

8

# Lesson Exemplar for TLE

Quarter 3

Lesson

8

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for TLE Grade 8**  
**Quarter 3: Lesson 8 (Week 8)**  
**SY/TP 2025-2026**

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	Demonstrate an understanding of the principles in making handicrafts
<b>B. Performance Standards</b>	The learners apply principles in making handicrafts following safety precautions
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <ul style="list-style-type: none"> <li>• Apply The Principles in Making Handicrafts Following Safety Precautions</li> </ul> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the basic principles of handicraft making.</li> <li>2. Describe the styles and design used in handicrafts.</li> <li>3. Differentiate Product Specifications and Project Plan</li> <li>4. Apply the principles in product development of a sample handicraft.</li> <li>5. Justify the importance of applying the principles of handicraft making in the development process.</li> </ol>
<b>D. Content</b>	Principles of Handicraft Style and design Product Specification Qualities of a well-finished handicraft products
<b>E. Integration</b>	<p><b>SDG 3: Good Health and Well-being:</b> Ensure healthy lives and promote well-being for all at all ages.</p> <p><b>SDG 4: Quality Education:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p><b>SDG 5: Gender Equality:</b> Achieve gender equality and empower all women and girls.</p> <p><b>SDG 8: Decent Work and Economic Growth:</b> Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.</p> <p><b>SDG 9: Industry, Innovation, and Infrastructure:</b> Build resilient infrastructure. promote inclusive and sustainable industrialization, and foster innovation.</p> <p><b>SDG 12: Responsible Consumption and Production:</b> Ensure sustainable consumption and production patterns.</p>

## II. LEARNING RESOURCES

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## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

<p><b>A. Activating Prior Knowledge</b></p>	<p><b>DAY 1</b></p> <p><b>1. Short Review:</b></p> <p>Show sample pictures of handicrafts and let the students identify the name of the handcraft.</p> <div data-bbox="409 260 775 459"> </div> <p>pottery from <a href="#">Rawpixel</a>. Clay</p> <div data-bbox="864 260 1229 459"> </div> <p>Woven Baskets Hanging in the Store by Leopoldo Zenteno, from <a href="#">Pexels</a></p> <div data-bbox="1317 260 1682 459"> </div> <p>Knitting Needles from <a href="#">Pexels</a></p> <div data-bbox="409 560 766 762"> </div> <p>Image from <a href="#">SnappyGoat</a></p> <div data-bbox="864 560 1229 762"> </div> <p>Image from <a href="#">PxHere</a></p> <div data-bbox="1317 560 1682 762"> </div> <p>wood carving from <a href="#">Stockcake</a> Artisan</p> <p><b>2. Feedback</b></p> <p>To be done in triad. Write your answer in your notebook.</p> <ol style="list-style-type: none"> <li>Enumerate the materials used in making the handicrafts shown in the picture.</li> <li>If you were to make a handicraft using the materials that you enumerated, what would it be? Why?</li> <li>Share your answer to the class.</li> </ol>	<p>You can make it more relatable for learners by using pictures or actual handicraft products from your local area.</p>
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose:</b></p> <p>To better understand and appreciate handicrafts, it is helpful to consider some fundamental truths. These are considered as the basic principles of handcraft, guiding how art should be practiced.</p> <p>The goal of this lesson is to teach students the foundational concepts and principles of handicraft making and to have them apply these ideas to create a basic handcrafted item. Discussing the principles of handicrafts is crucial as it not only provides students with knowledge but also equips them with valuable skills that promote innovation, creativity, and</p>	

	<p>critical thinking. By empowering students to create handmade items through thoughtful design and skilled craftsmanship, this lesson fosters a culture of creativity and ingenuity that extends beyond the classroom.</p> <p><b>2. Unlocking Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Handicraft</b> - a product that is made by hand rather than by using a machine.</li> <li>• <b>Material</b> -a physical substance that things can be made from</li> <li>• <b>Technique</b> -a way of doing something that needs skill or thought:</li> <li>• <b>Design</b>-a drawing or set of drawings showing how a building or product should be made and how it will work and look.</li> <li>• <b>Principle</b> A fundamental concept or rule that explains or governs how something occurs or functions.</li> </ul>	
<b>C. Developing and Deepening Understanding</b>	<p><b>PRINCIPLES IN MAKING HANDICRAFTS</b></p> <p><b>SUB-TOPIC 1: Basic Principles of Handicraft in Theory and Practice</b></p> <p><b>1. Explicitation</b></p> <p>A principle is a type of rule, belief, or idea that directs your actions. Handicrafts are also governed by these principles. To guide you in creating your handicrafts, here are the fundamental principles of handicrafts. The basic principles (Arribas, 2009), along with brief discussions for each, are listed below:</p> <ol style="list-style-type: none"> <li>1. <b>Handicraft always serves a purpose or a need.</b> Assuming that handicrafts may have originated from a perceived need, understanding the function of the object is essential for its creation.</li> <li>2. <b>Knowledge of handicrafts always requires understanding of its essential or basic elements, which are materials, techniques, and design (product).</b></li> <li>3. <b>Economy of materials and techniques must be practiced. Violation of this principle affects the aesthetic quality of the handicraft product.</b></li> <li>4. <b>Handicrafts should be learned from simple to complex.</b></li> <li>5. <b>Handicraft activity requires attention in mind.</b> A craftsman needs a conducive workplace relatively free from distraction, while working on a handicraft project.</li> </ol>	

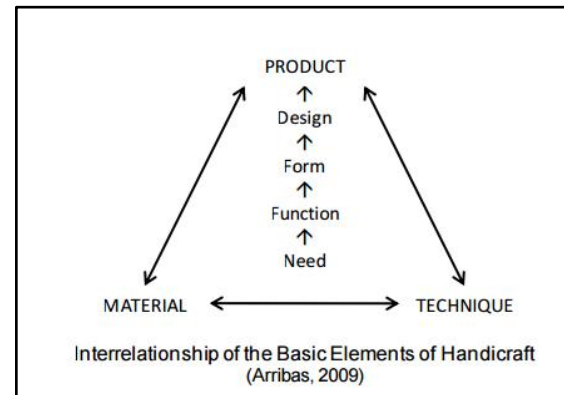
6. **Good craftsmanship is influenced by the materials, techniques, tools, equipment, the working environment, and the skill of the craftsman.**
7. **The art principle “form follows function” is the key to good design.**  
This simply means that the form such as the shape of a jar, including other features like a cover or handle, must be related to the function of the jar itself.
8. **There is always the best technique for accomplishing a design.**  
It is necessary to plan and search for the best technique before doing a project.
9. **No two handicraft articles are exactly alike.**  
It is believed that even with mastery and standardization in the procedure, the craftsman’s work is influenced by emotion, mental state and environmental factors which vary from time to time.

### **BASIC ELEMENTS OF HANDICRAFT**

Handicraft involves creating functional and decorative items entirely by hand or with simple tools. It is often considered a traditional method of producing goods. These handicraft products frequently hold cultural and religious importance. Items created through mass production or machinery do not qualify as handicraft goods.

**Handicraft** has three basic elements that are interrelated, and which explain its conceptualization. You cannot create a handicraft without using all these three elements.

1. **Design** is an idea or arrangement scheme expressed into a configuration, drawing, model, mold, pattern, plan, or specification to work out the form of an object. The design, drawn by a designer, gives perspective to the object and helps us visualize the expected finished product.
2. **Material**, as an element of handicraft, refers to the basic substance in its natural, modified, or semi-processed state used as an input to a production process for subsequent modification or transformation into a finished product.
3. **Technique** is simply the method and process of treating the materials to construct the object. The technique will help determine the tools and equipment to be used.



	<p>The relationship of the three elements is illustrated in the following diagram espoused by a handicraft expert, the late Prof. Lydia Arribas. It shows that a handicraft product is the realization of design elements and is most probably created to respond to a felt need. The material to use in executing the planned design concept depends on the object's design and function. In turn, the chosen material will suggest how the technique will be treated, processed, and handled to convert it to the desired object.</p> <p><b>Note:</b> After the discussion on the principles, you may let the students do the <b>Worksheet Activity No.1</b> - Challenge, Dilemma, Principle (CDP) Activity (This activity could be given as an assignment if time is not enough for it to be done inside the classroom.)</p> <p><b>DAY 2</b>  <b>SUB-TOPIC 2: Project Scope (Project Plan with Product Specification Details)</b></p> <p>The project scope is a combination of the project plan and product description. It defines the boundaries, deliverables, and objectives of a project. It outlines what will be accomplished during the project and what will not be included. It establishes the foundation for the entire project by clearly outlining the objectives, the methods to achieve them, and the criteria for success.</p> <p><b>PROJECT PLAN:</b></p> <p>Planning is necessary before undertaking any project because it serves as your guide in accomplishing an activity. It helps save time, money, and effort and standardizes the product for effective production. It also gives you an idea of what needs to be done, how much to spend, and what procedures to undertake. So before starting a project, you need to make a project plan.</p> <p><b>PRODUCT SPECIFICATION:</b></p> <p>Building great products is like creating a great movie. In each case, there are many specialized people, each serving distinct roles and working towards a unified goal of a final end product. The most obvious illustration of this is the humble but extremely important product specification.</p> <p>Product specs, or specifications, outline the specific details, features, and requirements of the end product or deliverable. It includes detailed descriptions of the product's functionality,</p>	<p><b>Note on CDP Activity:</b>  These scenarios present various challenges and dilemmas that require the application of basic principles of handicraft such as purposeful creation, understanding of materials and techniques, economy, craftsmanship, and the relationship between form and function.</p> <p>The teacher may present the scenarios through a PowerPoint presentation and then assign a particular scenario for each group, or they may be encoded, cut by scenario, and then distributed to the groups. You may also put the cut papers upside down, then let one member come and pick a scenario for their group. Encourage the</p>
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	<p>design, technical specifications, materials, dimensions, performance criteria, and any other relevant attributes.</p> <p>Effective product specs set the overall direction of a product or feature and ensure that the final product meets the desired quality standards and fulfills the intended purpose. It also creates space for creativity, instead of trying to control all the details.</p> <p>In a nutshell, product specification focuses specifically on defining the characteristics and requirements of the end product, while the project plan encompasses a broader perspective, encompassing all the activities and resources needed to execute and complete the project successfully.</p> <p style="text-align: center;"><b>PARTS OF A PROJECT SCOPE</b></p> <p>Name of student: _____ Date: _____  Grade and Section: _____</p> <p><b>I. Name of project/Product: (State the name of the project you are going to make)</b>  Example: Hand woven Basket made of old newspaper/magazines</p> <p><b>II. Description:( Describe the project you intend to make)</b>  <b>Example:</b> The basket is handcrafted using old newspapers or magazines woven into a sturdy and durable structure. It features a rectangular shape with a wide opening and a shallow depth, which makes it suitable for storing small items or displaying decorative objects. The basket is finished with a decorative rim around the top edge, adding visual interest and reinforcement to the structure.</p> <p><b>III. OBJECTIVES: (State your goals/target or what you want to achieve at the end of the project making. Your objectives must be SMART - Specific, Measurable, Attainable, Reliable and Time-bound)</b>  Example:  At the end of the project, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. design and produce a handwoven paper basket that demonstrates the versatility and sustainability of paper as a craft material;</li> <li>2. explore innovative weaving patterns and techniques to create a unique and visually appealing basket design;</li> </ol>	<p>students to present their answers creatively.</p> <p><b>Answer key (CDP):</b>  <b>1. CLAY POT MAKING</b>  Apply the principles of:</p> <ol style="list-style-type: none"> <li>1. “Form follows function”. This is to ensure that the shape and design of the pot are aligned with its intended purpose.</li> <li>2. “Economy of materials” to avoid wasting or using excess clay while maintaining the quality of the final product.</li> </ol> <p><b>2. WEAVING A TEXTILE</b>  Apply the principles of:</p> <ol style="list-style-type: none"> <li>1. “Economy of materials” by using the available materials appropriately/wisely in order to avoid wastage.</li> <li>2. Focusing or giving attention to craftsmanship will also be considered in order to come up</li> </ol>
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3. promote environmental awareness by showcasing the potential of recycled or upcycled paper in handicrafts.

**IV. TOOLS AND MATERIALS: (Enumerate the tools and materials needed in making your project)**

**Example:**

- Old newspapers/magazines
- Pair of scissors/cutter
- Pencil/Marker
- Ruler
- Varnish
- paint brush
- Decoration accessories (e.g., beads, ribbons, etc.)
- glue stick/glue

**V. BILL OF MATERIALS: (Fill in the table with the necessary information/amount)**

**Example:**

ITEM NO.	Description	Unit of measurement	Unit cost	Quantity	Total Cost	Supplier
1	varnish	bottle	40.00 PhP	1	40.00 PhP	JK's Hardware
2	paint brush	Piece	15.00 PhP	1	15.00 PhP	JK's Hardware
3	glue stick	Piece	3.00 PhP	3	9.00 PhP	National Bookstore
4	Decorations	yard	5.00 PhP	4	20.00	National Bookstore

with a quality output.

**3. WOODWORKING PROJECT**

Apply the principles of:

1. "Selecting the best technique for accomplishing the design" in order to efficiently and effectively finish the product.
2. "Giving attention to detail and craftsmanship to ensure the quality of the product"

**4. PAPER CRAFT GREETING CARD**

Apply the principles of:

1. "Form follows function" to make sure that the greeting card is designed appropriately for its purpose
2. "Economy of materials" Avoid wasting of materials at the same time, maintain the aesthetic quality of the card

**5. METALWORKING SCULPTURE**

	ribbon				PhP	
<b>TOTAL</b>					<b>84.00 PhP</b>	

**VI. Dimensions: (provide the measurements of your project)**

**Example:**

Length: 10 inches

Width: 6 inches

Height: 5 inches

**VII. Procedures/Design and Features:( Explain the process/procedures on how you are going to make and design your project. Include also unique features of your project.**

**Example:**

- The basket is woven using a traditional weaving technique, resulting in a tight and uniform pattern throughout. The basket will be varnished and adorned with ribbons and accessories to make it more visually appealing.

**VIII. Functionality: (Describe how the project will be used for)**

- The basket is designed for decorative and functional use. It is suitable for organizing small items such as keys, jewelry, or toiletries. It can also be a decorative accent piece for tabletops, shelves, or countertops.

**IX. Quality Standards: (Describe what ways you will do to assure that quality standards are met by your product)**

**Example:**

The basket is handmade and skillfully/meticulously crafted, ensuring high-quality craftsmanship and attention to detail to meet quality standards for structural integrity, durability, and aesthetic appeal.

**X. Care Instructions:**

**(Give suggestions on how to maintain the product for it to last longer)**

**Example:**

To maintain the basket's appearance and durability, avoid exposure to direct sunlight or moisture. Avoid placing heavy or sharp objects in the basket to prevent damage to the weaving.

This product specification provides detailed information about the handmade woven basket, including its description, dimensions, materials, design features, functionality, quality

Apply the principles of:

1. "Good craftsmanship". This will ensure that the choice of materials, techniques and tools aligns with the intended design and expression of the sculpture.
2. "Attention to detail" and "skillful execution" to achieve the desired artistic outcome

standards, and care instructions. It serves as a reference for producers and consumers to ensure clarity and consistency in the manufacturing and use of the product.

**XI: SKETCH/DRAWING: (Draw how your finished product would look like)**

**QUALITIES OF A WELL FINISHED HANDICRAFT**



Broken pottery piece from [Stockcake](#).

Crafts are items that hold cultural, artistic, and decorative significance are typically made with precision by artisans. Conducting quality assessments is crucial to ensure that the standards and customer expectations for handicraft products are met. Below is a general inspection guide for evaluating the quality of handicraft products, detailing quality criteria, inspection areas, functional tests, and common defects.

**DAY 3**

**Key points and common defects in handicraft assessment**

**A. Quality Points for assessment of Handicraft Products**

1. Material quality:
  - a. Ensure that the materials used in the crafts meet quality standards and have no obvious flaws.
  - b. Check the texture, color, and texture of the material to ensure it meets the design requirements.
2. Production process:
  - a. Check the production process of the handicraft to ensure exquisite craftsmanship and fine details.
  - b. Ensure that there are no errors or omissions in the production process of handicrafts.
3. Decoration and decoration quality:

	<ul style="list-style-type: none"> <li>a. Inspect the decorative elements of the craft, such as painting, engraving or decals to ensure accuracy and quality.</li> <li>b. Ensure that the decorations are firmly attached and do not easily fall off.</li> </ul> <p>4. Color and painting:</p> <ul style="list-style-type: none"> <li>a. Ensure that the colors of the crafts are uniform with no visible fading or variations in color.</li> <li>b. Check the uniformity of the coating and no drips, patches, or bubbles.</li> </ul> <p><b>B. Inspection points</b></p> <p>1. Appearance:</p> <ul style="list-style-type: none"> <li>a. Inspect the appearance of the artifact, including surface smoothness, color consistency, and accuracy of decorative elements.</li> <li>b. Check all visible parts to make sure there are no cracks, scratches, or dents.</li> </ul> <p>2. Attention to Detail:</p> <ul style="list-style-type: none"> <li>a. Check the details of the workmanship, such as the workmanship on edges, corners, and seams, to make sure it is done finely.</li> <li>b. Make sure there are no uncut lint, improperly glued or loose parts.</li> </ul> <p>3. Material quality:</p> <ul style="list-style-type: none"> <li>a. Check the materials used in the craft to make sure there are no obvious flaws or mismatches.</li> <li>b. Make sure the texture and color of the materials are consistent with the design.</li> </ul> <p><b>C. Functional tests required for handicraft assessment</b></p> <p>1. Sound and movement test:</p> <ul style="list-style-type: none"> <li>a. For artifacts with movement or sound characteristics, such as music boxes or kinetic sculptures, test the proper functioning of these features.</li> <li>b. Ensure smooth movement and clear sound.</li> </ul> <p>2. Lighting and electronic component testing:</p> <ul style="list-style-type: none"> <li>a. For artifacts that contain lighting or electronic components, such as lamps or clocks, test power supplies, switches, and controls for proper operation.</li> <li>b. Check the safety and tightness of cords and plugs.</li> </ul> <p><b>D. Common defects</b></p> <ul style="list-style-type: none"> <li>1. Material defects: Material defects such as cracks, deformation, color mismatches.</li> <li>2. Details handling issues: Uncut threads, improper gluing, loose decorative elements.</li> <li>3. Decoration issues: Peeling paint, engravings, or decals.</li> </ul>	
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	<p>4.Painting and color issues: Drips, patches, fading, inconsistent color.</p> <p>5. Mechanical and electronic component issues: Mechanical parts are stuck, and electronic components are not working.</p> <p>Conducting a quality assessment of handicraft products is an important step to ensure that you produce high quality products and that your target customers also receive high-quality handicrafts. By following the above quality points, inspection points, functional tests, and common defects for handicraft products, you can improve the quality control level of your handicraft products, reduce return rates, enhance customer satisfaction, and protect your brand reputation. Quality assessment should be a systematic process that can be customized according to the type and specifications of the specific craft.</p> <p><b>But Why Can't I Finish? 5 Tips for Finishing Craft Projects.</b></p> <p>Regular crafters usually have more than one project on the go at a time and plenty of “UFOs” (Un-Finished Objects), but how do you make sure that these longer, more complicated projects get finished?</p> <p>Here are five tips to help you stay on track, overcome barriers, and successfully get them finished.</p> <p><b>1) Set achievable deadlines</b></p> <p>Work out smaller steps and set mini deadlines that will help you see the progress you are making. Be flexible with your deadlines but try not to let them slip too much.</p> <p><b>2) Define an organized craft space</b></p> <p>A well-organized, defined space to craft will save time looking for supplies and encourage you to craft more. This can be as simple as putting all the project supplies on a tray next to your favorite chair.</p> <p><b>3) Enjoy the journey!</b></p> <p>It may sound like a cliché, but focusing on the process can beat the overwhelm of big projects. Try committing to a specific amount of time to spend crafting.</p> <p>Acknowledging even the smallest advancements you make will enhance your self-confidence and inspire you to continue moving forward. Reviewing and sharing progress pictures with friends or in crafting communities is a great way to find encouragement and feedback to keep you motivated.</p> <p><b>4) Embrace Mistakes and Learn from Them</b></p> <p>Most of us learn crafts by doing them, so mistakes are inevitable even if you have been crafting for a long time. Do not let them set you back. Work out what went wrong and try to</p>	
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learn from it. If you are feeling fed up with one section, can you work on a different part of the make for a while? The good news is - if you are making mistakes, you are probably honing your skills.

### 5) Connect and collaborate

Connect with fellow crafters, in person or online, through social media, clubs, or classes. This will provide you with a strong support system, help you stay accountable and provide valuable insights. Completing craft projects can require perseverance and dedication, but the sense of accomplishment makes it all worthwhile. By setting achievable deadlines, defining a craft space, enjoying the process, embracing mistakes, and connecting with other crafters, you will be better equipped to navigate the challenges and see your craft projects through to completion.

### 2. Worked Example

Let the students share their thoughts/ideas on the question below.

1. How do these principles contribute to the design and creation of handicrafts?
2. Why is it important to understand the principles of handicraft-making in creating product specifications and assessing the qualities of a well-finished handicraft product? Provide examples to support your analysis.

### 3. Lesson Activity: Handicraft Quality Assessment

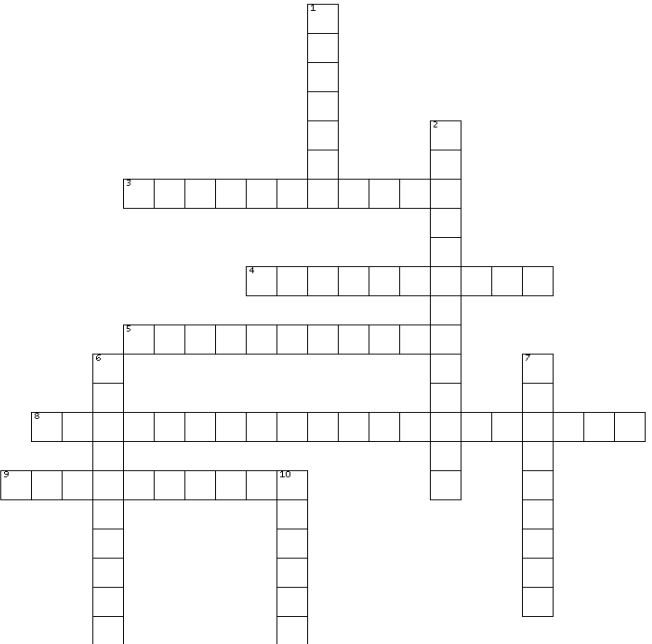
#### Group Activity

- A. Divide the class into 5 groups.
- B. The teacher will give a sample handicraft to each group for them to evaluate/assess using either the rubrics or checklist.
- C. Encourage participants to examine each handicraft closely, paying attention to its craftsmanship, material quality, finish, detail, functionality, and overall aesthetic appeal.
- D. Prompt participants to take notes or observations on their evaluation sheets, jotting down specific strengths and areas for improvement for each handicraft.
- E. Let the students share their answers to the class.

Checklist for Handicraft Quality Assessment			
Criteria	Description	Score (1-5)	Comments/ Notes
1. Quality of Materials	a. The materials used in the crafts adhere to quality standards and are free from visible defects.		

			b. The color and texture of the material meet the design requirements.			The checklist used to evaluate the sample products will also be utilized to assess each student's individual recycled handicraft project. This will help the students understand the key areas to concentrate on when creating their own projects. The teacher can adjust the point allocation if necessary.
	2. Production process		The workmanship on the edges, corners, and seams is finely executed. a. There are no uncut lint, improperly glued or loose parts.			
	3. Decoration and decoration quality		a. The decorative elements of the craft, such as painting, engraving, or decals, exhibit accuracy and quality. b. The decorations are firmly attached and not easy to fall off.			
	4. Color and painting		a. The color of the crafts is consistent, and there is no obvious fading or color difference. b. There is uniformity of the coating, with no drips, patches, or bubbles.			
	5. Functionality		a. Serves its intended purpose mechanical and electronic components are working. (if applicable)			
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b> Mastering the principles of handicraft is not just about creating beautiful objects; it is about embracing the journey of craftsmanship, where every stitch, every carve, and every brushstroke tells a story of dedication and passion.</p> <p><b>2. Reflection on Learning:</b> Take a few moments to reflect on your learning journey and experiences with handicrafts. Write a short reflection on the topic by answering the questions below.</p> <ol style="list-style-type: none"> <li>How has your perception of handicrafts changed since you first began exploring the topic?</li> <li>What specific skills or techniques have you learned, and how have they influenced your approach to creating handmade items?</li> <li>How do you envision incorporating handicrafts into your future endeavors or daily life?</li> </ol>					



IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<p><b>A. Evaluating Learning</b></p>	<p><b>DAY 4</b></p> <p><b>1. Formative Assessment:</b></p> <p><b>I.</b> Analyze whether the statements pertaining to the principles of handicraft are TRUE or FALSE. Write TRUE if it is correct, otherwise write FALSE.</p> <ol style="list-style-type: none"> <li>Handicraft should be learned from complex to simple.</li> <li>There is always the best technique for accomplishing a design.</li> <li>Knowledge of handicraft does not require the understanding of its basic elements.</li> <li>The art principle "form follows function" is the key to good design.</li> <li>Handicraft activity requires attention in mind.</li> <li>Handicraft does not always serve a purpose or a need.</li> <li>The economy of materials and techniques must be disregarded.</li> <li>Two handicraft articles can exactly look alike.</li> <li>Good craftsmanship is influenced by the materials, techniques, tools, equipment, the working environment, and the skill of the craftsman.</li> <li>A craftsman needs a conducive workplace, relatively free from distraction while working on a handicraft project.</li> </ol> <p><b>II.</b> Answer the questions below. Write your answer in their respective boxes.</p> <p><b>ACROSS</b></p> <p>3. It encompasses all the activities and resources needed to execute and compose the project successfully.</p> 	<p>The teacher may choose from the following options for their way of presenting the Formative assessment:</p> <ol style="list-style-type: none"> <li>Project the questions through a PowerPoint presentation</li> <li>Print the questions and let the students answer them on the printed questionnaire.</li> </ol> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>False</li> <li>True</li> <li>False</li> <li>True</li> <li>True</li> <li>False</li> <li>False</li> <li>False</li> <li>True</li> <li>True</li> </ol> <p><b>Answer key:</b></p> <p><b>ACROSS:</b></p> <ol style="list-style-type: none"> <li>Project plan</li> <li>Dimensions</li> </ol>

	<p>4. Refer to the measurements of your product or project</p> <p>5. Describes how the product looks like</p> <p>8. Focuses on defining the characteristics and requirements of the end product</p> <p>9. Your target or goals</p> <p><b>DOWN</b></p> <p>1. Refers to the piece or craft that you are planning to create or make</p> <p>2. How the product will be used for</p> <p>6. Steps in making the project</p> <p>7. These are implements that you will need in making your project</p> <p>10. Visual representation of your project materials needed for the making of your recycled project.</p> <p><b>2. Homework (Optional)</b></p>			<p>5. Description</p> <p>8. Product specification</p> <p>9. Objectives</p> <p><b>DOWN:</b></p> <p>1. Product</p> <p>2. Functional</p> <p>6. Procedures</p> <p>7. Materials</p> <p>10. Sketch</p>
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u></li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input</p>

	<i>What could I have done differently? What can I explore in the next lesson?</i>	for the LAC/Collab sessions.
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