

Instructional Plan [iPlan]

[With inclusion of the provision of DepEd Order No. 8, s. 2015]

Learning Area: TLE Computer Hardware Servicing (CHS) NCII		Grade Level: 10	
iPlan No.: 4	Quarter: 1		Duration:
Learning Competency/ies: <i>[Taken from the Curriculum Guide]</i>	Develop a product/service in computer hardware servicing; Identify what is of “value” to the customer; Identify the customer to sell to; Explain what makes a product unique and competitive; Apply creativity and innovative techniques to develop marketable product; Employ a Unique Selling Proposition (USP) to the product/Service.		Code: TLE_EM10-10-1
Key Concepts/ Understandings to be Developed	Product Development, Key Concepts of Developing a Product, Finding Value, Innovation: Unique Selling Proposition (USP)		
Learning Objectives	Adapted Cognitive Process Dimensions		
	Knowledge <i>The factor or condition of knowing something with familiarity gained through experience or association</i>	Remembering	<i>The learner can recall information and retrieve relevant knowledge from long-term memory: identify, retrieve, recognize, duplicate, list, memorize, repeat, describe, reproduce</i>
		Understanding	<i>The learner can construct meaning from oral, written and graphic messages: interpret, exemplify, classify, summarize, infer,</i> Explain what makes a product unique and competitive.

			compare, explain, paraphrase, discuss	
	Skills <i>The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or.. the ability, coming from one's knowledge, practice, aptitude, etc., to do something</i>	Applying	<i>The learner can use information to undertake a procedure in familiar situations or in a way: execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i>	Execute creativity and innovative techniques to develop marketable product. Employ a Unique Selling Proposition (USP) to the product/service.
		Analyzing	<i>The learner can distinguish between parts and determine how they relate to one another, and the overall structure and purpose: differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct</i>	
		Evaluating	<i>The learner can make judgments and justify decisions: coordinate, measure, detect, defend, judge, argue, debate, describe, critique, appraise, evaluate</i>	

		Creating	<i>The learner can put elements together to form a functional whole, create a new product or point of view: generate, hypothesize, plan, design, develop, produce, construct, formulate, assemble, devise</i>	Create a business vicinity map reflective of the potential computer hardware servicing market in one's town/municipality.
	Attitude	<i>A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior:</i>		Impart ideas in the Unique Selling Proposition in computer hardware services in the area.
	Values	[RA 849]		
	· A learner principles or standards of behavior; one's judgment of what is important in life. · Go beyond learner's life on earth, include more than wealth and fame and would affect the eternal destiny of millions	Maka-Diyos		
		Maka-tao		
		Makakalikasan		
Makabansa				
Resources Needed	<i>Listing of all resources needed</i>	Book, computer system unit, projector, laptop, internet, photocopy etc.		
METHODOLOGY				
Introductory Activity <i>This part introduces the lesson content. Although at times optional, it is usually included to serve as a warm-up activity to give the learners zest for the incoming lesson and an idea about what it to follow. One principle in learning is that learning occurs when it is conducted in a pleasurable and comfortable atmosphere.</i>		Concept mapping. Fill-in the boxes and oval your innovative techniques, to achieve your Unique Selling Proposition (USP). 		

Activity <i>This is an interactive strategy to elicit learner's prior learning experience. It serves as springboard for new learning. It illustrates the principle that learning starts where the learners are. Carefully structured activities such as individual or group assessment, dyadic or triadic interactions, puzzles, simulations or role-play, cybernetics exercise, gallery walk and the like may be created. Clear instructions should be considered in this part of the lesson.</i>	Computer Aided Activity. Perform assigned task on page 24. 1. Who are your customers? 2. What were your considerations in selecting your customers? 3. Explain how your product or service became unique to other products? 4. Did you consult somebody before you engaged in this business?	
Analysis <i>Essential questions are included to serve as a guide for the teacher in clarifying key understandings about the topic at hand. Critical points are organized to structure the discussion allowing the learners to maximize instructions and sharing of ideas and opinions about expected issues. Affective questions are included to elicit the feelings of the learners about the activity or the topic. The last questions or points taken should lead the learners to understand the new concepts or skills that are to be presented in the next part of the lesson.</i>	Group Activity. Answer the following questions: 1. How would you deepen your understanding in having the actual business? 2. How would you create your innovative techniques to adapt the development of your product or service? 3. How did you establish the strategy to create the unique selling proposition to your product or service?	
Abstraction <i>This outlines the key concepts, important skills that should be enhanced, and the proper attitude that should be emphasized. This is organized as a lecturette that summarizes the learning emphasized from the activity, analysis and new inputs in this part of the lesson.</i>	Sum-up Discussion. Unique Selling Proposition is the factor or consideration presented by a seller as the reason that one product or service is different from and better than that of the competition. Before you can begin to sell your product or service to your target customers, you have to sell yourself in it. This is especially important when your product or service is similar to your competitors	
Application <i>This part is structured to ensure the commitment of the learners to do something to apply their new learning in their own environment.</i>	Pen & Paper Activity. Product Conceptualization: Please read directions on page 26 and do the assigned task.	
Assessment <i>For the Teacher to:</i> 1. Assesses whether learning objectives have been met for a specified duration 2. Remediate and/or enrich with appropriate strategies as needed 3. Evaluate whether learning intentions and success criteria have been met [Reminder: Formative Assessment may be given before, during or after the lesson.]	Online Quiz. Browse the link at georgelumayag.com Improvised Test Questions are derived from K to 12 Basic Education Curriculum Technology and Livelihood Education Grade 10 Information and Communications Technology authored by Rosalie Lujero et. al. shall be administered by the teacher.	
Assignment <i>Note: Fill-in any of the four purposes</i>	Reinforcing/ strengthening the day's lesson	

	Enhancing/ inspiring the day' lesson	
	Preparing for the new lesson	Make a research on Product Conceptualization
Concluding Activity <i>This is usually a brief but effective closing activity such as a strong quotation, a short song, an anecdote, parable or a letter that inspires the learners to do something to practice their new learning.</i>	Closing Quote: The teacher reads this quote. Innovators need to have a clear understanding of the strategic objectives of the enterprise and relate them to conceptualize their idea. The idea needs to align to the enterprise strategies and should differentiate with other similar competitive offerings. Weblink: http://www.innovationmanagement.se/2012/01/23/how-to-build-a-framework-to-conceptualize-your-ideas-into-successful-innovations/	

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Bibliography

Appendices: [attach all materials that will be used]

1. Activity Sheet...
2. Formative Assessment...
3. Answer key...
4. Handouts...
5. PowerPoint Presentation...
6. Others...