

# Entrep-Eskwela

YOUR SCHOOL ON ENTREPRENEURSHIP

## Grassroots Entrepreneurship Management (GEM)

A partnership between  
Bayan Academy for Social Entrepreneurship and  
Human Resource Development, Inc.  
and  
Center for Community Transformation

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### Day 2-3 ENTREPRENEUR IN HEART AND MIND

### BEING AND BECOMING

## TEACHING GUIDE



# Entrep-Eskwela

YOUR SCHOOL ON ENTREPRENEURSHIP

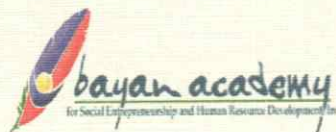
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## Day 2 ENTREPRENEUR IN HEART AND MIND

### Teaching Guide



# Entrep-Eskwela

YOUR SCHOOL ON ENTREPRENEURSHIP

MODULE TITLE:

## Sistematikong Pag-iisip



**ENTREP-ESKWELA**  
**Grassroots Entrepreneurship Management (GEM) Program**



**TEACHING GUIDE 02-A**



**SELF MASTERY MODULES**

**TOPIC : ENTREPRENEUR IN HEART AND MIND**

**Module Title : LEARNING HOW TO THINK  
(Logical and Critical Thinking)  
"Sistematikong Pag-iisip"**

**By Cecille R. Batalla**

**Duration : 3 hours**

**Module Objectives :**

1. To make learners aware of the functionality of the left part of the brain's hemisphere, capable of logical and critical thinking.
2. To enable learners to apply a model for logical and critical thinking to an everyday case scenario.

<b>Part 1 Introduction</b>	<p>The session opens with a slide that illustrates the two parts of the brain's hemisphere, the right and the left. Learners are asked a stimulating question: What is it that humans are capable of doing far better than any other creature on earth? This introduces the class to the topic of thinking skill-building.</p> <p>After the facilitator introduces the idea of the two hemispheres of the brain, he emphasizes that the learning session will be how to harness the capabilities of the left (logical, critical and analytical) brain.</p>
<b>Part 2 Case Set Up</b>	<p>The class is prepared to tackle the experiential learning exercise and the video case entitled "Aling Marta" is introduced. Mechanics of the exercise is laid out to learners, and facilitator ensures that the participants know what to do once the video exercise begins.</p> <p>Options:</p> <p>A. Show the video first, then show it again if they would need to understand it better.</p> <p>B. Ask participants to read the one page case, review the case facts with them, then let them watch the video.</p>

	As you will process the exercise using a mental framework ("BaTukTaLi), ensure that participants understand the case very well before they proceed with the next part. You may ask review questions to ensure they grasp salient aspects of the content of the video case.
<b>Part 3 Introduce Framework</b>	<p>Introduce the Framework entitled "BaTukTaLi" which will be used to aid step by step analysis of the case scenario.</p> <p>Using the slide walk the learners through the definition of each of the four steps. (1) Balangkasin (2) Tukuyin (3) Tahiin and (4) Likhain.</p>
<b>Part 4a Application: Break Down and Categorize</b>	<p>Using the slides as guide, engage participants in a group analysis/discussion following the framework.</p> <p>The first step is Data Categorization (Balangkasin). In order to make this segment interesting, you may pin up three easel sheets or one white board divided into three columns (or more) where you will write down the <b>categories of data</b> identified by the learners from the case.</p> <p>Allow participants to state the information they picked up from the video case and line up these inputs under each category heading.</p> <p>E.g. business related, family related, feelings, background info.</p>
<b>Part 4b Application: Identify Goals</b>	<p>The second step is Goal Setting where participants will identify the goals of the case protagonist Aling Marta.</p> <p>Simply ask them to list down these goals, and then categorize these goals.</p> <p>Write down these goals on prepared colored paper. This will make it possible for you to place these goals ABOVE categories of data, already listed down column-wise during the first step.</p>
<b>Part 4c Application: Link or Synthesize</b>	<p>Facilitate discussion where participants could link goals to categories of data.</p> <p>In fact, you could remove the other categories of information from sight as you handle one category first.</p>
<b>Part 4d Application: Create Solutions</b>	<p>As the group discusses the case information in light of the goals, you may move the discussion to generating solutions for each category of goals.</p> <p>Emphasize that this is a creative process. And that while you are listing down one by one, the options this time don't have to have any logical link to one another. It is more of a brain</p>

	<p>storming. (You may tell them that during this step, there is some amount of creative thinking happening. And that a further discussion on this will ensue in the succeeding module on Creative Thinking.</p>
<b>Part 5: Session Close</b>	<p>Recap the session by asking participants what they have learned and how they can apply this model back to work.</p> <p>You may also discuss the possible obstacles to thinking critically in everyday experience. One such is the lack of time to sit down and really focus on a problem systematically. Emphasize that ironically, when one invests time in a systematic approach to a problem, one saves on time spent on correcting faulty decisions, being overwhelmed, or being paralyzed by a decision that could have been made sooner before things become worse, or spent pursuing the opportunity that may not always wait.</p> <p>Option (requires 45 minutes): Practice the framework using a complex problem currently experienced by any one of the participant learners. This will allow for practical application to a real experience.</p>

**The power point presentation in pdf file contains teaching notes that serve as a guide for the trainor to explain the content of each slide and how it should be delivered.**



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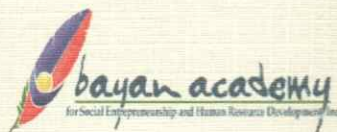
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### Day 3 BEING AND BECOMING

### Teaching Guide



# Entrep-Eskwela

YOUR SCHOOL ON ENTREPRENEURSHIP

MODULE TITLE:

## Mamuhay Nang Mahusay





**ENTREP-ESKWELA**  
**Grassroots Entrepreneurship Management (GEM) Program**



**TEACHING GUIDE 03-A**



**SELF MASTERY MODULES**

**TOPIC : BEING AND BECOMING**

**Module Title : LEARNING HOW TO BE AND BECOME (Ang Mahusay Mamuhay)**

**By Cecille R. Batalla**

**Duration : 3 hours**

**Module Objectives :**

1. To enable learners to mine past experience for learning that can be used for future endeavors.
2. To help learners take stock of personal strengths they can build on as they pursue goals in the present and future.
3. To provide opportunity for values clarification and personal vision setting that can aid prioritization and focus for future success.

<p><b>Part 1</b> <b>Introduction</b></p>	<p>The session on being and becoming is a foundational module that can help affirm personal strengths and define personal direction.</p> <p>Self mastery is really about utilizing personal strengths to pursue clear life goals at both the economic (enterprise) and personal levels.</p> <p>This module looks at both the past, present and future in order to engage the learner in a more conscious and active participation in the shaping of their life situation (empowerment).</p>
<p><b>Part 2</b> <b>Life-mapping</b> <b>Exercise: Being</b></p>	<p>The session opens with a review of highlights of past experience to rekindle learning gained and take stock of personal strengths that can be used for pursuit of present and future goals.</p> <p>What ensues is an emotional recounting of personal experience which can help raise awareness of learning gained from both triumphs and hardships in life. The learners get to share and hear from others, and this builds a sense of unity in the team, that can strengthen community as well.</p> <p>What is essential is the way the exercise leads to insights about <b>personal strengths</b> that serve to bolster a desire to pursue</p>

	<p>goals in the near and long term future. It also affirms the <b>unique</b> life map of each one and the fact that this is continuous (a journey) that is definite as well as evolving (being).</p>
<p><b>Part 3: BINGO of Life</b></p>	<p>The second part of the session is forward-looking and allows the learners to view the prospects of the future. They will have in this session an opportunity to identify what they value, prioritize these, see this in a time frame, and direct their focus on what to them is most important to pursue.</p> <p>Using the customized BINGO cards as medium for communicating their life aspirations, learners are able to drill down on unique goal-sets they would like to pursue individually.</p> <p>As they are asked to identify only 5 aspirational items from the card, they also realize the value of focusing, prioritizing and being realistic about the kind of life they are shaping for themselves. There could be a discussion on trading off, and on the fact that each one's values-set/vision-set is unique. The process of achieving is also a journey – hence a process of “becoming”.</p>
<p><b>Part 4: Session Close</b></p> <p>Sabih:</p> <p>istak:</p> <p>Talaka:</p>	<p>The session ends with a group reflection on what can be done in order to poise oneself toward one's vision or aspirations.</p> <p>The group here can realize that it is not an instant process but one that requires:</p> <ul style="list-style-type: none"> <li>Clarity</li> <li>Focus</li> <li>Determination</li> <li>Sacrifice</li> <li>Cooperation</li> </ul> <p>And other such personal values and characteristics.</p> <p>The session ends with the learners gaining greater clarity on what they want, a sense that they have what it takes to achieve these, and a knowledge of necessary personal characteristics and behaviors that will make goal-achievement possible.</p>

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