



Republic of the Philippines
Department of Education

DepEd O R D E R
No. **41** s. 2015

28 AUG 2015

**SENIOR HIGH SCHOOL CAREER GUIDANCE PROGRAM
AND EARLY REGISTRATION**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Secretary, ARMM
Directors of Services, Centers, and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Senior High School (SHS) Career Guidance Program (CGP) and Early Registration**, which aims to guide Grade 10 students/SHS entrants in making informed decisions regarding their choice of SHS track in view of the conduct of the SHS Early Registration.
2. The guidelines shall guide the DepEd offices, public and private schools, and other stakeholders in the conduct of the SHS CGP and Early Registration in preparation for the full implementation of SHS in SY 2016-2017.
3. All DepEd Orders and other related issuances, rules and regulations and provisions, which are inconsistent with these guidelines, are hereby repealed, rescinded, or modified accordingly.
4. Moreover, this policy shall take effect immediately after its publication in the DepEd official website, Official Gazette, or a newspaper of general publication.
5. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated

References:

DepEd Order: Nos.: 52, s. 1998, 31, s.2012, 25, s.2013, and 1, s.2015

To be indicated in the Perpetual Index
under the following subjects:

POLICY
ADMISSION or ENROLMENT
PUPILS
STUDENTS
PROGRAMS
SCHOOLS
SECONDARY EDUCATION
TECHNICAL EDUCATION
VOCATIONAL EDUCATION

**GUIDELINES ON THE SENIOR HIGH SCHOOL CAREER GUIDANCE PROGRAM
AND EARLY REGISTRATION**

I. Rationale

1. The K to 12 Basic Education Program is a flagship program of the Department of Education (DepEd), which introduces the additional two (2) years of Senior High School (SHS) – Grades 11 and 12. Through K to 12, learners are equipped to be holistically developed Filipinos with 21st Century Skills.
2. With the end view of the full implementation of SHS in SY 2016-2017, the DepEd shall ensure that all Grade 10 completers, including those who are outside the formal education system, are enrolled in the SHS. Furthermore, the DepEd, through the SHS CGP, shall assist SHS entrants in making informed decisions regarding their choice of track and promote awareness in the importance of choosing a track that suits their skills and interests that matches the available resources and needs of the society.
3. In view of the above, this Order aims to establish a set of guidelines for the conduct of the SHS CGP and Early Registration in preparation for the full implementation of SHS in SY 2016-2017.

II. Scope of the Policy

4. This DepEd Order provides for the establishment of a policy that articulates a detailed set of guidelines for the DepEd offices, public and private schools, and other stakeholders in the conduct of the SHS CGP and Early Registration in preparation for the full implementation of SHS in SY 2016-2017.

III. Policy Statement

5. The DepEd hereby establishes a policy that provides for a set of guidelines for the conduct of the SHS CGP and Early Registration in preparation for the full implementation of SHS in SY 2016-2017. Specifically, it shall:
 - a. assist SHS entrants in making informed decisions regarding their choice of SHS track;
 - b. promote awareness in the importance of choosing a track that suits their skills and interests that matches the available resources and needs of the society; and
 - c. ensure that all SHS entrants are registered in the SHS program in SY 2016-2017.

IV. Procedures

6. With the aim of assisting Grade 10 students, schools are required to conduct activities under the CGP. This program will promote awareness in the importance of choosing a career that suits their skills and interests that matches the available resources and needs of the society.

One of the activities in the CGP is the conduct of the Grade 10 Career Guidance Manual (Annex 1), which shall be delivered by the class adviser during the weekly Homeroom Guidance. This Grade 10 Career Guidance Manual contains three (3) modules: a) Embarking on a Journey of Self-Awareness; b) Examining the Destinations; and c) Charting Your Own Course. Also, a student primer containing important information regarding SHS and its tracks will be provided before the implementation of Module 2. This student primer must be distributed to all Grade 10 students/SHS entrants.

The Grade 10 Career Guidance Program and SHS Early Registration shall follow the timeline below:

DATE	ACTIVITY
September 14-18, 2015	Conduct of Module 1
September 21-25, 2015	Conduct of Module 2, Session 1
September 28-October 2, 2015	Conduct of Module 2, Session 2
October 5-9, 2015	Conduct of Module 3
October 12-16, 2015	Career Guidance Week
October 17, 2015	Parent-Teacher Conference
October 19-23, 2015	Senior High School Early Registration

During the Career Guidance Week, schools are encouraged to intensify the conduct of awareness campaigns, career fairs, and orientation activities on the SHS program. The SHS program shall also be discussed during the Parent-Teacher Conference and other meetings with the parents, teachers, local and barangay officials, civic organizations, and other stakeholders. During this period, an offline search facility shall be made accessible in the computer laboratories and terminals, wherein students and parents can browse through the menu of schools offering SHS as well as their respective program offerings.

The Schools Division Offices (SDOs) are also urged to observe a division-wide Career Guidance Week to cater to Grade 10 students enrolled in private schools, high school graduates prior to the full implementation of the K to 12 Program, passers of the Philippine Educational Placement Test (PEPT) and Accreditation and Equivalency (A&E) Examination for JHS Level, and other learners outside the formal system who opt to pursue SHS.

To back up the CGP, SDOs shall post the list of schools, which will offer the SHS program, in conspicuous places. The same list shall be posted on the website of the division. Likewise, schools shall also post their respective SHS program offerings as well as their absorptive capacity in front of the school premises.

Also, as indicated in the Module 2 of the Grade 10 Career Guidance Manual, School Division Superintendents (SDSs) must provide regional Labor Market Information to all the schools in their divisions to further help the students in choosing their tracks.

SDOs are encouraged to develop city/municipal SHS maps for each and every city/municipality within the division. The city/municipal SHS map may be printed on tarpaulin for use as billboards in conspicuous public places, as part of brochures, handouts or other SHS advocacy materials, or even in local papers.

The City/Municipal SHS Map shall contain the following data/information:

- a. All SHS providers in the area (both DepEd and non-DepEd)
- b. All program (tracks and strands) offerings per SHS provider
- c. Number of slots to be offered per program per SHS provider
- d. Distances of the SHS providers from each other

The Central Office (CO) shall disseminate a manual for the development of SHS maps to ensure a uniform set of procedures for developing said maps.

The Regional Offices (ROs) shall fully support the school and division level campaigns.

7. The DepEd declares October 2015 as the SHS Early Registration Month for SY 2016-2017. The following are the objectives of the early registration:
 - a. to ensure that all Junior High School (JHS) or Grade 10 completers by the end of SY 2015-2016 enter the SHS program;
 - b. to encourage high school graduates and passers of PEPT and A&E Examination for JHS Level prior to the full implementation of K to 12 Program (i.e., SY 2016-2017) to enroll in the SHS program; and
 - c. to gather relevant information about the SHS entrants that will help facilitate the optimal allocation of required resources such as classrooms, teachers, equipment, and facilities.
8. Upon culmination of the CGP, the SHS Early Registration shall be conducted from October 19-23, 2015. All Grade 10 students in SY 2015-2016 shall submit to their class adviser a duly accomplished SHS Preference Slip (Annex 2) containing their choice of schools and programs. It shall be expected that the student's preferences were discussed with their parents.

The class adviser shall register their students through the Learner Information System (LIS). A detailed procedural guide for the submission of the students' preferences in the LIS will be available for download in the LIS Help page <http://lis.deped.gov.ph/support> by October 1, 2015.

High school graduates prior to the full implementation of the K to 12 Program, PEPT and A&E Test passers, and other learners outside the formal system, who opt to enter SHS, may register in any of the schools offering SHS using the SHS Registration Form (Annex 3).

9. The school head shall ensure the accurate and timely submission of the required information in the LIS. He/she shall also consolidate and submit to the Division SHS Coordinator the registration forms of all SHS registrants who are not covered by the LIS, including summary of their choice of school and tracks using Annex 4. He/she shall ensure that the SHS Early Registration is culminated not later than October 23, 2015 and that all submissions are made not later than November 6, 2015.

Using a template to be disseminated to all SDOs by October 1, 2015, the Division SHS Coordinator shall prepare a summary of the result of the SHS

Early Registration and submit to the RO for onward submission to the CO not later than November 20, 2015.

10. Expenses related to the conduct of SHS CGP and Early Registration shall be charged against funds to be downloaded to all SDOs. Other expenses in excess of the appropriated funds shall be charged against local funds, as appropriated, as authorized, and subject to existing accounting and auditing rules and regulations.

V. Effectivity

11. This policy shall take effect immediately after its publication in the DepEd official website, Official Gazette or a newspaper of general publication. Immediate dissemination of and strict compliance with this Order is directed.

-Nothing follows-

Name of Second Choice SHS (Do not abbreviate)

Address (City/Town or Province)

First Choice

Track:

Strand:

Specializations:

- 1.
- 2.
- 3.
- 4.

Second Choice

Track:

Strand:

Specializations:

- 1.
- 2.
- 3.
- 4.

9. PERMANENT HOME ADDRESS

House Number and Street

Subdivision/Barangay

Town/City

Province

Postal/Zip Code

10. CONTACT INFORMATION

Telephone Number

Cellphone Number

E-mail Address

I affirm that:

- (1) I have read the information contained in DepEd Order No. ____, s. 2015 and understood all the instructions in connection with my registration;
- (2) I have been made aware of the SHS tracks and the importance of choosing the right career path through the Career Guidance Program;
- (3) The preferences supplied in this slip are a result of a well-informed decision making as discussed with my parent(s)/guardian; and
- (4) I will abide by the DepEd rules and policies in relation to the SHS program.

Furthermore, I understand that all information I provide in this form may be used by the Department of Education and I consent to such with the assurance that my personal details will be kept confidential.

Signature over Printed Name of the Student

Signature over Printed Name of the Parent/Guardian

Date

Date

REMINDERS:

Department of Education
Senior High School Preference Slip
 SY _____

TO THE STUDENT AND PARENT/GUARDIAN: Print legibly all information required. Place X marks in appropriate boxes.

1. **NAME OF STUDENT:** Print your full name in the following sequence: LAST, FIRST, MIDDLE.
 Place one letter in each box. Leave one box blank between names.

2. **LEARNER'S REFERENCE NUMBER (LRN)**

LAST																				
FIRST																				
MIDDLE																				

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3. **SENIOR HIGH SCHOOL (SHS) APPLIED FOR:** Choose from the list of schools offering SHS (up to two choices allowed). Do not indicate the same SHS twice. Make sure that track (Academics, TVL, Sports, Arts and Design), strand, and specialization choices are offered in the SHS indicated. Write NONE on the blank if you do not have other choices of SHS/track/strand/specialization.

Name of First Choice SHS (Do not abbreviate)
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Address (City/Town or Province)

First Choice Track: _____ Strand: _____	Second Choice Track: _____ Strand: _____
Specializations: 1. _____ 2. _____ 3. _____ 4. _____	Specializations: 1. _____ 2. _____ 3. _____ 4. _____

Second Choice Track: _____ Strand: _____	First Choice Track: _____ Strand: _____
Specializations: 1. _____ 2. _____ 3. _____ 4. _____	Specializations: 1. _____ 2. _____ 3. _____ 4. _____

Name of Second Choice SHS (Do not abbreviate)

Address (City/Town or Province)

First Choice Track: _____ Strand: _____	Second Choice Track: _____ Strand: _____
Specializations: 1. _____ 2. _____ 3. _____ 4. _____	Specializations: 1. _____ 2. _____ 3. _____ 4. _____

Second Choice Track: _____ Strand: _____	First Choice Track: _____ Strand: _____
Specializations: 1. _____ 2. _____ 3. _____ 4. _____	Specializations: 1. _____ 2. _____ 3. _____ 4. _____

I affirm that:

- (1) I have read the information contained in DepEd Order No. ____, s. 2015 and understood all the instructions in connection with my registration;
- (2) I have been made aware of the SHS tracks and the importance of choosing the right career path through the Career Guidance Program;
- (3) The preferences supplied in this slip are a result of a well-informed decision making as discussed with my parent(s)/guardian; and
- (4) I will abide by the DepEd rules and policies in relation to the SHS program.

Furthermore, I understand that all information I provide in this form may be used by the Department of Education and I consent to such with the assurance that my personal details will be kept confidential.

--

Signature over Printed Name of the Student

_____ Date

--

Signature over Printed Name of the Parent/Guardian

_____ Date

Embarking on a Journey Of Self-Awareness

Module 1

CAREER GUIDANCE PROGRAM
Teacher's Manual

(As of August 2015)

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INTRODUCTION

Module 1 of the Grade 10 Career Guidance Manual is entitled “*Embarking on a Journey of Self-Awareness*”. It is all about the learners’ discovery of **who they are** in terms of their likes, values, skills, and interests.

Knowing oneself is important as it plays an integral role in strengthening decision-making skills and shaping people’s decision-making processes. Fostering the learners’ discovery of themselves will encourage them to choose a career that matches their interests and abilities which is advantageous not only to the learners but to the entire country as it will surely address the pressing concern on job and skill mismatch.

LEARNING OBJECTIVES

At the end of Module 1, the learners are expected to:

- acknowledge their talents, skills, interests, and personality through the different activities; and
- understand oneself by exploring who they are and what they are capable of.

ACTIVITIES

Module 1 has three output-based activities namely:

1. **Self-Portrait Bags**
 - found in the Main Activity section
2. **Dream Collage**
 - found in the Closing section
3. **Journal Entry #1**
 - found in the Closing section

TIME ALLOTMENT

Introduction to the Session	5 min
Delivery of Main Activity	25 min
Peer Sharing	10 min
Processing	15 min
Synthesis	5 min
Closing	10 min
Total	60 min

SESSION SEQUENCE

- 1st Introduction of the Session
- 2nd Group the class into small groups
- 3rd Sharing of Pre-made Self-Portrait Bag
- 4th Learners construct their own Self-portrait Bags
- 5th Learners share their bags with fellow learners
- 6th Processing of the Session
- 7th Synthesis of the Session
- 8th Handing out of assignments to the learners

MATERIALS

Listed below are the materials needed for this session. There will be a separate list for the materials needed for the assignment. If a more convenient or cheaper alternative is available, feel free to adjust the list of items below to suit the learners' needs.

1. Self Portrait Bag Materials

- brown paper bag (other materials such as plastic bag, *bayong* or small-sized carton box can be used as an alternative as long as the learners can insert or place things inside)
- scissors (or any cutting tool)

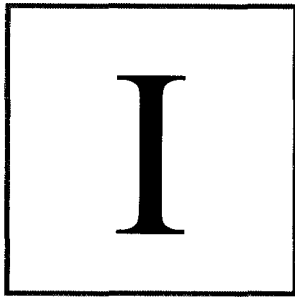
- paste or glue
- used magazines or newspaper
- watercolor, crayons, or colored pencils
- paint brush, pencils, ballpoint pens, or markers
- art paper, colored paper, or *cartolina* paper

2. Learner's Journal Notebook

The learner's Journal Notebook can be a separate notebook. However, Class Advisers are highly encouraged to instruct the students to **REUSE** a notebook that may have enough pages (*at least 20-25 pages*) left for the entire module.

NUMBER OF SESSIONS

Module 1 has one (1) session that spans **one (1) homeroom session only**.



PREPARATIONS

Listed are the pointers that may help the Class Advisers prepare for the session. Preparation prior to the session may significantly improve the Class Adviser's delivery of the Module. Effective delivery of the Module, in turn, may impact the learners' ability to absorb the lessons and insights the Module aims to impart.

The Class Advisers may adjust or modify the content and delivery of the given pointers as long as the changes cater to the learners' needs. It is highly encouraged for the Class Advisers to use what they know about their region, division, district, school, or learners to further ground the contents of the pointers.

Pointers for the Main Activity

Pre-made Self-portrait Bags & Dream Collage

- In order for the learners to better understand the activity, the teacher is encouraged to also make his or her own Self-Portrait Bag and Dream Collage prior to the conduct of the activity.
- Having a pre-made Self-portrait bag and Dream Collage may:
 - a) prevent the teachers from spending too much time in instructing the learners, which, instead, can be used to further deepen the activity's conclusion;
 - b) accompany the teacher's oral instruction of the activity by performing how a self-portrait bag and dream collage are constructed;

- c) demonstrate the teacher's commitment in joining his or her learners' journey in knowing more about themselves;
- d) assist the learner's understanding of the significance of the activity, in the form of the teacher's own self-portrait bag and dream collage.

Delivery

- It is also highly encouraged for the teachers to be creative, resourceful, and sincere when constructing their self-portrait bags and dream collages. In doing so, the learners may be encouraged to construct a self-portrait bag and dream collage that are attractive while showcasing who they are.
- The Class Advisers shall only assume a facilitator's role throughout the learners' construction and peer-sharing of their self-portrait bags. This means that the teacher will make the task of constructing a self-portrait bag easier for the learners through hands-on guidance and enthusiastic motivation.
- **Strictly prescribing how the activity should be done is HIGHLY DISCOURAGED.** For example, no one (even a fellow learner) should tell a learner that his or her self-portrait bag should look this way, should be colored this way, or appear this way. This may discourage the learner in actively participating in the activity.

Reminders for Learners

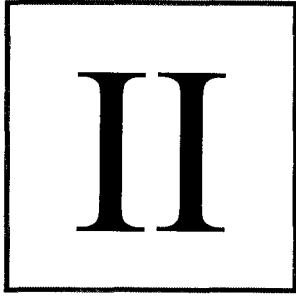
- A week before the activity, instruct the learners to bring the materials listed in *page iv*.
- Remind the learners that using **RECYCLED MATERIALS** is **HIGHLY ENCOURAGED**. **They DO NOT NEED TO BUY new materials.**
- In addition, encourage the learners to bring extra materials for sharing with their classmates, if available. Write the stated materials on the

black board and instruct the learners using the sample script below as a guide:

Sample Script:

“Good morning, everyone! Next week, we are going to have an exciting activity in our Homeroom Class. With that, please be reminded to bring the following materials:”

- 1. brown paper bag (other materials such as plastic bag, bayong or small-sized carton box can be used as an alternative as long as the learners can insert/place things inside)*
- 2. scissors (or any cutting tool)*
- 3. paste/glue*
- 4. used magazines/newspaper*
- 5. watercolor, crayons, or colored pencils*
- 6. paint brush, pencils, ballpoint pens, or markers*
- 7. art paper, colored paper, or cartolina paper*



SESSION PROPER

This section details what will happen during the session. Class Advisers may adjust the section's contents, sample scripts, and delivery for better understanding of the learners.

Session Activity:

Self-portrait Bags

Learning Objectives of the Activity:

At the end of the activity, the learners are expected to:

- a) acknowledge their likes, dislikes, personality, disposition, values, and skills through the content and appearance of their self-portrait bags;
- b) feel that their self-portrait bags are more than enough to symbolize himself or herself; and
- c) share with their classmates further on the meaning or story behind their self-portrait bags.

2.1 Introduction to the Session

- i. Warmly greet your learners and introduce the activity with the sample script below as a guide:

Sample script:

“Good morning, everyone! For our activity today, we will be exploring our likes or dislikes, values, interests, and skills that make up our personality or who we

are.

Our personality or who we are shapes our everyday lives. For example, who you are gives you an idea of what food to eat when you are hungry. I, for one, like chicken. Because I like chicken, it will most likely be the food I will choose to eat. Another example is why I chose to teach. I am teaching because I value learning and sharing what I learn. In other words, everything that you do is linked to who you are. That includes what you will do in the future, especially what Senior High School track you will choose to enroll in and, eventually, what career or job you will choose to pursue."

2.2 | Instructions for the Activity

- i. Transition from the introduction of the activity using the sample script as a guide:

Sample Script:

"In order for us to know more about ourselves, we are going to create a self-portrait bag that will showcase 'who we are'.

By creating a self-portrait bag, we will have a better view of ourselves. This activity will be similar to your English classes where you attempt to analyze a character's motives, behavior, and personality through a reader's point of view, or a third person point of view. But this time, it will be more exciting! You will be trying to understand yourself."

- ii. Next, divide the class into small groups using the sample script as a guide. Make sure that each group has members not more than five (5) to attain a more valued sharing.

Sample Script:

"Before we start the activity, let us group ourselves. Each group must have a maximum of five members. As you go to your respective groups, make sure that you have your materials with you." (The teacher can ask the students to do counting for the groupings.)

- iii. Then, show your self-portrait bag to the learners using the sample script as a guide:

Sample Script:

"At the end of the activity, you should have constructed something like this (show your pre-made self-portrait bag). To assist you in making your self-portrait bags, let me show you mine first.

First, I decorated the outside part of the bag and made it appear like a teacher. But, of course, how I decorated the outside part of the bag is just a small part of 'who I am'. I then put objects inside that I feel embody and capture certain pieces of 'who I am' (display the objects on your table facing the learners). This chalk, for example, represents my fondness for writing and sharing what I write with other people. And this green ballpoint pen is the pen I like to use when I write positive feedback on your papers.

When I look at my self-portrait bag, I am constantly reminded of 'who I am' – the things I like, my values, and what I can do. Even if I have already chosen my vocation or my career, this bag will continue to motivate me to be better at what I am doing."

- iv. Finally, begin the activity using the sample scripts as a guide:

Sample Script:

"I hope I have shown you everything you need to make your bag. So let us start (write the following underlined abbreviated instructions on the black board):

1. Decorate your paper bag - Get your paper bag and decorate its exterior to

resemble 'who you are'. You may color it, cut out a dress for it, or even punch holes into it. Show how your output reflects who you are!

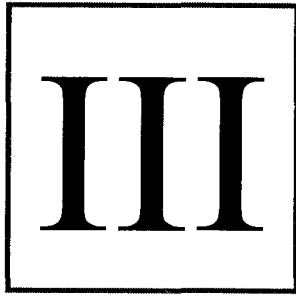
2. Find objects - After decorating the face of your bag, find objects around you that can symbolize and/or capture pieces of 'who you are' just like how my chalk and ballpoint pen showed you bits of who I am. If you cannot find any object that captures who you are, you may draw an object or write on a piece of paper and drop it inside your bag.

3. Peer Sharing - The last step of constructing your self-portrait bag is sharing it with others. Make time to share your self-portrait bags with your group mates just like how I shared my bag with you earlier. To guide you in your sharing, here are the important points I followed when I showed you my bag (write the following points on the board):

- How does the outside part of my bag show who I am?
- How do the objects I put inside my bag show who I am?
- How does my finished Self-Portrait bag show who I am?

v. Guidelines for Peer Sharing

- Remind the learners of the following before the sharing activity:
- This sharing is not a place for discussion or debate, for speeches, for convincing others to believe in our point of view, to impose our favorite ideas upon others, to solve others' problems, or to rescue her/him from them.
- Always remember the values of courtesy and respect.
- Confidentiality is important. No one should share with other groups what their group mates shared within their group.
- One sharer/speaker at a time. Listen attentively to the sharers/speakers.



CONCLUSION

This section details how the session can be processed and synthesized. The Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Processing

The processing will mainly comprise of the teacher encouraging his or her learners to express themselves. While the learners express themselves, the Class Adviser shall listen and take mental notes (or write these notes on the blackboard) of his or her learners' experiences regarding the activity.

Processing Guide Questions

Encourage the learners to express themselves by asking:

1. "How were you after the activity?"
2. "What did you think and/or feel before, during, and/or after the activity?"
3. "What insights about **who you are** did your self-portrait bag show you?"
4. "How did you feel when your classmates shared their self-portrait bags with you?"
5. "How did you feel when you were sharing your self-portrait bag with your classmates?"

Synthesis

After allotting time for the learners to speak, process their experiences

by associating the construction of the self-portrait bag with the meaningful process of knowing oneself using the sample script below as a guide.

What matters most in conducting the session's synthesis is making it clear for the learners that their self-portrait bags serve to remind them of what they want. This is important because, as they slowly enter an ever-changing world - whether of work, or, in general, of life, what remains the same is who they are. The learners may always tap into this so that they are always guided in the face of doubt or uncertainty.

Sample Script:

"Hopefully, after we have constructed and shared our self-portrait bags, we have a clearer image of ourselves or who we are. Finding 'who you are' is important because you will be encountering a lot of choices in the near future. And making sound decisions would be easier if you know yourself, your capacities, and your abilities."

IV

CLOSING

This section details how the session can be closed. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Close the session using the sample script below as a guide. What is important in closing the session is showing how one's self-awareness can be translated into action by "dreaming" or setting life-goals. Being self-aware without having any goals is meaningless or pointless. On the contrary, self-awareness that is continually used to guide oneself in life is productive and beneficial for the individual.

Sample Script:

"Every journey has a destination. So far, we have discovered "who you are" by exploring what we like, what our values are, what our skills are, and things that interest us through our self-portrait bags.

After knowing more of ourselves, we will conclude the activity by creating a "Dream Collage" at home. Let me show you my dream collage (show your pre-made Dream Collage).

Most of the time, it is not enough to know 'who I am'. A person also has to dream or set life goals. Setting life goals guides you in picking the choices that adhere to "who you are". From my experience, when I began to wish to become a teacher someday, everything followed, especially the course I chose for college. Choosing BS Education felt so natural for me that I did not have any second thoughts or

apprehensions. It was what I wanted. It was the choice I know will show 'who I am', and help me to become a better person.

So I highly encourage you to create your dream collage on a used sheet of paper. Fill it with everything that you hope and dream for yourself. In doing so, you are getting closer and closer to making your dreams come true. But always remember, build your dreams according to what you like, what you value, things that you are interested in, and your skills."

Assignment

Instruct the learners that their Dream Collage and its accompanying journal are due two school days before the next Homeroom:

1. Dream Collage

- Remind the learners that they are not restricted from using other materials such as crayons, watercolor, colored pencils *or write*, used newspaper and magazine.
- Encourage them to dream big and paste as many aspirations as they can. They may use several sheets of paper if one sheet is not enough. It is important that the learners are not restrained when they do this activity.
- To accompany the learners in creating their dream collage, encourage them to listen to Apl.De.Ap's song **"We Can Be Anything"** that advocates children to dream big dreams and strive to make their dreams come true.
 - The song can be played as an introductory activity for the next Homeroom class. The lyrics of the song are found below (Appendix A)
 - YouTube link for Apl.De.Ap's song:
www.youtube.com/watch?v=8LEmCbHpv8Q

2. Journal Entry #1

- Instruct them about their journal using the sample script below:

Sample Script:

“Please prepare a small notebook for our Career Guidance modules. This notebook will serve as your diary for our activities and assignments. Like any ordinary diary, you will be writing or drawing your thoughts and feelings for today’s activity. If you did not like even just a part of today’s activity, write it on your diary. I will appreciate your honesty! After all, knowing if our activities help you is our top concern.”

- To guide you on what to write or draw on your diary, here are several guide questions:
 - a) What were the traits and characteristics of yourself that you have discovered after constructing the dream collage?
 - b) After creating your dream collage, tell us more about the things you put in it.
 - c) What can you do now to make your dreams come true?

Appendix A

We Can Be Anything by Apl.De.Ap

You can be a DOCTOR
You can be a GOVERNOR
You can be a PROFESSOR
You can be a LEADER
All you gotta do is dream
You can be anything
Get your education
Change your situation
'Coz if I can do it
Then you can do it
And together we can push it up the
 mountain (DO IT!)
If I can get it,
Then you can get it
And together we can live it
'Coz there is no limit! (yeah!)

You can be a HERO
Don't be a ZERO
You can live the big things
You can do the big things
Get your GRADUATION
Earn your OCCUPATION
'Coz if I can do it,
Then you can do it
And together we can push it up the
 mountain (DO IT!)
If I can get it,
Then you can get it
And together we can live it
And together we can live it

'Coz there is no limit! (yeah!)

*Mgakababayankomagsamahantayo
(2x)

RAP:
I know I can
I know you can
Let's get together and make a plan
You'll get better like cannon head
Help each other out, understand
All of us together inside this land
Working together that's the master
 plan
If you believe say, YES I CAN! (2x)

You can be a HERO
You can be a LEADER
You can be a HERO
You can be a LEADER

'Coz if I can do it
Then you can do it
And together we can push it up the
 mountain (DO IT!)
If I can get it,
Then you can get it
And together we can live it
'Coz there is no limit! (yeah!)

"We Can Be Anything Lyrics." *Lyricsfreak*. 2012. Web. 1 Aug. 2015.
<http://www.lyricsfreak.com/b/blackeyed_peas/we_can_be_anything_20995092.html>.

Examining The Destinations

Module 2

CAREER GUIDANCE PROGRAM
Teacher's Manual

(As of August 2015)

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INTRODUCTION

Module 2 of the Grade 10 Career Guidance Manual is entitled “*Examining the Destinations*”. It informs the learners of the possible resources they may use in realizing their dreams through the Senior High School (SHS) tracks. It also enlightens the learners on the significant role of self-awareness in the process of choosing an SHS track. Furthermore, this module introduces the students to the benefits of Senior High School and how it will equip them with skills needed for whichever path they may choose after SHS, be it higher education, employment, or entrepreneurship.

This module also encourages the teachers to communicate with their Schools Division Superintendent regarding the availability of the SHS tracks in their division as this is a big factor to consider by the students in deciding which track they will pursue.

Module 2 is divided into two sessions: Session 1 will tackle important information on Senior High School and brief lectures on Academic Track and Technical-Vocational-Livelihood Track; Session 2 will tackle brief lectures on Arts and Design Track and Sports Track.

LEARNING OBJECTIVES

At the end of Module 2, the learners are expected to:

- understand the curricular characteristics of the four Senior High School tracks’ specific strands and their respective possible career paths; and
- identify possible tracks and strands he or she will want to pursue through emphasis on their self-awareness.

NUMBER OF SESSIONS

Unlike Module 1 and Module 3, Module 2 has two (2) sessions that spans **two (2) separate homeroom sessions**. This is to accommodate the large scope of Module 2’s content.

SESSION 1

Module 2

ACTIVITIES FOR SESSION 1

Session 1 has three activities namely:

1. **Opening Activity: “Mystery Box”**
 - found in the Session Proper section
2. **Main Activity 1: “Introduction on Senior High School”**
 - found in the Session Proper section
3. **Main Activity 2: “Academic and TVL Track Lecture”**
 - found in the Session Proper section

TIME ALLOTMENT

Introduction to the Session	5 min
Main Activity 1	15 min
Main Activity 2	30 min
Processing & Synthesis	5 min
Closing	5 min
Total	60 min

SESSION 1 SEQUENCE

- 1st Introduction of the Session
- 2nd Opening Activity: Mystery Box
- 3rd Main Activity 1: Introduction on Senior High School
- 4th Main Activity 2: Academic and TVL Track Lecture
- 5th Processing and Synthesis
- 6th Handing out of assignments to the learners (*Color Your Interests Activity*)

MATERIALS

Listed below are the materials needed for this session. There will be a separate list for the materials needed for the assignment. If a more convenient or cheaper alternative is available, feel free to adjust the list of items below to

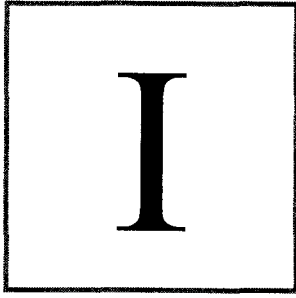
suit the learners' needs.

1. Mystery Box Materials

- a box or any container that may hold an object the students will identify using only their sense of touch
- an object to be put inside the box
 - it is advisable that the object is difficult to guess with only a few tries
 - bring five or more objects just in case the students would easily guess them or would want more chances

2. Main Activity Materials

- Microsoft PowerPoint slides are provided to aid the teacher in conducting Main Activity 1 (*Introduction to SHS*) and 2 (*Academic Track and TVL Lectures*)
- If there are no means to project the presentation, the Class Advisers may create her own simplified version written on manila paper (or any large-sized paper)



PREPARATIONS

Listed are the pointers that may help the Class Advisers prepare for the session. Preparation prior to the session may significantly improve the Class Advisers' delivery of the Module. Effective delivery of the Module may impact the learners' ability to absorb the lessons and insights the Module aims to impart.

The Class Advisers may adjust or modify the content and delivery of the given pointers as long as the changes cater to the learners' needs. It is highly encouraged for the Class Advisers to use what they know about their region, division, district, school, or learners to further ground the contents of the pointers.

Pointers for the Opening Activity

Mystery Box Activity

Prepare five or more objects to be identified by the learners, just in case students would ask for more chances to guess. However, take note that the motivational activity **must not exceed** the allotted time.

Pointers for the Main Activity

Introduction to Senior High School

- Senior High School is new both to teachers and students. Reading the presentation on Module 2 prior to the conduct of the session will help the teacher in answering questions the students might ask.
- It is expected that at the end of module 2, the students will have a clearer understanding of what Senior High School is, the benefits it will

give, and important information regarding the tracks offered.

- With this, it is important to address all their questions regarding SHS and its tracks. Just in case the student has further questions, which the teacher cannot answer at the moment, take note of the question and consult your SHS Coordinator, Principal, or SDS then get back to the student promptly.
- This will greatly aid the student as he or she chooses his or her track in the upcoming Early Registration.

Academic Track and Technical Vocational Livelihood Track Lecture

- For a clearer discussion of the first two tracks, read the Power Point Presentation beforehand. For further questions regarding the tracks, contact your SHS Coordinator, Principal, SDS or Regional Director.

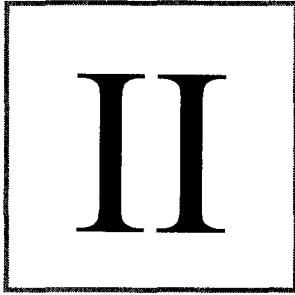
General Reminders

- Remind the students that no track is superior or inferior over the other.
- Although we highly encourage the students to choose a track that suits their interests and abilities, availability of the tracks in their division is a big consideration.
 - To further help them in choosing their tracks while taking into account this concern, get complete information from your SHS Coordinators, Principal or SDS regarding the tracks your school and other nearby schools will offer and inform your students.
- Also, information on the jobs available now and in the next years in your region, province, or city might likewise help your students as they choose their track.
 - With this, consult and ask for pertinent Labor Market data and local development plans of your region/province/city from your Schools Division Superintendent and inform your students about it. You may post the data on your bulletin board so that it is accessible to the

students.

General Pointers

- a) It is highly recommended for the teacher to be sincere, energetic, and enthusiastic while he or she conducts the activity along with the provided sample scripts.
- b) Be patient with the students especially when they ask questions regarding the tracks. For questions which the teacher does not have a precise answer for at the moment, he or she may opt not to answer such questions immediately. However, the teacher must make sure to get back to his or her students after consulting the corresponding sources of information.
- c) The use of **Mother Tongue** in delivering the module is highly encouraged.
- d) Should a learner be confused as to what to do during the activity, the teacher should assist the learner with words or gestures of affirmation and encouragement
 - for example: “We’re in this together”, “You can do it”, “Your friends are here with you.”



SESSION PROPER

This section details what will happen during the session. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Session Main Activity:

- Introduction to Senior High School

Learning Objectives of the Activity:

At the end of the activity, the learners are expected to:

- know important information regarding Senior High School;
- clearly understand the benefits of Senior High School; and
- know the first two tracks to be offered in Senior High School and the career paths they may lead to.

2.1 Introduction to the Session

Opening Activity

- i. Greet your learners warmly and start the class by asking three to five volunteers to do the **Mystery Box Activity**. In the said activity, the volunteers will be asked to guess what is inside the box (*within ten seconds*) by using only their sense of touch.
- ii. After the activity, ask the students the following questions:
 1. How did you find the activity?
 2. Was it easy for you to guess what is inside the box? Why or

why not?

3. How do you view uncertainty?

iii. To deepen the discussion, give the students the following situations:

1. How would you feel if your teacher would give you a quiz on a lesson, which has not been discussed yet?
2. Would you be confident that you would be able to answer all the questions correctly?

Sample script:

“Good morning, everyone! Today, we are going to have an activity and it will be called the Mystery Box Activity. I have here with me a mystery box with a mystery object inside it. The mechanics of the activity is very simple. We will be having volunteers and they are going to guess what is inside the box in ten seconds using only their sense of touch.”

2.2 | Instructions for the Session

Main Activity 1: Introduction on Senior High School

- i. Conduct the activity using the sample script below as a guide

Sample Script:

“Today, we are going to discuss basic and important information regarding Senior High School. But before we proceed to our discussion, what do you think is the relevance of the activity we had earlier?”

To connect our previous activity with our lesson today, it is very important to be completely informed regarding the significant details on Senior High School. This is especially true now because in less than a month, you will choose a track you will be enrolling in.

For some, choosing the track you would want to enroll in will be quite a

struggle, especially if you do not know what each track entails. However, do not be too worried because as we go through Module 2, we are expected to have a clearer vision and understanding of Senior High School and more importantly, the tracks."

- ii. To complement and deliver a more effective discussion, the teacher is advised to use the Microsoft PowerPoint Presentation prepared regarding Senior High School.
- iii. After the discussion on the *Introduction to Senior High School*, proceed to the **Main Activity 2** or the second part of the session by using the script as a guide:

Sample Script:

"Now, since we already have a clearer understanding of what awaits us in our journey in Senior High School, let us be more informed by proceeding to our next discussion about the four different tracks. Let us start with the Academic Track and Technical-Vocational-Livelihood Track. Next session, we will end Module 2 by discussing two more tracks which are the Arts and Design Track and Sports Track."

III

CONCLUSION

This section details how the session could be processed and synthesized. The Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Processing and Synthesis

Processing and synthesizing the session emphasizes the importance of knowing significant information on the different tracks. An informed decision is achieved by being knowledgeable on the factors to consider as you make your choices.

As shown by the Mystery Box Activity, there is discomfort in uncertainty and in what we do not know. As our learners choose a track, giving them relevant pieces of information will provide guidance and clearer directions.

To start the processing and synthesis, the Class Advisers must do the following:

- 1st Recall what were the dominant feelings of the students regarding the Mystery Box activity;
- 2nd Recall the lesson taught by the activity and relate the lesson to what they might experience as they choose their tracks if they are well-informed and if they are not;
- 3rd Emphasize the importance of knowing what Senior High School is, its benefits and the tracks it offers, and how these might affect them as they choose their track;

- 4th Share with them that there are two more SHS Tracks that will be discussed next week;
- 5th Finally, stress on the importance that decision-making skills are useful not only in choosing an SHS track but also in the decisions they make everyday.

IV

CLOSING

This section details how the session could be closed. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Assignment

There are two (2) assignments for this session. One is the worksheet entitled, "*Color Your Interests!*" and the other one is the Journal Entry #2. Instruct the learners that the assignments are due next Homeroom session.

1. Color Your Interests!
 - i. In this assignment, print the worksheet and distribute it to the students before the session ends. Encourage them to answer the worksheet honestly. This worksheet may guide and affirm the students in the track that they wish to pursue as each color corresponds to a specific track. The dominant color may mean that the student is more inclined to the track it represents.
 - ii. Appendix A is the worksheet to reproduce for the students.
 - iii. Appendix B is the accomplished worksheet which the teacher could use as guide.
2. Journal Entry #2
 - i. Provide the following Guide Questions for Journal Entry #2:
 - How did you find the activity?
 - Have you ever been uncertain in your life? How did you cope with it?

- Did you find the session helpful in deciding for an SHS track?
- How did you find the information you have learned on Senior High School?
- How did you find the two tracks? Did they catch your interests?

Appendix A Color Your Interest!

Directions: Below are items which would further help you acknowledge your interests, preferences, and inclinations. **Color the box** containing a statement that matches your interests, preferences, and inclination. You can color as many as you want. However, please be reminded of the **DESIGNATED COLOR** for each box placed beside the statement.

1. I love reading fiction books.	BLUE	23. I like composing songs.	RED
2. I cannot go on a day without listening to my favorite songs.	RED	24. I enjoy touring people in different places.	YELLOW
3. I love solving mathematical problems.	BLUE	25. I appreciate paintings and sculptures.	RED
4. I enjoy learning new words.	BLUE	26. I enjoy styling my hair.	YELLOW
5. I am inclined to sports.	GREEN	27. I am familiar with the different parts of a computer's hardware.	YELLOW
6. I enjoy cooking food.	YELLOW	28. I am a Student Leader.	BLUE
7. I consider myself artistic and creative.	RED	29. I enjoy carpentry.	YELLOW
8. I love watching theatrical plays and the likes.	RED	30. I enjoy exploring Adobe Photoshop.	YELLOW
9. I dream of being a National Athlete someday.	GREEN	31. I enjoy discussions regarding politics.	BLUE
10. I love playing musical instruments.	RED	32. I could fix minor problems in my phone, computer, or any gadget.	YELLOW
11. I am inclined in making handicrafts.	YELLOW	33. I enjoy watching the news and keep myself updated to it.	BLUE
12. Math has always been one of my favorite subjects.	BLUE	34. I enjoy coaching my classmates in team sports activities.	GREEN
13. I could easily draw or paint my ideas.	RED	35. My ability to sing is well recognized by other people.	RED
14. I enjoy caring for our plants at home.	YELLOW	36. I want to be a computer animator someday.	YELLOW
15. I like being outdoors and enjoy physical activities.	GREEN	37. I love performing onstage, may it be singing, playing musical instruments, dancing, or acting.	RED
16. I enjoy reading and writing poetry.	BLUE	38. I dream of representing the country someday in any sports competition.	GREEN
17. I love reading science stuff.	BLUE	39. I enjoy writing literary pieces such as poems and short stories.	BLUE
18. I dream of having a physically fit body.	GREEN	40. I love expressing myself through singing, playing musical instruments, dancing, or acting.	BLUE
19. I love baking.	YELLOW		
20. I am inclined in doing business.	BLUE		
21. I love reading sports magazines.	GREEN		
22. I love painting my nails.	YELLOW		

Appendix B

Color Your Interest!

(for Class Adviser)

Directions: Below are items which would further help you acknowledge your interests, preferences, and inclinations. **Color the box** containing a statement that matches your interests, preferences, and inclination. You can color as many as you want. However, please be reminded of the **DESIGNATED COLOR** for each box placed beside the statement.

Blue	Yellow	Red	Green
Academic Track	TVL	Arts and Design	Sports Track

1. I love reading fiction books.
2. I cannot go on a day without listening to my favorite songs.
3. I love solving mathematical problems.
4. I enjoy learning new words.
5. I am inclined to sports.
6. I enjoy cooking food.
7. I consider myself artistic and creative.
8. I love watching theatrical plays and alike.
9. I dream of being a National Athlete someday.
10. I love playing musical instruments.
11. I am inclined in making handicrafts.
12. Math has always been one of my favorite subjects.
13. I could easily draw or paint my ideas.
14. I enjoy caring for our plants at home.
15. I like being outdoors and enjoy physical activities.
16. I enjoy reading and writing poetry.
17. I love reading science stuff.
18. I dream of having a physically fit body.
19. I love baking.
20. I am inclined in doing business.
21. I love reading sports magazines.
22. I love painting my nails.
23. I like composing songs.
24. I enjoy touring people in different places.
25. I appreciate paintings and sculptures.
26. I enjoy styling my hair.

27. I am familiar with the different parts of a computer's hardware.
28. I am a Student Leader.
29. I enjoy carpentry.
30. I enjoy exploring Adobe Photoshop.
31. I enjoy discussions regarding politics.
32. I could fix minor problems in my phone, computer, or any gadget.
33. I enjoy watching the news and keep myself updated to it.
34. I enjoy coaching my classmates in team sports activities.
35. My ability to sing is well recognized by other people.
36. I want to be a computer animator someday.
37. I love performing onstage, may it be singing, playing musical instruments, dancing, or acting.
38. I dream of representing the country someday in any sports competition.
39. I enjoy writing literary pieces such as poems and short stories.
40. I love expressing myself through singing, playing musical instruments, dancing, or acting.

SESSION 2

Module 2

ACTIVITIES FOR SESSION 2

Session 2 of Module 2 has activities namely:

1. **Opening Activity:** “*K to 12 ready ka na ba?*”
 - found in the Session Proper section
2. **Main Activity:** “*Arts and Design Track and Sports Track Lectures*”
 - found in the Session Proper section
3. **Concluding Activity:** “*Group Charades!*”
 - found in the Conclusion section

TIME ALLOTMENT

Introduction to the Session	5 min
Opening Activity	10 min
Main Activity	30 min
Concluding Activity	10 min
Closing	5 min
Total	60 min

SESSION 2 SEQUENCE

- 1st Introduction of the Session
- 2nd Opening Activity: “*K to 12 Ready ka na ba?*”
- 3rd Main Activity 1: Arts and Design Track and Sports Track Lectures
- 4th Main Activity 2: Group Charades!
- 5th Processing and Synthesis
- 6th Handing out of assignments to the learners (*My First Resume*)

MATERIALS

Listed below are the materials needed for this session. There will be a separate list of the materials needed for the assignment. If a more convenient or cheaper alternative is available, feel free to adjust the list of items below to

suit the learners' needs.

3. K to 12 ready ka na ba?

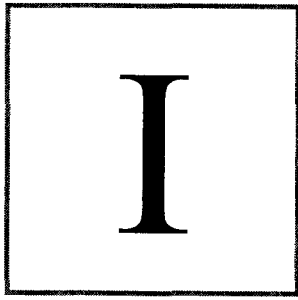
- Sets of questions and answers provided (*see Appendix A of session 2*)
- Power Point Presentation containing the sets of questions
 - This is optional. The teacher may use this in case he or she would want to use the material to make the activity more interactive and enjoyable.

4. Arts and Design Track and Sports Track Lectures

- Power Point slides are provided to aid the teacher in conducting Main Activity 1 (*Arts and Design Track and Sports Track Lectures*). If there are no means to project the Power Point presentation, the Class Advisers may create their own simplified version by writing on a manila paper (or any large-sized paper).

5. Group Charades

- Strips of paper containing the word to be guessed (*see Appendix B of session 2*)



PREPARATIONS

Listed are the pointers that may help the Class Advisers prepare for the session. Preparation prior to the session may significantly improve the Class Adviser's delivery of the Module. Effective delivery of the Module may impact the learners' ability to absorb the lessons and insights the Module aims to impart.

The Class Advisers may adjust or modify the content and delivery of the given pointers as long as the changes cater to the learners' needs. It is highly encouraged for the Class Advisers to use what they know about their region, district, school, or learners to further ground the contents of the pointers.

Pointers for the Opening Activity

K to 12 Ready ka na ba?

- ✓ Read the set of questions provided in Appendix A of session 2 before the conduct of session 2. However, take note that the motivational activity **must not exceed** the allotted time.

Arts and Design Track and Sports Track Lecture

- ✓ For a clearer discussion of the last two tracks, read the Power Point Presentation beforehand. For further questions regarding the tracks, contact your SHS Coordinator, Principal, SDS, or Regional Director.

General Reminders

- ✓ As the students do the different activities in Module 2, it will be helpful if they will be reminded that no track is superior or inferior

over the other. They should choose the track that best fits their interests and abilities.

- ✓ Although we highly encourage the students to choose the track that suits their interests and abilities, availability of the tracks in their division is a big consideration. To further help them in choosing their tracks while taking into account this concern, consult your SHS Coordinators, Principal, or SDS regarding the tracks your school and the nearby schools will offer.
- ✓ Also, information on the Labor Market of your region might contribute in the track your students will choose. With this, ask for data from your SDS and inform your students about it. You may post the data on your bulletin board so that it is accessible to the students.

General Pointers

- a) It is highly recommended for the teacher to be sincere, energetic, and enthusiastic while he or she conducts the activity along with its sample scripts;
- b) Also, we are reminding the teachers to be patient with the students especially if they will be asking several questions regarding the tracks. Again, questions may not be answered immediately especially if the teacher does not have a precise answer yet but, teachers should make sure to get back to their students.
- c) The use of **Mother Tongue** in delivering the module is highly encouraged.
- d) Should a learner be confused as to what to do during the activity, the teacher should assist the learner with words or gestures of affirmation and encouragement.
 - for example: "We're in this together!"

II

SESSION PROPER

This section details what will happen during the session itself. Class Adviser may adjust the section's contents, sample scripts, and delivery as long as the changes are for the better understanding of the learners.

Session Main Activity:

Arts and Design Track and Sports Track Lecture

Learning Objectives of the Activity:

At the end of the activity, the learners are expected to:

- know and understand the other two tracks which will be offered in Senior High School and the career paths they may lead to.

2.1 Introduction to the Session

Opening Activity

- i. Introduce the activity using the sample script below as a guide:

Sample Script:

"Good morning, class! Last session, we talked about two important things. First, we talked about what we need to know about Senior High School. Second, we discussed two out of the four SHS tracks – the Academic Track and Technical-Vocational and Livelihood Track. To help you recall, we will be playing a game called 'K to 12 Ready Ka Na Ba?' which you will answer with 'K to 12 ready na!' So class, K to 12 ready ka na ba? (allow the learners to answer)"

- ii. Start the activity using the sample script below as a guide:

Sample Script:

"I will be needing two volunteers to come here in front and face the class while I stand behind them and act as the game show host. I will ask both of them a question regarding our discussions last session. The first volunteer to answer correctly will be the winner for the round. However, this game is not that simple.

Before you are allowed to say your answer, you have to do three jumping jacks. The first person to complete this action will be the one to answer my question first. He or she is given only five (5) seconds to say his or her answer. When he or she has said his or her answer, I will ask the class 'K to 12 ready na ba siya?' If I give the 'thumbs up' gesture, it means his or her answer is correct; the class will say 'K to 12 ready na siya!' But if I give the 'thumbs down' gesture, it means that his or her answer is incorrect; the class will slowly shake their heads left and right.

If the first answer given is incorrect, the other volunteer will be given a chance to steal for five (5) seconds. When his or her answer is correct, the class will say 'K to 12 ready na siya!' But when his or her answer is wrong, the class will shake their heads left and right.

There will be ten (10) rounds with only one (1) question each. Every round will have a different pair of volunteers. The class will be the judge of who finishes the action first and whose answer is correct. When both volunteers' answers are wrong, it is up to the class to provide the correct answer. But before you tell me your answer, I will ask you 'K to 12 ready na ba kayo?' Respond by telling me your answer. If you are correct, I will say 'K to 12 ready na kayo!'"

iii. Conduct the activity

- The sequence of the game is listed below to guide the Class Adviser in conducting the activity.
- The sets of questions and answers are found in Appendix A

Sequence of the Game

- Round 1

1. Ask for two (2) volunteers from the class.
2. Have both volunteers come in front and face the class (and stand behind them).
3. Ask the questions assigned to this round loudly and clearly.
4. With the help of the class, identify who finished the actions first.
5. Give the volunteer, who finished the actions first, five (5) seconds to answer the question.
6. Determine if his or her answer is correct by asking "K to 12 ready na ba siya?"
7. If his or her answer is correct, give the "thumbs up" gesture to the class to signal them to say "K to 12 ready na siya!"
8. If his or her answer is wrong, give the "thumbs down" gesture to the class to signal them to shake their heads left and right.
9. Give the other volunteer five (5) seconds to answer the question.
10. If the other volunteer's answer is correct, give a "thumbs up" gesture to the class to signal them to say "K to 12 ready na siya!"
11. If the other volunteer's answer is wrong, give the "thumbs down" gesture to the class to signal them to shake their heads left and right.
12. If both volunteers are wrong, give the class a chance to answer the question by asking "Class, K to 12 ready na ba kayo?"
13. If the class' answer is correct, say "K to 12 ready na kayo!"
14. Finally, ask the two volunteers to go back to their seats in preparation for Round 2.

- Round 2

1. Ask for two (2) volunteers from the class who have not played

yet

2. Repeat steps 2-14 from Round 1

- Round 3-10

1. Repeat step 1 of Round 2

2. Then repeat steps 2-14 from Round 1

2.2 Instructions for the Session

Main Activity 1: Arts and Design Track and Sports Track Lectures

- i. Describe and conduct the activity using the sample script below as a guide:

Sample Script:

“Today, we are going to discuss the last two tracks in our Senior High School Program. These are the Arts and Design Track and Sports Track. The flow of our discussion will be the same with how we discussed the previous tracks. It will be better if you will take note of important details and write them in your notebook.

- ii. To complement and deliver a more effective discussion, the teacher is advised to use the Power Point Presentation prepared regarding Senior High School.

III

CONCLUSION

This section details how the session could be closed. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Closing Activity

To close module 2, an activity will be conducted. The activity is entitled *Group Charades!* In this activity, the knowledge of the students regarding the topics discussed in this module will be tested.

Introduce the activity by following the sample script below:

Sample Script:

"Before we end our Module 2, let us test how familiar we are with the different tracks. The activity is entitled, 'Group Charades!' The mechanics of the game are very simple. The class will be divided into four (4) groups. Each group will receive four (4) strips of paper containing different activities related to a specific track. One member from the group will have to act out the activities one by one and the rest will guess what activity is being acted out and to which track it is under. Each group is given one minute to prepare and two minutes to act out all the activities indicated on the strips of paper.

The group with the most number of guessed items will be the winner for the activity.

Conduct the activity

The sequence of the game is listed below to guide the Class Adviser in conducting the activity:

Sequence of the Game

1. Divide the class into four (4) groups. Before the students go to their respective groups, make sure that the instructions have clearly been communicated and all questions regarding the mechanics of the activity have been settled.
2. Remind the students to maintain proper decorum: avoid shouting, coaching, and disturbing other groups. Remind them that although they are having fun, always remember the values of sportsmanship and respect.
3. Instruct the class to gather with their group mates and find a space for their group to settle.
4. Give the groups their respective list of items.
5. Tell them that they only have one (1) minute to prepare.
6. Then, randomly select a group to perform.
7. The performing group only has two minutes to act out all the items written on their given list.
8. Once the two minute mark lapses, have the performing group return to their seats and call in the next group.
9. Repeat steps 6-10 until all the four (4) groups have acted out their list of items.
10. Once all the groups are finished, identify the group with the most guessed items by checking the pieces of paper from step 9.
11. Declare the winning group to the class.

IV

CLOSING

This section details how the session could be closed. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Assignment

There are two (2) assignments for this session. One is the worksheet entitled, "*My First Resume*" and the other one is the Journal Entry #3. Instruct the learners that the assignments are due next Homeroom session.

3. My First Resume

- i. In this assignment, provide the students the format of the resume for guidance.
- ii. The resume could be handwritten, typewritten, or encoded.
- iii. Also, prepare a resume following the guide found in *Appendix C* to aid your students.

4. Journal Entry #3

- iv. Provide the following Guide Questions for Journal Entry #3:
 - How do you find the activities we had today?
 - What part of the session did you enjoy the most?
 - Do you find the session helpful in deciding for an SHS track?
 - How do you find the last two tracks? Did they catch your interest?
 - Do you already have an idea of which track you will pursue?

Appendix A

Questions and Answers

“K to 12 Ready Ka Na Ba” Activity

1. How many years are added to High School because of the Senior High School Program?
 - **Answer: two years**
2. What are you called when you finished Grade 10 but does not want to enroll in SHS?
 - **Answer: Grade 10 completer**
3. There are four exits after finishing SHS. Name two.
 - **Answer: Employment, Entrepreneurship, Higher Education, Middle Skills Development**
4. How much does it cost to enroll in SHS in public schools?
 - **Answer: none because it's free**
5. Who automatically gets a Voucher for enrolling in a private or non-DepEd Senior High School?
 - **Answer: all Grade 10 completers from public schools and all Grade 10 completers in private high schools who are Education Service Contracting (ESC) grantees**
6. There are four SHS tracks you can choose from. Name two using their complete name.
 - **Answer: Academic Track, Technical-Vocational and Livelihood Track, Sports Track, Arts and Design Track**
7. There are four strands under the Academic Track. Name two using their complete name.
 - **Answer: Accountancy, Business and Management strand; Humanities and Social Sciences strand; Science, Technology, Engineering, and Mathematics strand; and General Academic strand**
8. There are four strands under the TVL Track. Name two using their complete name.
 - **Answer: Agri-Fishery Arts strand; Home Economics strand; Industrial Arts strand; and Information and Communications Technology strand**
9. Why is SHS mandatory for all Filipino students?
 - **Answer: it is a law that has been signed by the President of the Philippines**
10. What is TESDA's role in the TVL Track?
 - **Answer: TVL courses offered may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).**

Appendix B

Group Charades! Slips

Group A

1. baking cakes- TechVoc
2. writing poems- Academic Track
3. singing on stage-Arts and Design
4. playing badminton- Sports Track

cut here

Group B

1. welding - TechVoc
2. dancing- Arts and Design
3. solving math problems- Academic Track
4. swimming- Sports Track

cut here

Group C

1. hair dressing- TechVoc
2. painting- Arts and Design
3. teaching- Academic Track
4. playing basketball- Sports Track

cut here

Group D

1. carpentry- TechVoc
 2. sculpting- Arts and Design
 3. balancing chemical equations- Academic Track
 4. coaching team sports- Sports Track
-

Appendix C
My First Resume
WORKSHEET

Name:
Address:
Phone Number:
1. My dream job is <u>teaching</u> because... I know how fulfilling it feels when I teach. My younger brother always asked me to help him in his Math homework. Every time he answered a math problem correctly, I also felt his joy. It was like I was the one who answered the math problem. But what struck me the most was how my brother smiled at me. I thought if I can help my brother, I can help other children as well. This is why I want to teach.
2. I feel proud of myself when I... see my students perform well in their academics because that means I am a good teacher. I felt more proud when an alumni, who was my student, visited me. He shared with me that he is also teaching!
3. If I were to win an award for a special talent or quality, it would be: I feel I will win an award for "Best Speaker" because I know I am good at speaking, especially in front of a lot of people. I was actually awarded "Best Speaker" when I joined a debate competition last 2014!
4. At school, I have done best in these subjects or activities: <ul style="list-style-type: none">• I have done exceptionally at English.• I have done exceptionally at Math.• I was captain of our school's debate team• The team I was in won a gold medal at a national quiz bee.• I won a silver medal at our running intrams.
5. At home, I can be counted to do a good job at: <ul style="list-style-type: none">• keeping track of the expenses of my mother's sari-sari store.• help my brother with his homework• clean and organize the house• buy food at our local palengke
6. Teachers, family members, friends, or others have praised me when I... shared with them that I want to be a teacher. They said that teaching will be hard, but I told them that I'm willing to take that risk. What matters to more is that I will be able to help a lot of people when I teach.

Charting Your Own Course

Module 3

CAREER GUIDANCE PROGRAM
Teacher's Manual

(As of August 2015)

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INTRODUCTION

Module 3 of the Grade 10 Career Guidance Manual entitled “*Charting Your Own Course*” focuses on improving the decision-making skills of the learners, especially in the context of the upcoming *Early Registration for Senior High School (SHS)* this October.

Module 3 integrates the learners’ self-awareness in choosing what SHS track will suit them based on what they have learned from Modules 1 and 2. This is complemented with an activity that channels the learners’ self-awareness, from simple everyday decisions to critical life-changing choices. It is important for the learners to choose the SHS track that will suit them because the skills and knowledge they will acquire from their chosen track will significantly shape their career.

LEARNING OBJECTIVES

At the end of Module 3, the learners are expected to:

- ✓ develop their decision-making skills, from simple choices to critical and life-changing decisions;
- ✓ realize the value of self-awareness in the process of choosing a Senior High School track through the activities that put emphasis in the individual's personality; and
- ✓ determine a Senior High School track that he or she will pursue.

ACTIVITIES

Module 3 has three activities:

1. **Opening Activity:** “We Can Be Anything”
 - found in the Session Proper section
2. **Main Activity 1:** “Plan A Vacation”
 - found in the Session Proper section
3. **Main Activity 2:** “Plan A Vocation”

- found in the Closing section

TIME ALLOTMENT

Introduction to the Session	10 min
Main Activity 1	15 min
Processing (Main Activity 2)	15 min
Synthesis	5 min
Closing	5 min
Total	60 min

SESSION SEQUENCE

- 1st Introduction of the Session
- 2nd Learners make their Vacation Plan
- 3rd Learners share their plan with the class
- 4th Processing of the Main Activity
- 5th Learners make their Vocation Plan
- 6th Learners share their plan with the class
- 7th Synthesis of all three Modules
- 8th Handing out of assignments to the learners

MATERIALS

The materials needed for the session are listed below. The materials for the assignment will be included in a separate list. If a more convenient (i.e. cheaper) alternative is available, feel free to adjust the list of items below to suit the learners' needs.

1. We Can Be Anything materials

- ✓ a copy of the song whether on CD, flash drive, video format, or tape

- details about how to acquire a copy of the songs is described in the *Preparation Section*
- ✓ lyrics of the song to guide the learners as they sing along

2. Plan A Vacation/Vocation materials

Class Advisers will bring:

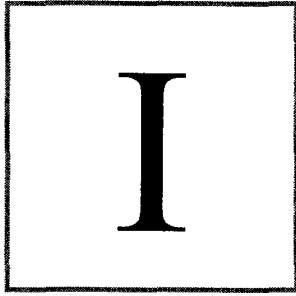
- ✓ manila paper (for the Class Advisers' sample output)

Learners will bring:

- ✓ blank sheets of paper large enough for the learners to make a table such as a Size 1 stationary
- ✓ the **LEARNERS' NATIONAL CAREER ASSESSMENT EXAMINATION (NCAE) RESULTS** from last year's (2014) NCAE

3. Learner's CGAP Journal Notebook

- ✓ the learners' CGAP Journal Notebook can be a separate notebook. However, we highly encourage the Class Advisers to instruct the learners to **REUSE** a notebook that may have enough pages left for the entire CGAP Program.
- ✓ around fifteen (15) to twenty-five (25) pages are needed for Modules 1, 2, and 3



PREPARATIONS

Listed below are pointers that may help the Class Advisers prepare for the session. Preparation prior to the session may significantly improve the Class Advisers' delivery of the Module. Effective delivery of the Module may impact the learners' ability to absorb the lessons and insights that the Module aims to impart.

Class Advisers may adjust the content and delivery of the given pointers as long as the changes cater to the learners' needs. It is highly encouraged for the Class Advisers to use what they know about their region, district, school, or learners to further ground the contents of the pointers.

Pointers for the Opening Activity

Singing "We Can Be Anything" with the class

- ✓ In order to lead the learners in singing the song, it is advisable for the Class Advisers to familiarize themselves with the song's lyrics prior to this module.
 - Class Advisers can acquire a copy of the song online on YouTube using the following link:
www.youtube.com/watch?v=8LEmCbHpv8Q
 - Alternatively, Class Advisers can also access the song via the DepEd website at *www.deped.gov.ph*
- ✓ It will be an advantage if the Class Adviser will be able to provide a means to play the song inside the classroom so that the learners will have a minus 1 to sing along with.

- ✓ The song's lyrics (found in Module 1) may further help the learners if the lyrics will be written on a manila paper which the Class Adviser may present to the class.

Pointers for the Main Activity

Preparing for "Plan A Vacation"

- ✓ Having a sample vacation plan written on a manila paper (or on the black board) may help the learners understand what exactly are needed from them when they participate in the activity.
- ✓ A sample vacation plan is provided (see Appendix A). The format of the table may change as long as the three main headers remain (i.e., "What I want", "What I have", and "What to do").

Preparing for "Plan A Vocation"

- ✓ At the back of the sample vacation plan (see Appendix A), create another table. This table will be called the "Vocation-Career Plan". The table (see Appendix B) will be used for processing the activity.
- ✓ The Class Adviser will only assume a facilitator's role throughout the learners' creation of their vacation-vocation plans. This means that the Class Adviser will make the task of planning a vacation easier for the learners through hands-on guidance and enthusiastic motivation.
- ✓ **STRICTLY PRESCRIBING HOW THE ACTIVITY SHOULD BE DONE IS HIGHLY DISCOURAGED.** For example, no one (even a fellow learner) should tell a learner that his or her career vacation-vocation plan should look a certain manner. This may limit the learners' creativity while participating in the activity, or worse, discourage their participation in the activity.

Preparing for Assignment

- ✓ It is **HIGHLY** recommended for the Class Adviser to acquire the

following information to help the learners in completing the worksheet (see Appendix C):

- details of the schools in the **REGION** (i.e., address, contact number, public or private, tuition fee, etc.)
- the list of tracks and strands these schools offer
- the number of slots available for each track and strands offered
- ✓ Aside from helping the learners finish their assignment, they may also use this information to create a more concrete and reliable plan for Senior High School
- ✓ Complement this information with Labor Market Information (LMI), which details the available jobs around the country. However, it will be more appropriate to provide the learners with LMI that details the jobs offered within the **REGION**
 - this may save the learners from looking for job opportunities far from their homes
 - furthermore, learners are encouraged to give back to their communities if they realize that there are job opportunities being offered within their regions

General Reminders

- ✓ Some learners will find the concept of “planning a vacation” too extravagant. To answer this, the Class Adviser may adjust the title of the activity to a level where the learners will be able to relate themselves better.
 - For example, instead of “Plan A Vacation”, the Class Adviser may introduce the activity as “Planning for Peñafrancia” to a group of learners who resides in Bicol;
 - or, “Planning for My Exams” especially when Quarterly Exams are approaching
- ✓ In other words, it is important that the learners plan for something

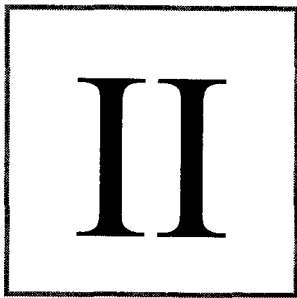
within their reach for a more realistic outcome.

Reminders for Learners

- ✓ A week before the activity, instruct the learners to bring the following materials:
 - a) blank sheets of paper large enough for the learners to make a table such as a Size 1 stationary or a short bond paper sized 8x11 inches
 - b) the learners' **NATIONAL CAREER ASSESSMENT EXAMINATION (NCAE) RESULTS** from last year's (2014) NCAE
 - c) ballpoint pen or pencil
 - d) coloring materials (e.g., crayons)
- ✓ Remind the learners that bringing and using **RECYCLED MATERIALS** are highly encouraged. **THEY DO NOT NEED TO BUY NEW MATERIALS.**
- ✓ In addition, encourage the learners to bring extra materials to share with their classmates. Write the stated materials on the black board.

General Pointers

- a) It is highly recommended for the Class Adviser to be sincere, energetic, and enthusiastic while he or she conducts the activity along with the sample scripts.
- b) The use of **Mother Tongue** in delivering the module is **HIGHLY** encouraged.
- c) Should a learner be confused as to what to do during the activity, the Class Adviser should assist the learner with words or gestures of affirmation and encouragement
 - for example: "We're in this together", "You can do it", "Your friends are here with you."



SESSION PROPER

This section details what will happen during the session. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Session Main Activity:

Plan A Vacation/Vocation

Learning Objectives of the Activity:

At the end of the activity, the learners are expected to:

- a) organize their decision-making processes by following a prescribed decision-making format; and
- b) communicate their career plan effectively to others and more importantly, to themselves, through peer-sharing and plan organization.

2.1 Introduction to the Session

Opening Activity

- i. Greet your learners warmly and start the class by singing Apl.De.Ap's "We Can Be Anything"
 - Encourage the learners to sing along. If they are not familiar with the song's lyrics yet, you may print copies of the lyrics (from Module 1) or write the lyrics on the board or on a manila paper.

- ii. The song can be played in class to refresh the learners with the important lessons from the previous session. Do this with the sample script below as a guide

Sample script:

“Apl.De.Ap’s song tells us that we can be anything as long as we dream. And to dream, we need to understand ‘who we are’ - our likes, values, interests, and skills. Thankfully, we have our self-portrait bags and dream collages to remind us of ‘who we are’ and how big we can dream. In addition, we have our SHS tracks to equip us with the things we need in order to realize our dreams.

For today’s session, we are going to integrate what we have learned in the past modules. Dreaming or setting life-goals will remain a dream or a thought unless we act upon it. When we do something to achieve our dreams, we are doing a big thing for ourselves. However, in achieving our dreams, we might encounter struggles and difficulties especially if we are not prepared. With that, we are going to have an activity where we will learn the things needed for effective planning.

2.2 | Instructions of the Session

Main Activity 1: Plan A Vacation

- i. Describe and conduct the activity using the sample script below as a guide

Sample Script:

“The activity is called ‘Plan A Vacation’. In this activity, you will plan how you will be spending your break this coming Christmas. Whether it is a simple dinner outside or as grand as going to Palawan, anything goes. Say for example you will be given one thousand pesos (P1000) to spend for your vacation. However, the money given to you is the only amount you can use. In other words, you cannot use money from your pockets, savings, or parents. However, you may use other resources to

compliment your P1000 such as using your bike instead of spending money to ride a jeep. Before we start, I will show you my vacation plan so that everything is clear.

For my Christmas vacation, I simply want to spend time with my family (what I want). Given that I teach full-time, I barely see them anymore. Because of this, I value every holiday or break that I can use to go home and see how they are doing. And since it is Christmas, it will be nice if I will give them a present. Since I have limited money, I am going to shop in Divisoria so that I can maximize my P1000 peso budget (what I have). To show you how I will spend my vacation, I made a table (present your pre-made vacation plan).

I encourage everybody to format your vacation plan this way. Organizing it in this manner will help you communicate your vacation plan to others and, most importantly, to yourself."

- ii. To complement your verbal instructions, you may write on the black board the following abbreviated instructions:
 1. How do you want to spend your Christmas break?
 2. What will you do to make your vacation possible?
 3. You only have one thousand pesos (P1000) to plan and actualize your vacation.
 4. Write down your plan on the piece of paper/s I asked you to bring.

Sharing with the class

- i. Ask two (2) to three (3) learners to share their vacation plan with the class. Assist the learners' presentation by recalling how the sample vacation plan was described. To clarify, it is advisable for the learners to present their vacation plan in this order: what I want, what I have, and, finally, what to do.
- ii. Once a learner has shared his or her vacation plan, focus on improving his or her *What I Have* and *What to Do*.

a) Improving on the learners' *What I have*

- It is important for the learners to imagine and consider the possible and present resources available that will aid them in acting on their dreams.
- Available resources pertain to: individual skills (e.g. writing, speaking, etc.), material resources (e.g. money and property), social capital (e.g. friends, family, and relationships), and natural resources (e.g. environment, nature, etc.)
- When the Class Adviser feels that a learner missed a resource he or she has and/or may invest on, the Class Adviser is highly encouraged to add to the learner's vacation plan. In doing so, other learners will have a better understanding of the resources they need to be mindful of in order to effectively act on their vacation plan.

b) Improve on the learners' *What To Do*

- It is important for the learners to be SMART (specific, measurable, attainable, realistic, and time-bound) when writing or describing what they will do to make their vacation happen.
- When the Class Adviser feels that a learner's *what to do* is not SMART, the Class Adviser is highly encouraged to give inputs on how to create SMART objectives. In doing so, the learners will be able to craft a clear pathway to his or her desired goal.
- The Class Adviser may use the *what to do* section of the sample vacation plan to demonstrate to the learners

how it is to be SMART using the sample script below as a guide. First, ask the learners if the *what to do* of the sample vacation plan is SMART. Once the learners point out that it is not SMART, ask them how they can improve.

Sample Script:

“Simply listing P300 for groceries is not clear. What will you buy in the grocery? How much is each item? How many people will eat? By asking and answering these kinds of questions, you will be able to plan ahead and be more efficient in fulfilling your desire to prepare a feast for your family.”

- v. *Guidelines for Sharing (Learners)*
 - Remind the learners of the following before the sharing activity:
 - This sharing is not a place for discussion, debate, or for convincing others to believe in our point of view. It is not a place to impose our favorite ideas upon others, to solve their problems or to rescue them.
 - Always remember the values of courtesy and respect.
 - Confidentiality is important. No one should share with other groups what their group mates shared within their group.
- vi. *Guidelines for Sharing (Class Advisers)*
 - Strictly follow a facilitator’s role for this activity (*see Preparations Section*).
 - Be careful with the use of words, especially in giving feedback to the students’ outputs.
 - The use of strong modal verbs such as “should” and “must” is highly discouraged.

For example:

- Instead of: "Brian, I think you should walk instead of taking a tricycle going to the *palengke* to save money."
- It is advisable that **the input is facilitated from the learner** through asking relevant questions such as, "Brian, since you want to save more money, what other modes of transportation are cheaper than taking a tricycle?"
- An alternative way of facilitating input from the learners is asking input from the class.
 - Using the sample example above, after Brian has presented his vacation plan, the Class Adviser may direct the questions to the class.
 - Doing this, along with asking Brian, the rest of the class can also participate.
 - For example: "Class, how can Brian save more money when going to the *palengke*?"

III

CONCLUSION

This section details the session's Processing and Synthesis. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Processing

The processing will mainly be an avenue for the Class Adviser to translate the "Plan A Vacation" activity into a vocation and/or career decision-making process that focuses on the SHS tracks as the learners' means (or *what I have*) to achieve their dreams. It asks the important question: what SHS track will help you get closer to what you desire for yourself in the future? At the end of the processing, the learners must have a tentative or even a firm decision on what SHS track to take.

- i. Begin the processing by flipping your sample vacation plan to the vocation-career plan table (see Appendix B)
- ii. Show the learners how planning their vacation is almost the same as planning a vocation or a career using the sample script below as a guide:

Sample Script

"So how does planning a vacation help us in 'acting on our dreams'? Simple! Let us transform our vacation plan into a vocational-career plan. When you take a look at my vocation-career plan, the three main headers from our vacation plan are still there. This is because when planning your desired vocation or career, one must:

first, know what he or she really wants; second, consider what resources he or she has; and, third, know what exactly what to do in order to fulfill what he or she wants.

Why am I calling it a vocational-career plan? A vocation is simply a strong liking towards a particular profession or career. On the other hand, you can call a career a lifelong vocation. For example, my vocation is, I have a strong liking for teaching children. Since I love seeing children grow and learn, I cannot help but imagine my whole life revolving around them. So, I chose a career in teaching. In summary, developing a clear and firm vocation may help you plan your desired career, which is why this is called a vocation-career plan."

Main Activity 2: Plan A Vocation Activity

- iii. After showing the similarities of the two plans, instruct the learners to plan their vocation or career the same way they planned their vacation (*refer back to Session Proper section*).
- iv. The learners' own **NCAE RESULTS** at this part of the activity may greatly contribute to their *what I have*, especially in pointing out what subject areas they excel in. Instead of guessing, their NCAE results may aid them in planning their vocation-career.

Sharing with the class

- v. After they have completed their vocation-career plan, you may conduct a sharing session involving around two (2) to three (3) learners (*not the same learners who have already shared*) that focuses on improving their *what I have* and *what to do*. When the Class Adviser believes that his or her learner may fit another vocation/career aside from what the learner has presented, feel free to suggest politely.
- vi. Since there is a second sharing session, it is encouraged for the Class Adviser **to maintain the role of a facilitator**. Reminders on effective facilitating is detailed on the Session Proper section (p. 15-16; *Guide for Sharing*)

Synthesis

Tie the three modules together in terms of how each module complement each other to assist the learners in choosing the SHS track they will take. Pointers are listed below to guide the Class Adviser in their synthesis.

- 1) Start by highlighting the role of self-awareness and dreaming in decision-making (*this is represented by their self-portrait bags and dream collages*).
- 2) Then, ground their self-awareness and life-goal setting on the upcoming early enrollment for Senior High School (*use the SHS tracks*).
- 3) Finally, for the learners to react appropriately towards the upcoming early enrollment, they were imparted with a decision-making process that utilizes their self-awareness (and knowledge of the SHS tracks) in order to make an informed vocational/career decision. This decision-making process is the Plan A Vacation/Vocation activity.

IV

CLOSING

This section details the assignment for the session. Class Advisers may adjust the section's contents, sample scripts, and delivery for the better understanding of the learners.

Close the session using the sample script below as a guide. What is important is that the learners are reminded that the three modules have provided them with outputs that they can always look back to. Their dream collages and self-portrait bags represent what they want and what will make them happy (self-awareness). Their vacation-vocation plan, on the other hand, situates their self-awareness in the context of choosing which SHS track they will want to enroll in.

Sample Script:

“Looking back, Module 1 placed emphasis on knowing ‘who we are’. It is through knowing ‘who we are’ that we make decisions that allow us to grow and enhance ourselves. Meanwhile, Module 2 concerned us with the early enrollment for SHS where we are given four specialized tracks to choose from. In response to the early enrollment, Module 3 showed us an effective way to decide what SHS track we will choose that is grounded on ‘who we are’.

The vocation-career plan is one of many ways to help you make a decision. What is important is that when you choose, you always consider who you are – your likes, interests, skills, and values, especially when you are about to pick a SHS track that will be closely tied to your life-long career. Considering who you are guarantees

that the choices you will make are the choices you feel you will fit in and grow."

Assignment

Instruct the learners that their final journal entries are due next

Homeroom:

1. Journal Entry #3

- i. On their Journal notebooks, ask the learners to answer the following questions:
 - Did the activity help you decide on what SHS track you will choose come enrollment for SHS? Yes or no? How?
 - Did the previous modules play a role in your decision on what SHS track you will choose? Yes or no? Why?
 - What were your thoughts and feelings during the activity?
- ii. Ask the learners to write their final thoughts/feelings about the whole CGAP:
 - After going through three modules of CGAP, how do you feel?
 - Are you more confident in choosing an SHS track? Yes or no? Why?
 - Do you already have an SHS track in mind? If yes, what is it? Share how you were able to choose this track.
 - Do you already have a career in mind? If yes, what is it? Share how you were able to choose this career.
- iii. Inform the learners that they will pass their vacation/vocation plan along with their journals next Homeroom class. The Class Adviser may suggest that the learners copy their vacation and vocation plan on another separate sheet of paper so that they will have a copy of their own plans.

2. SHS Early Registration Worksheet

Aside from the final journal entry, the learners will be filling up a worksheet (see Appendix C) that loosely resembles the form, whether pen-and-paper or online, that they will be answering on the day of their SHS Early Registration. However, unlike the previous assignments, the learners will have to collaborate with their parents in completing the worksheet. This stems from the reality that family matters when Filipinos choose their career.

- i. The learners will pass their signed Mock SHS Early Registration Sheets with their Journal Entry #3.

- 1st The learners will complete the worksheet by themselves first

- 2nd Then, the learners will show their completed worksheet to their parents

- 3rd The learners will have to settle on the details of their worksheet with their parents,

- 4th Once the learners have completed the worksheet with the help of their parents, both will write their printed name and signature on the space provided on the worksheet

- 5th Lastly, the learner will pass their worksheet to the Class Adviser with their and their parents name and signature

- ii. Explain the worksheet using the following pointers as a guide:

- Our family makes up most of who we are
 - recalling insights from Module 1 may help the Class Advisers explain further this pointer
- The learners' family deserves to know what their son or daughter desires for a vocation or career
 - recalling the Mystery Box from Module 2 may help the

Class Advisers convince the learners to collaborate with their family with regards to their career decision-making

- without the learners' families knowing what they desire, the feeling of discomfort (that is simulated from the Mystery box activity) may grow between the two
 - furthermore, the learners' family may give valuable input about their strengths and skills that may greatly impact their ability to choose an SHS Track
 - Family adds context to the learners' career decision-making
 - a learner's ability to choose a SHS Track will heavily depend on their family's resources, both financially and emotionally
 - a learner's family may have immediate needs that may influence their son's or daughter's choice
 - In summary, it is crucial that the learners communicate their desired SHS Track and/or career with their family
- iii. Present the learners with the list detailing the schools within the region and or divisions that offers Senior High School along with the tracks (and strands) these schools are offering
- It is highly encouraged for the Class Adviser to also present the LMI of their region or division to the learners

Appendix A

Sample Plan A Vacation Table (for the Class Adviser)

What I want	What I have	What to do
<ul style="list-style-type: none">▪ To spend time with family on Christmas and buy them gifts▪ Take some time off from work	<ul style="list-style-type: none">✓ P1000 only✓ Bargain skills✓ Commuting skills✓ Cooking skills	On Dec. 23: <ul style="list-style-type: none">▪ Grocery for salu-salo (P300)▪ Buy gifts for mom, dad, sisters, and younger relatives (P600)▪ 'Commute and eat lunch (P100)

Appendix B

Sample Plan A Vocation Table (for the Class Adviser)

What career I want	What I have	What to do
<ul style="list-style-type: none"> ▪ To teach 	<ul style="list-style-type: none"> ✓ Academic track in SHS or; ✓ Any SHS track that I may teach after high school ✓ Skill in mathematics and science ✓ Skill in tutoring my peers ✓ My education 	<p>On September:</p> <ul style="list-style-type: none"> ▪ Choose the STEM (Science, technology, engineering, and mathematics) strand in the Academic track ▪ Do better in my Math and Science subjects ▪ Pursue a Bachelor of Arts in Education ▪ Pass the Licensure Examination for Teachers (LET)

Appendix C

Mock SHS Early Registration Worksheet

Name (last name, first name, & middle initial):	
School (do not abbreviate):	Address (city, town, province, or region):
Instructions: Answer the following questions below. Write your answers in the box provided.	
What school in our region is your first choice for Senior High School?	What school in our region is your second choice for Senior High School?
Name your top 2 choices among the tracks. If that track has strands, please include the strand in your answer. Write your answers in the box provided.	Name your top 2 choices among the tracks. If that track has strands, please include the strand in your answer. Write your answers in the box provided.
1.	1.
2.	2.

Signature over Printed
Name of Student

Signature over Printed
Name of Parent