer to the offline alternatives provided in the session guide)

2. Teaching materials and teaching aids
 - CES Guide on Be Your Own Boss
 - Be Your Own Boss Facilitator's Guide
 - DepEd ALS Curriculum Guide
 - Whiteboard, blackboard, or a flipchart
 - Marker pens or chalk
 - Blank paper or meta cards
 - Sticky tape and scissors

3. Possible fund sources to support the CES
 - Division/School MOOE
 - Special Education Fund (SEF)
 - Barangay Local Government Unit (Barangay LGU)
 - Private individuals or private organizations
 - Non-Government Organizations (NGO's)

OVERVIEW OF THE WRN BIZ: BE YOUR OWN BOSS

The **Work Ready Now (WRN) Biz: Be Your Own Boss** is a practical, hands-on program developed by EDC to help youth and adult learners achieve sustainable livelihoods through self-employment and entrepreneurship.

A Philippine ALS version was piloted under the USAID-funded Opportunity 2.0 Program in collaboration with DepEd DepEd BAE. The materials were enriched and updated based on the pilot results to align with the DepEd ALS curriculum and the ALS Junior High School Accreditation and Equivalency (A&E) Program, focusing on Learning Strand 4: Life and Career Skills.

Learning Strand 4 provides ALS learners with practical, experience-based education to develop essential life and career skills for personal growth and societal productivity. The Be Your Own Boss materials support this goal by preparing learners to navigate self-employment and entrepreneurship as a post-program pathway.

In particular, the enhanced features of the ALS Be Your Own Boss materials include:

- Aligned with DepEd ALS A&E Curriculum on Learning Strand 4: Life and Career Skills (Junior High).
- Module-specific ALS curriculum tagging.
- Hands-on activities, simulations, and worksheets.
- Guidance on pre-/post-assessments and addressing common content difficulties.
- Assessment rubrics and constructive feedback for hands-on activities.
- References to supplementary materials and websites for deeper content mastery.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand how <i>Be Your Own Boss</i> supports the DepEd ALS Curriculum	✓						
2. Identify how the <i>Be Your Own Boss</i> competencies respond to real-world needs of ALS learners				✓			
3. Locate the <i>Be Your Own Boss</i> competencies within the DepEd ALS Learning Strand 4				✓			

* Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

This CES does not require any prerequisite knowledge and skills, but it would facilitate the learning session if the CES members are familiar with the DepEd ALS Learning Strand 4 competencies related to entrepreneurship.

Duration

The entire session requires approximately one (1) hour and 30 minutes.

Process

Preliminaries

[Total: 5 minutes]

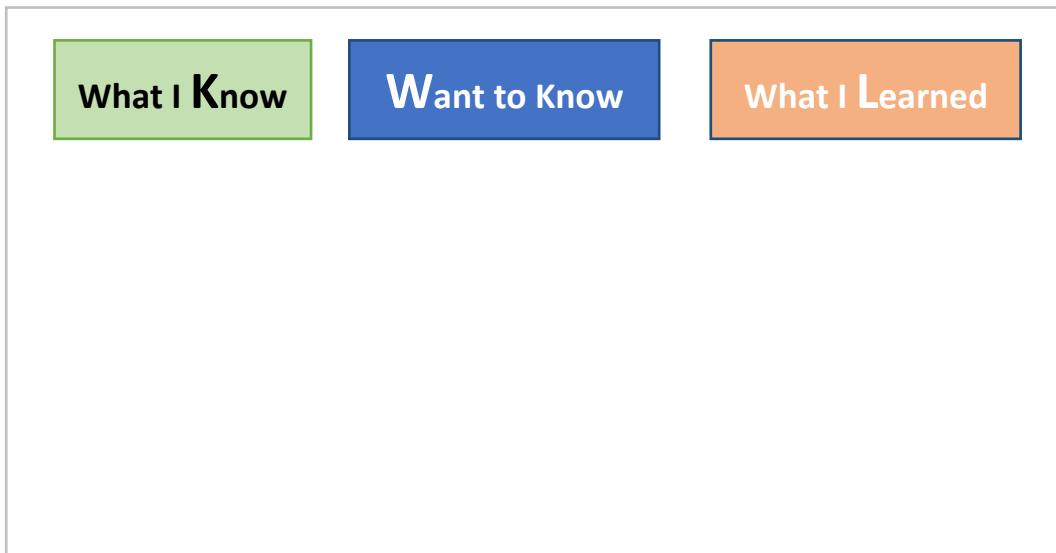
1. Welcome the CES members and introduce yourself as the CES leader and/or facilitator. Introduce the rest of the CES, including the facilitator (if necessary), documenter, and members.
2. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
3. Provide an overview of the CES.
4. Go through the session objectives.

Activity

[Total: 25 minutes]

This session will utilize a KWL chart to understand how *Be Your Own Boss* complements the DepEd ALS Learning Strand 4.

1. Provide each CES member with writing materials, e.g., meta cards and marker pens.
2. Provide the following prompts in creating the KWL chart (15 minutes):
 - a. Using one meta card for each idea or topic:
 - Write an idea or topic that you **Know** about “Entrepreneurship”.
 - Write an idea or topic that you **Want to Know** about “Entrepreneurship”.
 - b. Provide guide questions to help the CES members recall their knowledge about “Entrepreneurship” or reflect on topics that they want to know:
 - What comes to mind right away when you hear the word “Entrepreneurship”?
 - What do you think is its main objective/s or purpose?
 - What are possible components or practices that contribute to achieving the objective/s?
 - c. Remind the CES members to use one meta card per idea or topic. They can write as many ideas or topics that they can think of within the allotted time.
4. As the CES facilitator, prepare a board or wall where the CES members can post their meta cards. Prepare a space for “what I **Know**,” “**Want to Know**,” and “what I **Learned**” (to be filled out at the end of the CES).
5. Ask the CES members to post their meta cards on the board or wall (3-5 minutes per group).



Analysis

[Total: 15 minutes]

Discuss the following with the CES members:

1. What are the common ideas or topics among the responses?
2. Are there any gaps or misconceptions? What are these?
3. How do you think these ideas or concepts support the ALS Learning Strand 4?

Abstraction

[Total: 25 minutes]

1. Building on the output, explain the key features of *Be Your Own Boss* and how they support the DepEd ALS Learning Strand 4.

<p align="center">Be Your Own Boss <i>(Be Your Own Boss Facilitator’s Guide, About the “Be Your Own Boss”)</i></p>	<p align="center">DepEd ALS Learning Strand 4 <i>(ALS A&E Curriculum Guide for JHS)</i></p>									
<p>Real-world relevance through experiential learning</p>										
<ul style="list-style-type: none"> ● Offers structured learning in real work settings, focusing on foundational business skills for self-employment. ● Uses a hands-on, experiential approach to simulate real-world entrepreneurial preparations. 	<ul style="list-style-type: none"> ● Equips learners with practical life and career skills for real-world opportunities and challenges. ● Offers experiential learning to apply these skills in practical contexts. ● Learning competencies: <table border="1" data-bbox="774 1704 1385 2063"> <thead> <tr> <th data-bbox="774 1704 1082 1742">Developing Level</th> <th data-bbox="1082 1704 1385 1742">Proficient Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="774 1742 1082 1839">Recognize the principles of self-employment</td> <td data-bbox="1082 1742 1385 1839">Prepare a plan for taxation for a self-employed individual</td> </tr> <tr> <td data-bbox="774 1839 1082 1935">Identify the essential skills for self-employment</td> <td data-bbox="1082 1839 1385 1935">Assess one’s skills relevant to self-employment</td> </tr> <tr> <td data-bbox="774 1935 1082 2063">Determine ways on how to ensure the sustainability of self-employment</td> <td data-bbox="1082 1935 1385 2063">Analyze one’s plan for self-employment, ensuring sustainability</td> </tr> </tbody> </table> 		Developing Level	Proficient Level	Recognize the principles of self-employment	Prepare a plan for taxation for a self-employed individual	Identify the essential skills for self-employment	Assess one’s skills relevant to self-employment	Determine ways on how to ensure the sustainability of self-employment	Analyze one’s plan for self-employment, ensuring sustainability
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	Determine the concepts of business	Develop a mission and vision for a prospective business based on the discussed concepts																				
	Discover the characteristics of a successful business owner	Assess one’s characteristics based on the characteristics of a successful business owner																				
	Identify principles of determining business ideas	Prepare a draft on feasible business ideas																				
<p>Skills development</p>																						
<p>Develops an entrepreneurial mindset and foundational business skills for creating and managing sustainable income.</p>	<ul style="list-style-type: none"> ● Cultivates skills and mindset for self-employment and entrepreneurship. ● Emphasizes financial management, including personal and business finances, income, expenses, and profit. ● Learning competencies: <table border="1" data-bbox="772 954 1385 1939"> <thead> <tr> <th data-bbox="772 954 1082 987">Developing Level</th> <th data-bbox="1082 954 1385 987">Proficient Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="772 987 1082 1088">Recognize the processes and principles of entrepreneurship</td> <td data-bbox="1082 987 1385 1088">Analyze the processes and principles of entrepreneurship</td> </tr> <tr> <td data-bbox="772 1088 1082 1182">Determine the elements of Basic Business Cycle</td> <td data-bbox="1082 1088 1385 1182">Prepare the Entrepreneur’s Activity Chart</td> </tr> <tr> <td data-bbox="772 1182 1082 1317">Identify business opportunities in the community</td> <td data-bbox="1082 1182 1385 1317">Specify possible business opportunities in the community based on analysis</td> </tr> <tr> <td data-bbox="772 1317 1082 1417">Determine possible sources of money or income</td> <td data-bbox="1082 1317 1385 1417">Recognize specific sources of money or income</td> </tr> <tr> <td data-bbox="772 1417 1082 1518">Determine the process of budgeting</td> <td data-bbox="1082 1417 1385 1518">Prepare a sample personal personal/ business budget plan</td> </tr> <tr> <td data-bbox="772 1518 1082 1653">Identify ways to ensure quality customer service</td> <td data-bbox="1082 1518 1385 1653">Suggest ways to provide quality customer service for the intended business</td> </tr> <tr> <td data-bbox="772 1653 1082 1753">Determine the principles of marketing</td> <td data-bbox="1082 1653 1385 1753">Plan marketing strategies for the intended business idea</td> </tr> <tr> <td data-bbox="772 1753 1082 1854">Identify the important concepts of finance in entrepreneurship</td> <td data-bbox="1082 1753 1385 1854">Prepare a simple financial plan for the intended business</td> </tr> <tr> <td data-bbox="772 1854 1082 1939">Discover the process of developing a business plan</td> <td data-bbox="1082 1854 1385 1939">Present a business plan for the identified business</td> </tr> </tbody> </table>		Developing Level	Proficient Level	Recognize the processes and principles of entrepreneurship	Analyze the processes and principles of entrepreneurship	Determine the elements of Basic Business Cycle	Prepare the Entrepreneur’s Activity Chart	Identify business opportunities in the community	Specify possible business opportunities in the community based on analysis	Determine possible sources of money or income	Recognize specific sources of money or income	Determine the process of budgeting	Prepare a sample personal personal/ business budget plan	Identify ways to ensure quality customer service	Suggest ways to provide quality customer service for the intended business	Determine the principles of marketing	Plan marketing strategies for the intended business idea	Identify the important concepts of finance in entrepreneurship	Prepare a simple financial plan for the intended business	Discover the process of developing a business plan	Present a business plan for the identified business
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2. Following the presentation, ask the CES members to revisit their KW(L) chart output, in preparation for the following section.

Application

[Total: 20 minutes]

1. Have CES members fill the "What I Learned" section of the KWL chart with ALS Learning Strand 4 competencies from the earlier activity (15 minutes).
2. Write each competency on a meta card and post it on a wall or board.
3. Synthesize responses by linking them to tagged competencies in the Be Your Own Boss Facilitator's Guide (5 minutes per group). Note that not all tagged competencies may surface during the CES. Assure members that this is expected and that they will get more familiar with other competencies as they go throughout the sessions.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES Competency Assessment Checklist (Annex B).
3. If necessary, identify the topic and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Emphasize that they are helping improve the situation of the out-of-school youth and adult learners in the Philippines by their attendance in the session/s.

MODULE 1: WHAT IS MY BUSINESS?

This CES module complements **Module 1** of the **Be Your Own Boss Facilitator's Guide**, covering business fundamentals, key traits of business owners, and evaluating viable business ideas.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Define and outline the basic concept of a business							✓
2. Enumerate the core business skills							✓

**Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the *Be Your Own Boss Facilitator's Guide* prior to this CES, particularly:

- Activity 1: Basic Concepts of Business
- Handout 1.1: Definition of Business and Business Activities
- Handout 1.3: Business Categories
- Activity 2: Core Business Skills - The Tree Example/Metaphor
- Activity 3: Setting Goals
- Activity 4: Self-Learning Activity 1: Community Mapping of Business

Duration

The entire session requires approximately two (2) hours.

However, it may require an additional 15-20 minutes to go through all or some of the expanded ideas in each session. These tips may be given as self-directed learning materials to the CES members.

Process

Preliminaries

[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES module.
3. Go through the session objectives.

Priming Activity

[Total: 10 minutes]

1. Have the participants fall in line facing the facilitator.
2. Present several statements about businesses based on the contents of Handout 1.1: Definition of Business and Business Activities and Handout 1.3: Business Categories.
3. The participants will assess if the statement is true or false. If they think that the statement is true, the participants will move one step to the right. If the statement is false, the participants will move one step to the left. Those who did not answer correctly are out of the game.
4. Below are some sample statements that may be used for the game. Feel free to add more:

Statement	Answer Key
A business is an activity operated for the purpose of earning a profit by providing products only.	FALSE. Businesses provide <i>products and/or services</i> to earn a profit.
A business provides something that others want to pay for.	TRUE.
An agricultural business refers to the raising of livestock like pigs, cows, chickens, etc. for sale.	TRUE.
Profit is calculated by adding total costs/expenses and income.	FALSE. Profit is calculated by <i>subtracting</i> total costs/expenses from income.
Trading businesses are also known as “buy and sell” businesses.	TRUE.

(Note to the CES facilitator: There is no need to process the CES members’ answers and experience yet. The CES members will have an opportunity to review the materials later.)

Optional:

5. A reward may be given to the winner.
6. If the group expresses a desire to further expand their initial ideas regarding business, the CES facilitator may have them try Business Mind Mapping (Annex C).

Main Activity

[Total: 20 minutes]

1. Divide the CES members into four groups.
2. Assign each group to one of the four activities under Module 1:
 - Activity 1: Basic Concepts of Business
 - Activity 2: Core Business Skills - The Tree Example/Metaphor
 - Activity 3: Setting Goals
 - Activity 4: Self-Learning Activity 1: Community Mapping of Business
3. Give the CES members 10 minutes to go through their assigned activity, paying close attention to the activity objectives, indicated steps, and provided handouts.
4. Ask them to summarize the key points of each section into a 10-minute presentation.

Analysis

[Total: 20 minutes]

1. After their small group discussions and preparation, ask a representative from each group to share their summaries and insights.
2. After the group presentations, ask and discuss the following:
 - What new information have you gained so far that challenged or changed your previous perceptions about different types of businesses?
 - How do the activity objectives directly enhance learners' knowledge about businesses?
 - Are the steps outlined sufficient to achieve the objectives and improve learners' understanding of businesses? If not, what modifications would you suggest?

Abstraction

[Total: 20 minutes]

1. Invite the CES members to share their thoughts on why it is important for ALS learners to know the basic business-related concepts prior to planning their own business (5-10 minutes).
2. Give examples of other relevant information that ALS learners should also know so they may effectively plan their own business (5 minutes).
3. Briefly discuss other types of businesses not mentioned in the Be Your Own Boss Facilitator's Guide.

Example: Online businesses such as reselling from wholesalers, selling homemade food items, content creation, etc.

Application

[Total: 20 minutes]

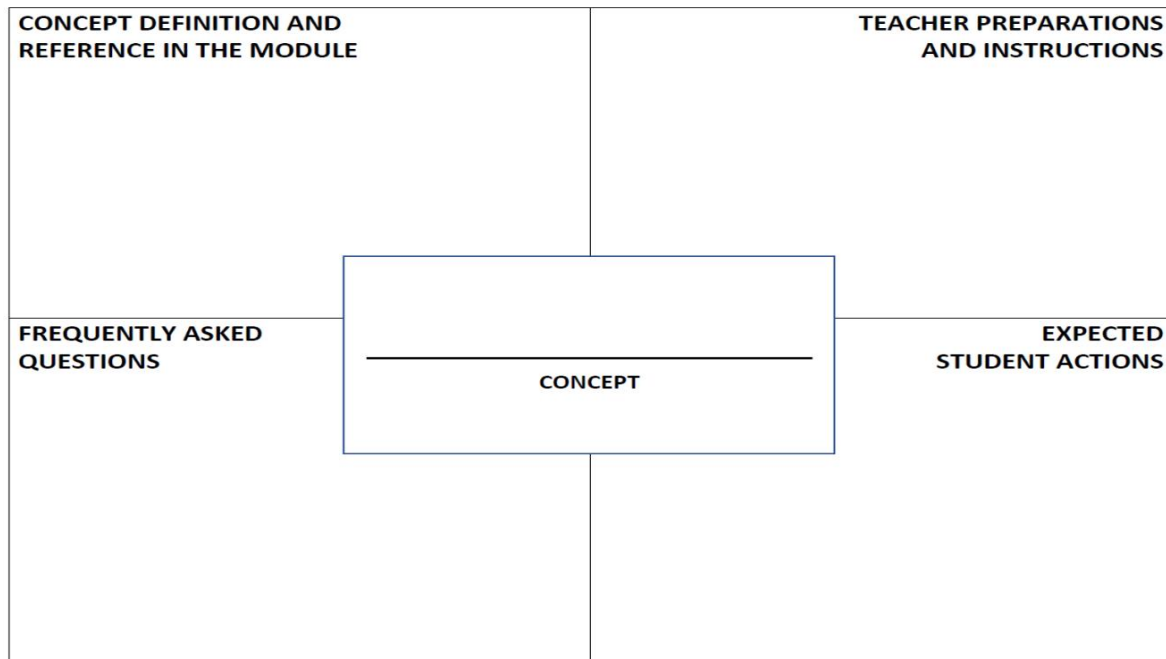
1. Ask the CES members to go back to the groupings from the previous activities.

Say: Now that we have discussed the basics of businesses and entrepreneurship, let us try to consolidate what we learned and use these to plan upcoming sessions with the ALS learners. Within your small groups, fill out the graphic organizer based on what you picked up from this CES (10 minutes).

Here are sample contents that may be written on the graphic organizer:

- **Concept:** Business vision
- **Concept definition and reference in the Facilitator's Guide:** A statement that answers the basic question: "What do I want my business to become?" [Handout 1.6 (a): Vision and Mission]
- **Teacher Preparations and Instructions:**
 - Read or review all the necessary materials and activities before meeting the learners (e.g., Module 1 Handout 1.6 (a): Vision and Mission, Handout 1.6 (b): Vision and Mission, etc.)
 - Review the facilitation guidelines, objectives, and the timeline of sessions
 - Take note of the ALS learners' background and contextualize the discussions as much as possible

- **Frequently Asked Questions (by the learner):**
 - What do I need to know before starting a business?
 - How can I prepare myself for entrepreneurship?
- **Expected Learner Actions:**
 - Learners can already share general ideas on the kind of business they want to build
 - Learners will read the relevant handouts (e.g., Handout 1.1: Definition of Business and Business Activities)



3. Ask at least two groups to briefly share their filled-out graphic organizers with the bigger group.
4. **Say:** At the end of each CES, expect to complete graphic organizers—first in groups or pairs, then individually. Maintaining a habit of creating personal organizers afterward is encouraged. You can also take photos of the organizers as references.

Assessment Administration Tips

[Total: 10 minutes]

1. Have CES members complete the Module 1 Post-Test to assess understanding, address common errors, and write personal reflections on the Reflection Sheet.
2. Plan how to process Pre-/Post-Tests, Reflection Sheets, and End-of-Module Assessments for clarity and learning.
3. Assure learners that assessments are not for disqualification but to gauge understanding and provide support.
4. Use the Facilitator’s Guide and answer keys to address difficult topics, focusing on common mistakes rather than analyzing every item.
5. Emphasize that Reflection Sheets have no right or wrong answers, serving as tools for understanding and identifying challenges.
6. Inform learners they will regularly complete Reflection Sheets and End-of-Module Assessments to track their growth.
7. Provide feedback using the Sandwich Method: constructive feedback between positive remarks.

Example: “I see that you were able to fully understand the basic definition of a business [*positive feedback*]. However, you still seemed confused between buying input and selling [*negative or constructive feedback*], but you’re attentive and willing to learn. I’m sure you will get the hang of it as we go along [*positive feedback*].”

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES competency assessment (Annex B).
3. Identify the topic, prerequisites, and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Encourage them to ponder on this quote:

"Being your own boss means that you can create your own future, control your own destiny, and build something that reflects your own vision and values." – Richard Branson

The CES members may also share this quote with their learners as they generate a theme for their own businesses, bearing in mind that these should reflect their own vision and values.

MODULE 2.A: CUSTOMER SERVICE

This CES guide module complements **Session 3 and portions of Session 4 in Module 2 of the Be Your Own Boss Facilitator’s Guide**. It emphasizes the importance of building a successful business through fostering a strong customer base.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand the importance of customer service in a business.							✓
2. Increase knowledge of skills necessary to meet customer needs and maintain loyal customers.						✓	

** Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Be Your Own Boss Facilitator’s Guide before this CES, particularly:

- Activity 1: Introduction to Customer Service
- Handout 4.1: What Is Customer Service and Why Is It So Important?
- Activity 2: Giving Exceptional Customer Service
- Handout 4.2: Giving Exceptional Customer Service
- Handout 4.5: Resolving Conflicts with Upset/Difficult Customers

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries

[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity

[Total: 10 minutes]

1. An activity entitled ROSE-THORN-BUD will follow. This activity will allow the CES facilitator to assess the participants’ knowledge about the topic of Customer Service and their readiness to participate in the upcoming session.

2. The CES facilitator will start by defining the meanings of the following:
 - *Rose* – a highlight, success, small win, or anything positive that the participant has experienced related to customer service. Remember that customer service is how a business and its team meet the needs of the clients who use their products and/or services.
 - *Thorn* – a challenge experienced by the participant or something that he/she thinks can be improved with better customer service.
 - *Bud* – suggestions or ideas from the “thorn” that the participant can think of to improve customer experience.

The CES facilitator may give examples based on his/her own experience or use the ones below:

- My **rose**: During a recent purchase from a fast-food restaurant, there was a note in the takeout bag saying, “Stay safe and dry.”
(**Note to CES facilitator**: It may be emphasized that adding a personal touch to takeout items may encourage customers to come back, and this can be considered as a marketing strategy on top of excellent customer service.)
- My **thorn**: There was a long line in a fast-food restaurant at around 2:30 pm, and when it was my turn, the cashier said that their best-selling fried chicken has been sold out since noon.
- My **bud**: Based on my thorn example, there should be a sign in the fast-food restaurant stating that the chicken is already out of stock so that those who are queuing to buy the chicken can think of another order or leave in case they don’t have alternative orders.



3. For five minutes, instruct the CES members to quietly ponder on their past customer service experiences and identify their rose, bud, and thorn. The participants may note down their thoughts.
4. Call on at least two (2) participants (depending on the remaining time) to share their answers with the rest of the group.

Main Activity

[Total: 30 minutes]

1. Divide CES members into two (2) groups.
2. Allow 15 minutes to review Handouts 4.1 and 4.2, focusing on practical tips.
3. Encourage linking the content to their Rose-Thorn-Bud insights, if relevant.

4. Assign scenarios:
 - a. **Group 1:** A salon client unhappy with their haircut despite clear instructions.
 - b. **Group 2:** A buyer dissatisfied with a crochet bag due to design differences from online photos.
5. Give 10 minutes for groups to plan and practice their roleplay activity, emphasizing excellent customer service.
6. Have each group present their scenario for five (5) minutes.

Analysis

[Total: 15 minutes]

Ask the CES members the following questions:

1. What do you think about your group's approach to handling the difficult customer? How about the other group's strategy?
2. Why is excellent customer service important?
3. How does this knowledge help in planning and running a successful business?

Abstraction

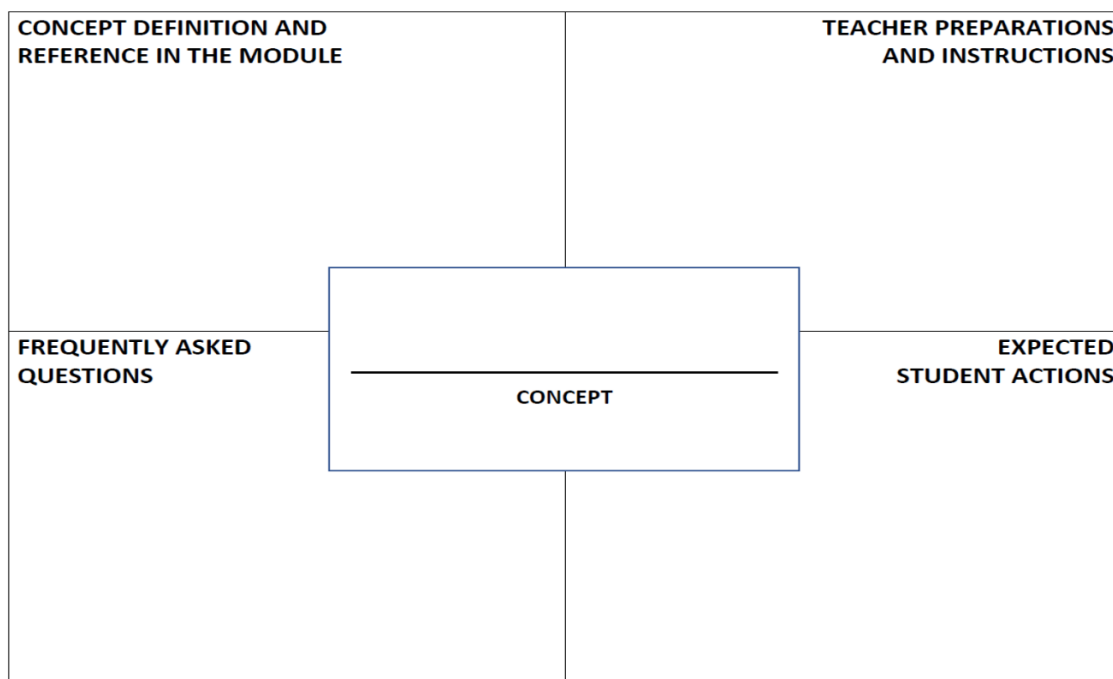
[Total: 20 minutes]

1. **Say:** Now we know that there will be instances when a business owner or staff might encounter a difficult customer. Let us go through more tips given in Handout 4.5: Resolving Conflicts with Upset/Difficult Customers.
2. Discuss key points from Handout 4.5, connecting them to experiences from the Rose-Thorn-Bud activity.
3. Emphasize the value of excellent customer service and encourage remembering these tips for Module 2 implementation.

Application

[Total: 25 minutes]

1. Ask the CES members to go back to the groupings from the previous activity.
2. **Say:** In the previous CES, we filled-out graphic organizers to help us map out key concepts that will be discussed with our ALS learners. We will do something similar today based on our latest learnings. Just like before, you have 10 minutes to fill out graphic organizers as a small group.



3. Ask the three groups to briefly share their filled out graphic organizers.
4. **Say:** Thank you for sharing your graphic organizers. Collaboration is valuable, but creating your own based on your learners' needs is recommended. Feel free to take photos for reference. In the next CES, you'll work in pairs or triads. This will be challenging at first, but you'll adapt quickly.

Assessment Administration Tips

[Total: 10 minutes]

1. Have CES members complete the Session 3 Reflection Sheet and discuss some reflections as a group.
2. Plan how to guide learners in answering and processing the Reflection Sheet.
3. Remind learners there are no right or wrong answers; encourage honest responses to identify what matters most in customer service.
4. Provide written feedback highlighting their strengths and areas for improvement.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES competency assessment (Annex B).
3. Identify the topic, prerequisites, and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Encourage them to ponder on the quote of Bill Gates below, relating it to the importance of effectively handling customer complaints: "*Your most unhappy customers are your greatest source of learning.*"

MODULE 2.B: MARKETING MY BUSINESS

This CES guide module complements **portions of Session 4 and Session 5 in Module 2 of the Be Your Own Boss Facilitator’s Guide**. It contains basic marketing concepts and practical exercises for creating a marketing plan.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Understand the basics of marketing for businesses.						✓	
2. Discuss the relevance of marketing and its role in finding customers.						✓	
3. Create a marketing plan.						✓	

** Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Be Your Own Boss Facilitator’s Guide prior to this CES, particularly:

- Handout 5.0: Definition of Market and Marketing Concepts
- Handout 5.1: The Marketing Elements Defined
- Handout 5.2: The 6 Marketing Elements of My Favorite Business
- Handout 5.3: Personal Assessment Worksheet

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries

[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity

[Total: 10 minutes]

1. Ask CES members to recall a memorable business advertisement (tagline, jingle, mascot, video, or print ad).
2. Have up to five (5) members briefly share examples where the ad convinced them to buy or use the product/service.

Main Activity

[Total: 25 minutes]

1. Review the Six Marketing Elements (6Ps) using Tool 5.1: The Marketing Mix from the Be Your Own Boss Facilitator's Guide.
2. Divide the CES members into three (3) groups.
3. Allow 10 minutes for the groups to review these handouts:
 - Handout 5.1: The Marketing Elements Defined
 - Handout 5.2: The 6 Marketing Elements of My Favorite Business
 - Handout 5.3: Personal Assessment Worksheet
4. Inform them they will apply the Six Marketing Elements in an exercise.
5. After 10 minutes of discussion and preparation, have groups complete the Marketing Plan Template for 15 minutes. This tool is based on the Six Marketing Elements, with additional questions for expansion.

They may choose to write about an existing business based on the themes or concepts below:

Bakeshop
Carinderia

Hair Salon
Flower Shop

Online Clothing Store
Vegetable/ Fruit Stand

Snacks Stall
Sari-sari Store

MARKETING ELEMENTS + OTHER CONSIDERATIONS	DETAILS AND OTHER RELEVANT INFORMATION
Business Name <i>What is the name of the business?</i>	
Product <i>What goods or services are they producing/selling?</i>	
People (Customers) <i>Who buys these products/services?</i> <i>What are the common characteristics of the customers (if there are any)?</i>	
Place of the Business <i>Where is the business located? Why is it located there?</i>	
Price of Goods/Services <i>List at least three products or services being offered by the business. Write down the price of each item.</i>	
Promotion of the Business <i>How do they let customers know about their products/services?</i>	
Production <i>How are the products made/how is the service delivered?</i>	
Competition <i>What other businesses sell similar goods/services in the area?</i>	
Unique Value Proposition <i>How is this business different from its competitors?</i>	
Dealing with Difficult Customers (if available) <i>How does the business deal with difficult customers?</i>	

Analysis

[Total: 30 minutes]

1. Have a group representative present their Marketing Plan Template (7 minutes per group).
2. Synthesize their responses and remind them to keep their templates for future activities.
3. Discuss the following:
 - What information is essential for creating an effective marketing plan?
 - What challenges might ALS learners face when applying the 6Ps of Marketing or completing the Marketing Plan Template?
 - What improvements could make the materials more effective?

Abstraction

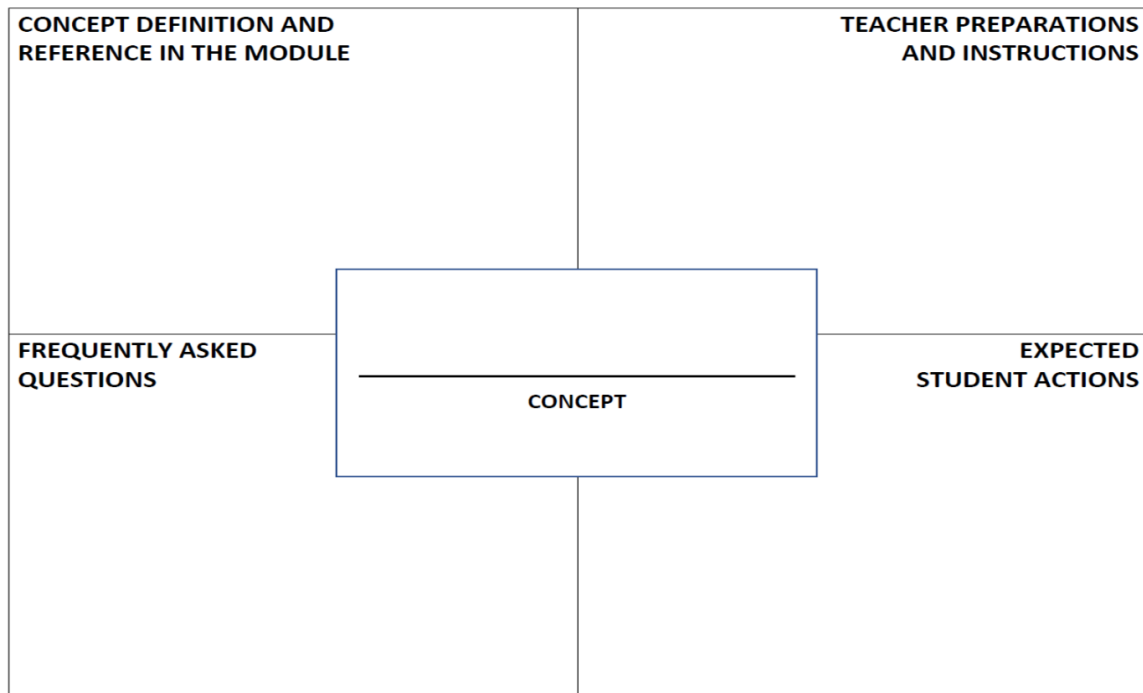
[Total: 15 minutes]

1. Emphasize the importance of the 6Ps of Marketing in Activity 3: Doing Market Research (see Handout 5.4: What is Market Research?).
2. Reiterate that advertising is a key part of a business's marketing strategy and explain marketing concepts from Handout 5.0: Definition of Market and Marketing Concepts:
 - Communicating a product's value to customers to drive sales (relevant to advertisements).
(Note to CES facilitator: Advertisements are more relevant to this definition compared to the second one.)
 - Identifying and satisfying customer needs and wants through targeted efforts and processes.

Application

[Total: 25 minutes]

1. **Say:** You already know the drill. Please form pairs or triads and fill out a graphic organizer based on what you have learned today. However, you will not be presenting your graphic organizers to the bigger group right away. There will be further instructions later, but for now you have 10 minutes to complete the graphic organizer.



2. After 10 minutes, have the pairs/triads exchange graphic organizers. Allow 10 minutes to review and note good practices or provide suggestions for improvement.
3. Once time is up, return the graphic organizers to their owners. Invite up to three (3) volunteers to share their output and any comments received. Highlight promising action steps or discuss interesting points, if time allows.
4. **Say:** Let us thank our volunteers for sharing their graphic organizers. It seems that your graphic organizers are becoming more comprehensive as we go along.
(Note to the CES facilitator: You may include some more personalized feedback on the overall quality of the graphic organizers so far, if appropriate. Use the Sandwich Method.)
5. **Say:** Please keep up the good work and feel free to take photos of today’s graphic organizers. You may find them handy when making your own.

Assessment Administration Tips

[Total: 10 minutes]

1. Have CES members complete the Module 2 Post-Test to assess understanding, address common errors, and write personal reflections.
2. Plan how to guide learners in completing Reflection Sheets for Sessions 4, 5, and the End-of-Module Assessment.
3. For Session 4 Reflection Sheets, encourage learners to reflect on impactful consumer experiences to identify what matters most as a business owner.
4. For Session 5 Reflection Sheets, ask learners to note all ideas for business planning, even vague ones, as there will be opportunities to refine them later.
5. Use the End-of-Module Assessment answer key to process answers, focusing on common errors that may need extra attention.
6. Apply the Sandwich Method for constructive feedback.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES competency assessment (Annex B).
3. Identify the topic, prerequisites, and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Remind the CES members to keep or take photos of the Marketing Plan Template they developed in this session as it may be used again in the future.
6. Encourage them to ponder over the reflection question below outside of the CES: “How can excellent customer service be offered by a budding, small-scale business?”

MODULE 3: MANAGING MY BUSINESS AND PERSONAL FINANCE

This CES guide module complements **Module 3 of the Be Your Own Boss Facilitator’s Guide**. It tackles essential financial principles, including the separation of personal and business expenses, income, and profit.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Differentiate business and personal expenses							✓
2. Discuss the concepts of income, expense, and profit							✓
3. Practice record-keeping skills for financial management							✓

**Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Be Your Own Boss Facilitator’s Guide prior to this CES, particularly:

- Session 6 Information Sheet Pro Faci Tip
- Activity 1: Separating Business and Personal Expenses
- Handout 6.1: Separating Personal and Business Expenses
- Handout 6.2: What Is Income?
- Handout 6.5: What Are Expenses?
- Handout 6.7: What Is Profit?
- Activity 5: Record Keeping/Money In - Money Out - Basic Record
- Handout 6.3: Instant-Shop Online Food Delivery Case Study
- Handout 6.12: Money In/Money Out Template
- Facilitator Tool 6.4: Instant-Shop Online Food Delivery Money In/Money Out Template

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries

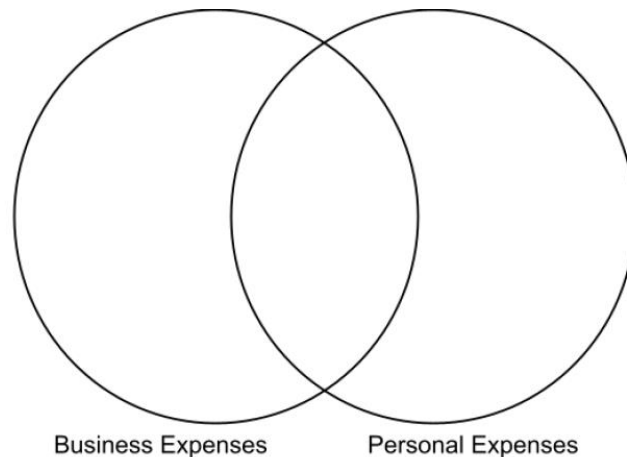
[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity

[Total: 15 minutes]

1. This activity serves as a quick tryout for Handout 6.1: Separating Personal and Business Expenses.
2. The CES members will be divided into three groups.
3. Each group will be given a sheet of paper with this Venn diagram (or they may draw the diagram by themselves):



4. The CES members will be given 5 minutes to go through the examples of expenses on Handout 6.1. and fill out the diagram based on where they think the expenses should be classified.
5. After 5 minutes, the groups will be asked to exchange worksheets.
6. The groups will check each other's work as the CES facilitator processes the ideal answers.
(Note to CES facilitator: Refer to Session 6 Information Sheet – Pro Faci Tip)
7. By the end of the activity, the CES members should have a general overview of the differences between personal and business expenses.

Main Activity

[Total: 40 minutes]

1. Using the same groupings, have the CES members discuss and process the following handouts for 10 minutes within their small groups:
 - Handout 6.2: What Is Income?
 - Handout 6.5: What Are Expenses?
 - Handout 6.7: What Is Profit?
2. After 10 minutes, give the CES members placards with the words INCOME, BUSINESS EXPENSE, PERSONAL EXPENSE, and PROFIT.
3. Present scenarios using slides or read them aloud, and have participants raise placards to identify each as income, business expense, personal expense, or profit.
4. After each scenario, announce the correct answer and explain it briefly.

Sample scenarios may be seen below:

ITEM	ANSWER	EXPLANATION
Getting a haircut before going to the market to buy ingredients for the bakery	<i>PERSONAL EXPENSE</i>	The expense is not in any way used for the business and is considered personal.
There is a special order of 100 pieces of Spanish Bread for a barangay meeting	<i>INCOME</i>	Selling 100 pieces of Spanish Bread may be considered income but not yet profit since the expenses have not yet been deducted.
Spending 30 pesos for tricycle fare going to the market to buy flour for the Spanish Bread order	<i>BUSINESS EXPENSE</i>	The 30 pesos is spent on transportation going to the market to buy the flour and is not a personal expense since it is part of the cost to purchase ingredients.
Subtracting the cost of ingredients and overhead expenses (e.g., transportation, utilities, etc.) from the sale of 100 pieces of Spanish Bread	<i>PROFIT</i>	The remaining money from the sales with all costs subtracted is considered profit.

- Next, ask the CES members to go over Activity 5: Record Keeping/Money In - Money Out - Basic Record and Handout 6.3: Instant-Shop Online Food Delivery Case Study as a group (10 minutes).
- Have them try out Handout 6.12: Money In/Money Out Template also as a group (10 minutes).
- Afterwards, ask the groups to exchange worksheets with other groups. The groups will check each other's work using Facilitator Tool 6.4: Instant-Shop Online Food Delivery Money In/Money Out Template.

Optional: CES members may further increase their knowledge of basic record-keeping skills by watching a sample YouTube video: <https://www.youtube.com/watch?v=mUB25jcZUzI>.

Analysis

[Total: 15 minutes]

Ask the CES members the following questions:

- Why is it important for entrepreneurs to distinguish between personal and business expenses? What are the consequences of not doing so?
- Why must entrepreneurs understand the differences among income, profit, and expenses?
- How was your experience tracking a business's cash flow?
- What challenges might ALS learners face when completing Module 3 worksheets?

Abstraction

[Total: 15 minutes]

- Say:** To reiterate, business owners need to separate personal expenses from business expenses to avoid misusing their funds. This also helps the owner maintain accountability for the money flowing in and out of the business.
(**Note to CES facilitator:** This explanation is also used in Activity 1: Separating Business and Personal Expenses.)

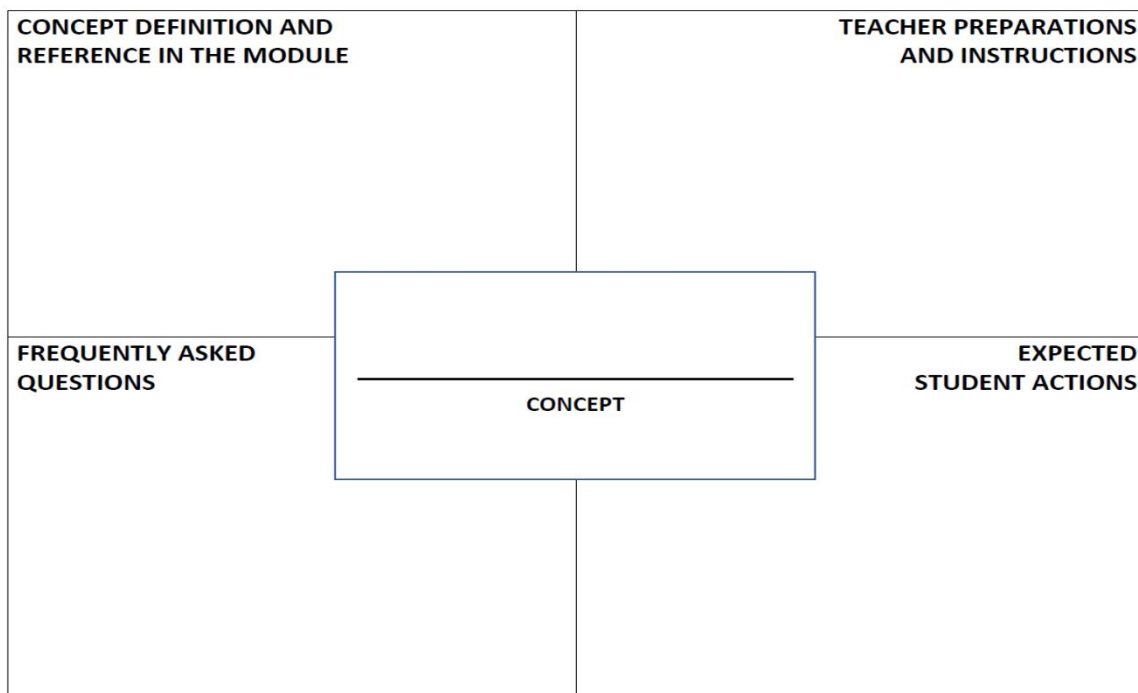
2. **Say:** Moreover, the same principle applies to knowing the difference between profit, income, and expense. Being able to differentiate and track these accordingly are crucial to ensuring accuracy of the business cash flow records.
(Note to CES facilitator: When discussing the concept of *income*, touch on its difference from profit. It might cause confusion because in Filipino “income” and “profit” are both “*kita*.” For more advice on deepening and contextualizing the sessions, have the CES members check out sections on Pro Faci Tips.)
3. The bigger group may process the previous activities further by discussing how the templates and experience of filling them out might be further contextualized for their learners.

Optional: Should the CES members express further interest in learning more about income, profit, and expenses, they may refer to Income Plus Different Types of Expense and Profit (Annex D).

Application

[Total: 15 minutes]

1. **Say:** Like in the previous CES, please form pairs or triads. For 15 minutes, fill out your graphic organizers based on today’s discussions.



2. Have pairs/triads exchange graphic organizers and review them for five (5) minutes, noting good practices and offering suggestions for improvement.
3. After five (5) minutes, return the organizers to their owners. Invite up to three (3) volunteers to share their output and any comments, with a brief discussion if time permits.
4. Encourage CES members to take photos or notes of key takeaways to apply to their own organizers.

Assessment Administration Tips

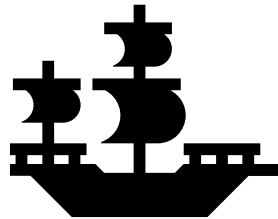
[Total: 10 minutes]

1. Have CES members complete the Module 3 Post-Test, address common errors, and write personal reflections.
2. Plan how to guide learners in completing Reflection Sheets for Sessions 6, 7, 8, and the End-of-Module Assessment.
3. Encourage learners to provide concrete ideas in Reflection Sheets, as these can directly contribute to their business plans.
4. Use the answer key to process the End-of-Module Assessment and provide feedback using the Sandwich Method.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES competency assessment (Annex B).
3. Identify the topic, prerequisites, and schedule for the next CES.
4. Thank the CES members and congratulate them for completing the CES.
5. Encourage them to ponder over the quote below regarding its relevance to future business owners: *“Beware of little expenses. A small leak will sink a great ship.” – Benjamin Franklin*



MODULE 4.A: WRITING MY BUSINESS PLAN

This CES guide module complements **Session 9 in Module 4 of the Be Your Own Boss Facilitator’s Guide**. It focuses on the process of developing and reviewing a business plan.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Discuss the meaning, importance, and content of a business plan							✓
2. Complete a sample business plan template							✓

**Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator’s Guide before this CES, particularly:

- Handout 7.2: What is a Business Plan?
- Handout 7.3: Components of a Business Plan
- Handout 7.4: Sample Completed Business Plan
- Handout 7.5: Business Plan Template
- Handout 7.6 (a): Feedback Form for the Business Plan (English)
- Handout 7.6 (b): Feedback Form for the Business Plan (Filipino)

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries

[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity

[Total: 15 minutes]

1. Divide the participants into three (3) groups.
2. Ask each group to draw ballots with numbers 1-3.
3. Each ballot corresponds to a quote in the following list:

1	"Creativity is thinking up new things. Innovation is doing new things"—Theodore Levite
2	"The best way to predict the future is to invent it."—Alan Kay
3	"Innovation is the ability to see change as an opportunity, not a threat."—Steve Jobs

**CES facilitators may choose to add or change the quotes as deemed necessary*

4. Give the groups five (5) minutes to process their assigned quote and contextualize it in terms of how creativity and innovation can spark the creation of businesses. It would be better if they give examples of innovative businesses/business practices to further strengthen their point.
5. Give each group three (3) minutes to share the summary of their discussion.

Main Activity

[Total: 40 minutes]

1. Allow CES members 10 minutes to review Activity 1: Introduction to the Business Plan and Activity 2: Writing the Business Plan.
2. Have members individually complete Handout 7.5: Business Plan Template for 10 minutes, using previous marketing plans or new ideas, providing 1-2 examples per item, and referring to Handout 7.4: Sample Completed Business Plan for guidance.
3. Ask members to pair up and exchange business plans for review.
4. Give them five (5) minutes to review their partner's plan using Handout 7.6 (a or b): Feedback Form. Option: Refer to the SCAMPER tool for recommendations.
5. Return plans to the original owners for five (5) minutes of review or revision.
Option: Use the SCAMPER tool to improve the plans.
6. Invite 1-2 members to present their revised plans and share their experiences.
Option: Organize a market encounter in the community to test their ideas, documenting lessons for refining their plans.

Analysis

[Total: 15 minutes]

Ask the CES members the following questions:

1. Why is a business plan important for turning creative ideas into action?
2. What key elements should a business plan include?
3. What risks might an aspiring entrepreneur face without a quality business plan?

Abstraction

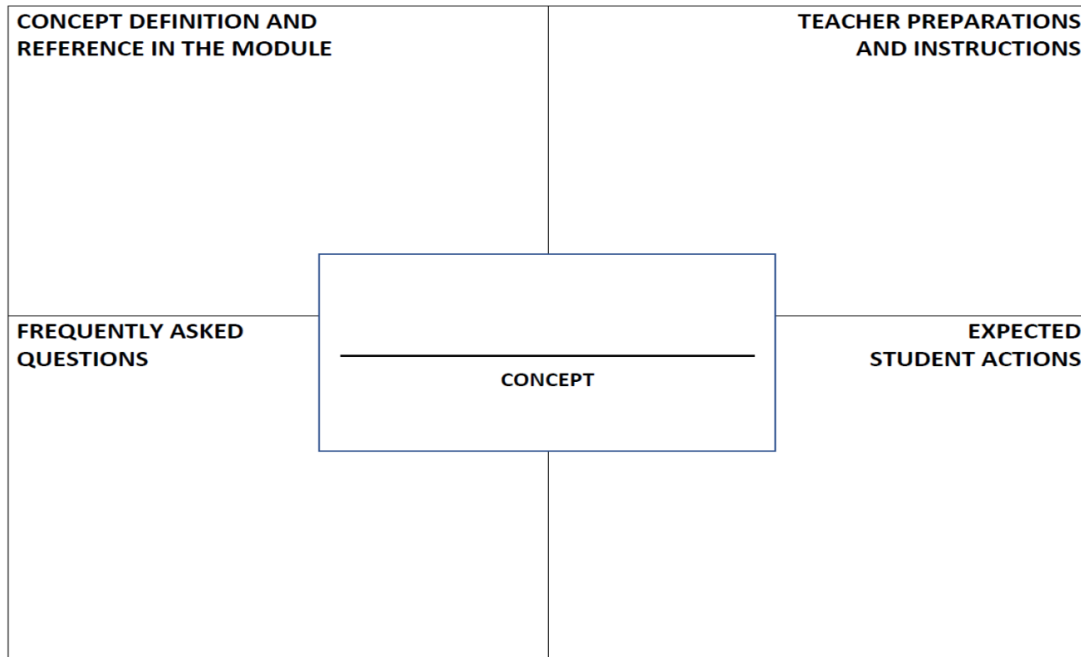
[Total: 15 minutes]

1. **Say:** In the priming activity, we had an idea of how businesses may be initiated through creative and innovative ideas. Various people may have different reasons for building their businesses. However, every business should have a business plan, and you were able to try that out in the second activity.
2. Reiterate the importance of a business plan for entrepreneurship and encourage CES members to anticipate potential challenges ALS learners may face when creating their plans to prepare effectively as facilitators.

Application

[Total: 20 minutes]

1. **Say:** In the previous sessions, you have tried filling out graphic organizers by group, pairs, or triads. Now, it is time for you to try it out on your own. You have ten minutes to fill out your individual graphic organizers. Have fun!



2. After 10 minutes, have CES members exchange graphic organizers with their seatmates and review them, noting good practices and offering suggestions.
3. Once time is up, return the organizers to their owners. Invite up to two (2) volunteers to share their output and any feedback received, with a brief discussion if time allows.
4. Encourage members to take photos or notes of key takeaways for use in their own organizers.

Assessment Administration Tips

[Total: 5 minutes]

1. Have CES members complete the Session 3 Reflection Sheet and share some insights as a group.
2. Plan how to guide learners in completing the Session 9 Reflection Sheet.
3. Explain that Session 9 requires learners to think like investors. Guide them on the role of investors and what they seek in a business investment.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the post-CES competency assessment (Annex B).
3. Identify the topic, prerequisites, and schedule for the last CES.
4. Ask them to bring copies of their business plans for the last CES.
5. Thank the CES members and congratulate them for completing the CES.

MODULE 4.B: PRESENTING MY BUSINESS PLAN

This CES guide module complements Session 10 in **Module 4 of the Be Your Own Boss Facilitator's Guide**. It provides tips on creating a business pitch and sharing business ideas with key stakeholders.

Session Objectives

Learning Objectives	Philippine Professional Standards for Teachers (PPST) Domains						
	1	2	3	4	5	6	7
1. Discuss the process of presenting a business plan template							✓
2. Present a business plan template							✓

*Refer to DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)

Session Prerequisites

It is ideal that the CES members have already read or browsed relevant sections of the Facilitator's Guide before this CES, particularly:

- Handout 7.7: Tips for Presenting a Business Plan
- Handout 7.8: Suggestions to Overcome Potential Barriers

Duration

The entire session requires approximately two (2) hours.

Process

Preliminaries

[Total: 5 minutes]

1. Accomplish the Pre-CES Competency Assessment Checklist (Annex A).
2. Provide an overview of the CES.
3. Go through the session objectives.

Priming Activity

[Total: 10 minutes]

1. Ask CES members to recall a recent experience where effective "sales talk" (colloquial term: *budol*) convinced them to purchase a product or service.
2. Invite 2-3 members to share what made the "sales talk" persuasive.
3. Explain that in the next session, they will create their own "sales talk" using the business plan from the previous session.

Main Activity

[Total: 45 minutes]

1. Inform CES members that they will draft individual business presentations as elevator pitches—short, impactful messages designed to be shared within the duration of an elevator ride.
(**Note to CES facilitator:** This may also be called a “tricycle pitch” if that is more relatable).
2. Outline the basic steps in creating an elevator pitch.

a. Identify Your Objective	Purpose: Determine the goal of your pitch. Are you seeking investors, partners, customers, or simply raising awareness?
b. Define Your Audience	Target: Understand who you will be pitching to. Tailor your pitch to their interests and needs.
c. Craft a Clear and Engaging Opening	Hook: Start with a strong, attention-grabbing statement or question that highlights a key problem or opportunity. This should immediately capture interest.
d. Describe Your Business	What: Clearly state what your business does. Include your product or service and the unique value it provides. How: Explain how your business solves a problem or fulfills a need. Focus on the benefits rather than just features.
e. Highlight Your Unique Selling Proposition (USP)	Differentiation: Briefly explain what sets your business apart from competitors. What makes it unique or better?
f. State the Benefits	Value: Emphasize the key benefits or results that customers will experience. Make it clear why your business is valuable
g. Keep It Concise	Length: Aim for a pitch that lasts about 30 to 60 seconds. Ensure it is brief enough to deliver in an elevator ride or short tricycle ride but detailed enough to be informative.

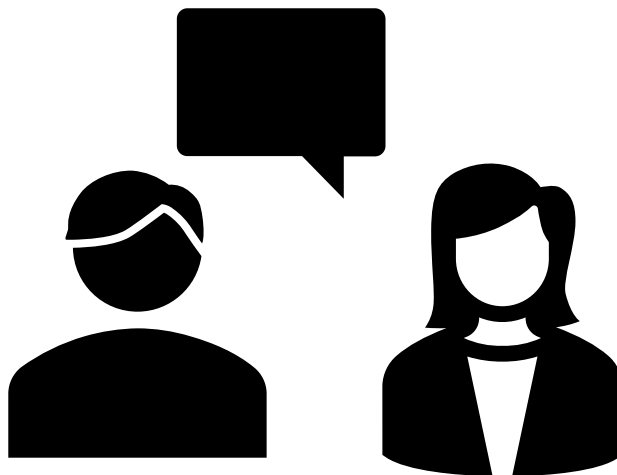
3. Present the sample elevator pitch about the fictional brand “Nutridonut.”

Sample Elevator Pitch (Healthy Donut)	
Opening Hook	“Imagine enjoying a delicious donut without the guilt—one that’s good for you and tastes amazing.”
Business Description	“At Nutridonut, we’ve reinvented the classic donut to be both indulgent and nutritious. Our donuts are made with wholesome, natural ingredients and are free from refined sugars, artificial additives, and unhealthy fats.”
Unique Selling Proposition	“What sets us apart? Each Nutridonut is crafted with organic ingredients and packed with fiber, protein, and essential nutrients. Plus, they’re gluten-free and vegan, catering to a wide range of dietary needs.”
Benefits	“Enjoy the sweet, satisfying taste of a donut while boosting your health and energy. Our treats offer a guilt-free way to indulge, perfect for busy mornings or a healthy snack.”
Call to Action	“Curious to try one? Visit our website to order your first box with a special discount or find us at your local farmer’s market this weekend!”

4. Allot five (5) minutes for clarifications before letting the members write their own elevator pitches.
5. Ask the CES members to bring out the individual business plans they made in the previous CES.
6. Give them 10 minutes to prepare a 1-minute elevator pitch for their business using the template below.

Elevator Pitch Template	
Purpose	
Target Audience	
Opening Hook (actual pitch starts here)	
Business Description	
Unique Selling Proposition	
Benefits	
Call to Action	

7. Afterwards, ask the CES members to choose a partner to practice elevator pitches with. The partner may give feedback immediately after the pitch, and then they switch roles.
8. Let the CES members improve their individual elevator pitches for five (5) more minutes.
9. Ask 2-3 volunteers to do their elevator pitches for the bigger group.



Optional: Should the CES members seek tips in expanding one’s connections to enrich the ALS learners’ experiences, they may check out Networking and Building Partnerships (Annex F).

Analysis

[Total: 10 minutes]

Ask the CES members the following questions:

1. How was your experience writing and presenting your business pitch? How can an effective pitch help grow your business?
2. What challenges might ALS learners face when creating their business pitch, and how can they overcome them?

Abstraction

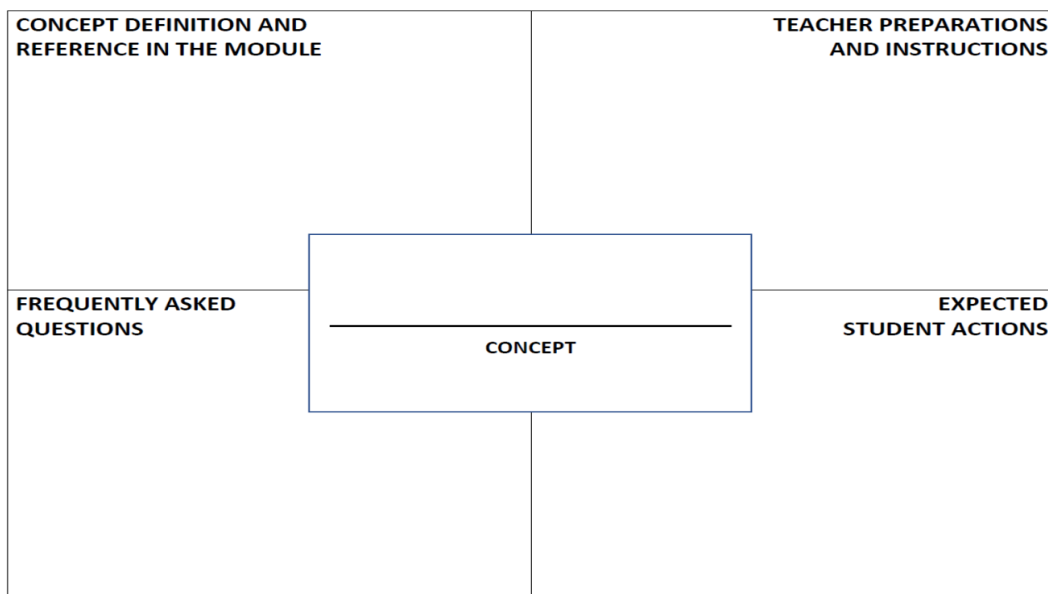
[Total: 15 minutes]

1. As a group, review Handout 7.7: Tips for Presenting a Business Plan and Handout 7.8: Suggestions to Overcome Potential Barriers.
2. Discuss the volunteers’ presentations, focusing on best practices, areas for improvement, and effectiveness, using the Sandwich Method for feedback.
Optional: Create a simple award for the best pitch(es).

Application

[Total: 20 minutes]

1. **Say:** We now proceed to the final graphic organizer. You have 10 minutes to fill out your individual graphic organizers.



2. After 10 minutes, have CES members exchange graphic organizers with their seatmates and review them for five (5) minutes, noting good practices and providing suggestions.
3. Once time is up, return the organizers to their owners. Invite up to three volunteers to share their output and any feedback received, with a brief discussion if time allows.
4. Encourage members to take photos or notes of key takeaways to apply to their own organizers.
5. **Say:** It is good to see how much you as CES members and Be Your Own Boss facilitators have learned in the past sessions.

(Note to the CES facilitator: You may include some more personalized feedback on the overall quality of the graphic organizers so far, if appropriate. Use the Sandwich Method.)

6. **Say:** I hope that these notes will be helpful to you as you facilitate your sessions with the ALS learners.

Assessment Administration Tips

[Total: 10 minutes]

1. Have CES members complete the Module 4 Post-Test, address common errors and misunderstanding, and write personal reflections.
2. Plan how to guide learners in completing the End-of-Module Assessment, Handout 8.1: Learner End of Course Evaluation Form, Session 10 Reflection Sheet, and the Be Your Own Boss Post-Test.
3. Use the answer key to process the End-of-Module Assessment, addressing common errors.
4. Encourage learners to give honest feedback in Handout 8.1 to improve Be Your Own Boss activities for future learners.
5. Use the Session 10 Reflection Sheet to help learners process their business presentation experiences, offering contextualized support based on their needs. Some may find it fun and exhilarating, while some may find it nerve-wracking. As the facilitator, try to provide support that is contextualized to their unique and individual needs.
6. Emphasize that the Be Your Own Boss Post-Test is ungraded and highlights their growth. Use the answer key for checking and motivate them to continue learning independently.

Closing

[Total: 5 minutes]

1. Review the session objectives together with the CES members. Validate if the objectives were met.
2. Administer the Post-CES competency assessment (Annex B).
3. Thank the CES members and congratulate them for completing all the CES.
4. Encourage them to continuously find ways to further enrich their knowledge of entrepreneurship and business planning at their own convenience (e.g., exploring Annex C to Annex E).

ANNEX A

PRE-CES COMPETENCY ASSESSMENT CHECKLIST

(to be administered at the *start* of *each* CES, i.e., per module)

Dear CES Member/Participant,

This self-assessment checklist aims to determine your current level of understanding of *Be Your Own Boss* competencies **before** participating in today's Collaborative Expertise Session. For each statement, check the answer that corresponds to your competency level:

Moving to Distinguished ----- E = Expert (I can do this very well, and I can teach others)
Moving to Highly Proficient ----- P = Practitioner (I can do this very well)
Moving to Proficient Teacher ----- A = Apprentice (I started doing this, but I still need to learn more)
 ----- N = Novice (I cannot do this yet)

COMPETENCY (This requires one response per row.)	E	P	A	N
Overview of Be Your Own Boss				
1. Understand how Be Your Own Boss supports the DepEd ALS Curriculum				
2. Identify how the Be Your Own Boss competencies correspond to real-world needs of ALS learners				
3. Locate the Be Your Own Boss competencies within the DepEd ALS Learning Strand 4				
Module 1: What is My Business?				
4. Define and outline the basic concept of a business				
5. Enumerate the core business skills				
Module 2.A: Customer Service				
6. Understand the importance of customer service in a business.				
7. Increase knowledge of skills necessary to meet customer need and to maintain loyal customers.				
Module 2.B: Marketing Your Business				
8. Understand the basics of marketing for businesses				
9. Discuss the relevance of marketing and its role in finding customers.				
10. Create a marketing plan.				
Module 3: Managing My Business and Personal Finance				
11. Differentiate business and personal expenses				
12. Discuss the concepts of income, expense, and profit				
13. Practice record-keeping skills for financial management				
Module 4.A: Writing My Business Plan				
14. Discuss the meaning, importance, and contents of a business plan				
15. Complete a sample business plan template				
Module 4.B: Presenting My Business Plan				
16. Discuss the process of presenting a business plan template				
17. Present a business plan template				

Thank you for taking the time to accomplish this self-assessment competency checklist!

POST-CES COMPETENCY ASSESSMENT CHECKLIST

(to be administered at the end of each CES, i.e., per module)

Dear CES Member/Participant,

This self-assessment checklist aims to determine your current level of understanding of Be Your Own Boss competencies **after** participating in today’s Collaborative Expertise Session. For each statement, check the answer that corresponds to your competency level:

- Moving to Distinguished* ----- **E** = Expert (I can do this very well, and I can teach others)
- Moving to Highly Proficient* ----- **P** = Practitioner (I can do this very well)
- Moving to Proficient Teacher* ----- **A** = Apprentice (I started doing this, but I still need to learn more)
- **N** = Novice (I cannot do this yet)

COMPETENCY <i>(This requires one response per row.)</i>	E	P	A	N
Overview of Be Your Own Boss				
1. Understand how Be Your Own Boss supports the DepEd ALS Curriculum				
2. Identify how the Be Your Own Boss competencies correspond to real-world needs of ALS learners				
3. Locate the Be Your Own Boss competencies within the DepEd ALS Learning Strand 4				
Module 1: What is My Business?				
4. Define and outline the basic concept of a business				
5. Enumerate the core business skills				
Module 2.A: Customer Service				
6. Understand the importance of customer service in a business.				
7. Increase knowledge of skills necessary to meet customer need and to maintain loyal customers.				
Module 2.B: Marketing Your Business				
8. Understand the basics of marketing for businesses				
9. Discuss the relevance of marketing and its role in finding customers.				
10. Create a marketing plan.				
Module 3: Managing My Business and Personal Finance				
11. Differentiate business and personal expenses				
12. Discuss the concepts of income, expense, and profit				
13. Practice record-keeping skills for financial management				
Module 4.A: Writing My Business Plan				
14. Discuss the meaning, importance, and contents of a business plan				
15. Complete a sample business plan template				
Module 4.B: Presenting My Business Plan				
16. Discuss the process of presenting a business plan template				
17. Present a business plan template				

Thank you for taking the time to accomplish this self-assessment competency checklist!

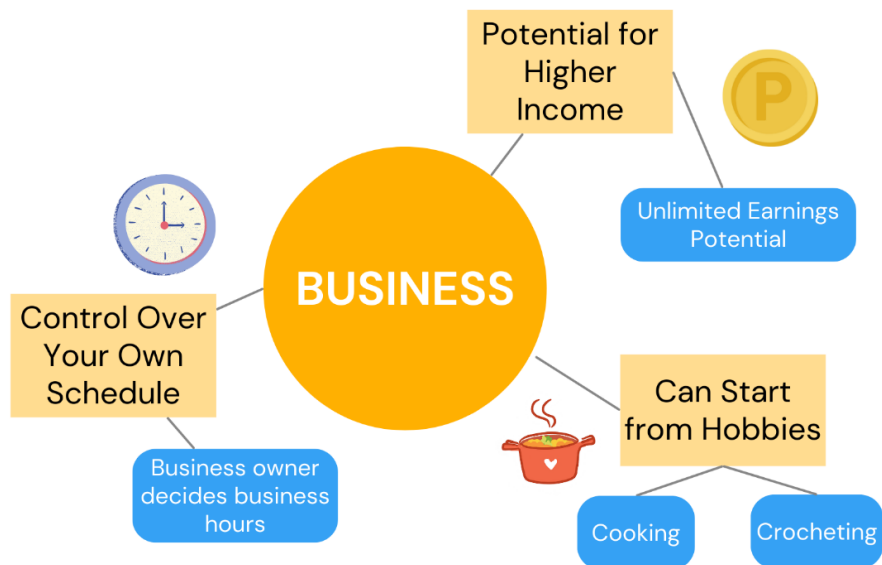
BUSINESS MIND MAPPING

(supplementary activity for Module 1)

[Time: 30-40 minutes]

1. Divide the CES members into groups.
2. Provide each group with an illustration board or manila paper, colored markers or crayons, and sticky notes of various colors.
3. Explain that mind mapping is an effective way to visually organize one's thoughts and ideas. Discuss further the importance of the activity and its relevance to the sub-topics that were processed in the previous activity.
4. Outline the mechanics for creating a mind map. The instructions for creating a mind map are listed as follows:
 - Start with the Central Concept
 - Write "Business" in the center of the page or canvas. This is your main concept.
 - Draw a Circle or Shape, or use the colored sticky notes around the central concept to highlight it.
 - Create Main Branches for Sub-Concepts
 - Draw Lines or Branches extending from the central concept. Each branch will represent a sub-concept.
 - Label Each Branch with a key advantage of having your own business. Some example sub-concepts might be: Control Over Your Own Schedule, or Potential for Higher Income
 - Add Details to Each Sub-Concept
 - Draw Sub-Branched from each main branch to add details or specific examples related to that advantage.
 - For example, under Potential for Higher Income, you might add sub-branches like: Unlimited Earnings Potential
 - Include brief notes or keywords on these sub-branches to elaborate on each advantage.
 - **Optional:** Use Colors and Icons
 - Use different colors for each main branch or sub-concept to make the mind map more visually appealing and easier to understand.
 - Add relevant icons or symbols to represent different ideas or categories (e.g., a clock for "Control Over Your Own Schedule," a peso sign for "Potential for Higher Income").
 - Review and Refine
 - Check for completeness to ensure that all relevant advantages and details are included.
 - Simplify if needed, remove any unnecessary branches or details that may clutter the mind map.

Below is a sample of a mind map on business:



5. Give the groups 15 minutes to create their mind map. Let them know that each group will share their output afterward in a 10-minute presentation.
6. Invite one representative per group to share their output and, if time permits, their process.

INCOME PLUS DIFFERENT TYPES OF EXPENSE AND PROFIT

(additional information for Module 3)

In the context of a small business, understanding the differences between income, expenses, and profit is crucial for effective financial management. This section provides an expansion of the different types of expenses and profit.

INCOME
The total revenue or money a business earns from its primary activities, such as sales of products or services, before any deductions or expenses are subtracted.

Example: A bakery generates income from selling cakes and breads. If the bakery sells Php10,000 worth of cakes in a week, that amount is considered its income for that period.

EXPENSES			
The costs incurred in the process of earning income. They are necessary for the operation of the business but are subtracted from the income to determine profit.			
Below are the types of expenses:			
Fixed Expenses	Variable Expenses	Direct Expenses	Indirect Expenses
Regular, predictable costs that do not change with the level of production or sales (e.g., rent, salaries).	Costs that vary depending on the level of production or sales (e.g., raw materials, utilities).	Costs directly associated with the production of goods or services (e.g., raw ingredients for a bakery).	Costs not directly tied to production but necessary for business operations (e.g., administrative salaries, office supplies).
Example: In the same bakery, expenses might include PHP 2500 for ingredients, PHP 1500 for utilities, and PHP 2000 for employee wages. These expenses are necessary to run the business and are deducted from the income.			

PROFIT		
The amount remaining after all expenses are subtracted from income. It represents the financial gain of the business and is a key indicator of its overall financial health.		
Below are the types of profit:		
Gross Profit	Operating Profit	Net Profit
Calculated by subtracting the cost of goods sold (COGS) from total income. It reflects the profitability of core business activities.	Also known as operating income, it is calculated by subtracting operating expenses (like rent and salaries) from gross profit. It shows the profit earned from core operations, excluding	The final profit figure after all expenses, including operating expenses, interest, taxes, and non-operating costs, have been deducted from total income. It represents the

<p>Formula: Gross Profit = Income - Cost of Goods Sold</p>	<p>non-operating income and expenses. Formula: Operating Profit = Gross Profit - Operating Expenses</p>	<p>overall profitability of the business. Formula: Net Profit = Operating Profit - Non-Operating Expenses - Taxes</p>
<p>Example: If the bakery's total income is PHP 10000, and its total expenses are PHP 6000 (including cost of goods sold and operating expenses), the net profit would be PHP 4000.</p> <p>This is calculated as follows:</p> <ul style="list-style-type: none"> ● Gross Profit: PHP 10000 (income) – PHP 3000 (cost of goods sold) = PHP 7000 ● Operating Profit: PHP 7000 (gross profit) – PHP 3500 (operating expenses) = PHP 3500 ● Net Profit: PHP 3500 (operating profit) – any additional expenses or taxes (if applicable) = Net Profit 		

THE SCAMPER TOOL

(supplementary tool for Module 4A)

SCAMPER is a creative thinking tool used to stimulate innovative ideas and problem-solving by prompting different perspectives on an existing product or process. It's an acronym for seven different techniques that can be applied to generate new ideas:

KEY WORD	MEANING	GUIDE QUESTIONS
S ubstitute	Replace part of the product or process with something else	<i>"What can I substitute to improve the outcome?"</i> For example, replacing materials, components, or resources.
C ombine	Merge two or more elements of the product or process.	<i>"What can I combine to create a new value?"</i> This might involve integrating features or functionalities from different products.
A dapt	Modify or adjust elements to fit new contexts or conditions.	<i>"How can I adapt this to serve a different purpose or market?"</i> This could mean altering the design or functionality to meet new needs.
M odify (or Magnify/Minimize)	Change aspects of the product or process to enhance or reduce its attributes	<i>"What can I modify to improve performance?"</i> This involves altering size, shape, or appearance.
P ut to Another Use	Use the product or process in a different way.	<i>"What else can this be used for?"</i> Consider repurposing the product or finding alternative applications.
E liminate	Remove elements to simplify or improve the product or process.	<i>"What can I eliminate to make it more effective?"</i> This could involve reducing complexity or cost.
R everse (or Rearrange)	Change the order of components or process steps.	<i>"What if I reversed the process or restructured it?"</i> This involves looking at the problem from a different angle or re-sequencing steps.

NETWORKING AND BUILDING PARTNERSHIPS

(additional information for Module 4.B)

Expanding one’s network or professional connections may be beneficial when establishing a business. Below are some ways to build partnerships and broaden one’s network.

Attend Events	Use events like family gatherings or local bazaars to network and meet new people who could become valuable connections.
Reconnect with existing acquaintances	Reconnect with childhood friends, classmates, teachers, or neighbors—they can join your network and may introduce you to local business connections.
Connect Online	Use social media platforms like Facebook to reconnect with old friends or relatives and LinkedIn to build a professional network. Be cautious and avoid interacting with individuals who might be impostors or fraudsters.

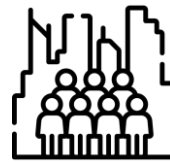
Moreover, various groups may be tapped as partners and/ or supporters. Examples are the following:



Local Government



Local Education Ministry Office



Socio-Civic or Non-Government Groups



Private Individuals

Local institutions like barangays or schools can provide venues for activities such as mini bazaars, where ALS learners can test their business plans by offering samples. The Philippine Department of Trade and Industry also offers business-related capacity-building programs. Explore their website for more information: <https://www.dti.gov.ph/>

On the other hand, socio-civic/ non-government groups and private individuals may be asked to invest in or back up the learners’ initial business ventures. They may also serve as mentors who can guide the learners in polishing their business plans.

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