

Homeroom Guidance

Quarter 2 – Module 7: Get Loaded: Time for Choice



Homeroom Guidance Self-learning Module – Grade 3

Quarter 2 Module 7: Get Loaded: Time for Choice

2021 Edition

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Homeroom Guidance Grade 3

Quarter 2 – Module 7:

Get Loaded: Time for Choice



Gabay sa Magulang/Tagapag-alaga

Ang modyul na ito ay sinulat upang gabayan ang inyong mag-aaral na linangin ang kanyang aspetong personal at sosyal, akademiko, at panglipunan. Ito ay dinesenyo para sa *distance learning* o alternatibong pamamaraan ng pagkatuto na hindi nangangailangan ng pisikal na presensya sa paaralan, bilang tugon sa direktiba na pagkansela ng *face-to-face class* dulot ng pandemyang Covid-19.

Ang inyong paggabay ay hinihiling upang matagumpay na maisakatuparan ng mag-aaral ang mga tagubilin upang masiguradong maisagawa at masasagot ang mga gawain at katanungan (*Processing Questions*) sa bondpaper o malinis na papel.

Gawain 1: Ang mga mag-aaral ay mag-aayos ng jumbled letters. Inaasahang tutulungan ninyo sila upang mas maging kasiya-siya ang gawain.

Gawain 2: Ang mga mag-aaral ay inaasahang sasagot sa ilang katanungan na nasa loob ng *Star*. Inaasahan na sila ay may mga katanungan tungkol sa kanilang kakayahan, interes at ang kanilang nais na maging trabaho sa hinaharap. Inaasahan po namin na gagabayan ninyo sila sa pagsagot sa mga katanungang ito. Mapag-uusapan din ninyo ang inyong pangarap para sa kanila.

Gawain 3: Inaasahang kukumpletuhin ng mag-aaral ang *table* kung saan isusulat nila ang pangalan ng kilala nilang community helper at ang ibat'ibang gawain ng mga ito. Maaaring sila ay humingi ng tulong upang mapunan ang *table* at masagot nila ang mga katanungang kasunod ng gawaing ito.

Gawain 4: Babasahin ng bawat mag-aaral ang bawat sitwasyon at pag-iisipan kung konektado ang interes at kakayahan at ang mithiing trabaho o propesyon ng taong inilalarawan sa sitwasyon. Maaring tulungan ninyo sila upang lubos nilang maunawaan ang bawat sitwasyon.

Gawain 5: Iguguhit ng mag-aaral ang kanilang sarili na taglay ang propesyon o trabahong nais niyang makamtan sa hinaharap. Inaasahang gagabayan ninyo sila upang maging matagumpay ang gawain.

Hinihiling ng Kagawaran ang inyong supporta upang matagumpay niyang maisakatuparan ang mga gawaing ito. Ang araling ito ay makakatulong upang magkaroon siya ng mas malalim na pag-unawa sa kanyang kaalaman ukol sa kanyang propesyon o trabaho sa hinaharap. Tiyakin na sasagutin niya ang bawat bahagi ng modyul nang tapat hangga't maaari, kapag siya ay sumasagot sa mga gawain at pagtatasa. Siguraduhing maipapasa niya ang kanyang sagutang papel sa petsa at oras na itinakda ng kanyang gurong-tagapayo.

Introductory Message

For the learner:

This module is designed to help you analyze responsible decisions and goals toward achievement of personal welfare and common good; strengthen your connection among knowledge, skills and roles of your parents or guardians and significant adults in choosing a profession, vocation and future plans.

The module has six interactive activities for you to follow, namely:

Let's Try This – which will help you get ready to learn;

Let's Explore This – which will guide you towards what you need to learn;

Keep in Mind – which will give you the lessons that you need to learn and understand;

You Can Do It – which will help you apply the lessons learned in daily activities;

What I Have learned – which will test and evaluate your learning;

Share Your Thoughts and Feelings – which will help you express your thoughts, opinions feelings.

Make sure to read, think, follow, and enjoy every task that you are asked to do.

Have fun! Stay safe and healthy!

MODULE

7

GET LOADED: TIME FOR CHOICE



Learning Objectives

At the end of this module, you are expected to:

1. compare different roles and responsibilities of people in the community;
2. appreciate the role of school, family, significant adults and the community in choosing a profession/ occupation and vocation; and
3. indicate the connections of knowledge, skills and guidance from parents, guardians and significant adults in making plans for the future.



Period: Week 6 to 7 of 2nd Quarter

Total Time Allotment: 120 minutes

Materials Needed: Paper, Bondpaper, Coloring Materials



Introduction

Suggested Time Allotment: 5 minutes

In this module you will discover the different roles and responsibilities of people in your community. This will help you in understanding different jobs or professions. Together with your parents and other family members, you will have the chance to have better appreciation of the different career options and how different factors affect your plans in the future.



Let's Try This

Suggested Time Allotment: 20 minutes

Guess that Community Worker!

Rearrange the jumbled letters in each number and discover each community helper. Write your answer on a clean sheet of paper.

1. k e r b a
2. f i m a n r e
3. p l e m b u r
4. d e r i v r
5. p o c e l i n a m
6. n e u r s
7. f r a m e r

8. e t r i l e c c i a n

9. t a e h c e r

10. a u g r d

Processing Questions:

On a sheet of paper, answer the following questions

1. Did you find the activity easy or difficult?
2. Are you familiar with the community helpers above?
3. Pick one community helper from the list above and write down his/her responsibility in the community.



Let's Explore This

Suggested Time Allotment: 25 minutes

I am A Rising Star

Completing your answers inside the star will remind you of their importance in reaching for your dream, to become what you wanted to be.

On a sheet of paper, copy the STAR and complete each statement written inside it.

Processing Questions:

1. Did you find the activity interesting?
2. Are your skills and interests related to your dream job / profession?
3. How can your parents/guardians and other family members help you in planning for your future?



Keep in Mind

Suggested Time Allotment: 30 minutes

Let us now discover some work or jobs that different people in your community performs. You may have seen

them in your families or you may have a relative who are in the same profession described below. With the help of your parent/guardian, look at the following list. As you read them, you may look at something new that may be interesting.

Here is a list of some workers along with their roles.

1. **Baker**- a person who makes bread and cakes.
2. **Barber**- a person who cuts hair to maintain good grooming.
3. **Bus driver**- a person whose job is to drive a bus
4. **Carpenter**- a person who makes and repairs wooden objects and structures.
5. **Cashier**- a person handling payments and receipts in a store, bank, or other business.
6. **Chef/cook**- a professional cook, typically the chief cook in a restaurant or hotel.
7. **Doctor**- a person who prepares and cooks food.
8. **Electrician**- a person who installs and maintains electrical equipment.
9. **Farmer**- a person who owns or manages a farm.
10. **Firefighter**- a person whose job is to extinguish fires.
11. **Fisherman**- a person who catches fish for a living.
12. **Gardener**- a person who tends and cultivates a garden for a living.



13. **Mechanic**- a person who repairs and maintains machinery.
14. **Plumber**- a person who installs and repairs the pipes and fittings of water supply, sanitation, or heating systems.
15. **Police officer**- a person who is responsible for the prevention and detection of crime and the maintenance of public order.
16. **Priest**- a man who leads individual parishes within a certain diocese, living and working with other members of their church.
17. **Salesperson**- a person whose job involves selling or promoting commercial products, either in a store or visiting locations to get orders.
18. **Security guard**- a person employed to protect certain people or place against intruders or damage.
19. **Tailor**- a person whose occupation is making fitted clothes such as suits, pants, jackets and many more.
20. **Teacher**- a person who teaches students.
21. **Waiter/waitress**- a person whose job is to serve customers at their tables in a restaurant.



Skills, Interests and Capabilities

- **Skills**- the ability to do something well, learned from practice or training like reading, writing, and counting.

- **Interests-** something that you enjoy doing or you are willing to learn to; like, playing musical instruments, cooking, sports and arts.
- **Capabilities-** are your abilities or qualities necessary to do something. Examples are leadership, cooperation, and care for yourself, for others, and for the community. It is important to consider your skills, interests and capabilities in looking or planning on what work will best fit you. They equally influence your development in choosing your future job.



You Can Do It

Suggested Time Allotment: 15 minutes

I Know Our Community Helpers

Ask your parents to help you in completing the table below. Answer the following questions on a sheet of paper.

Name of the Community Helper that you know	What does he/she do in his/her job?

1. How do these people help the community?
2. What can you do to show appreciation to them?



What I Have Learned

Suggested Time Allotment: 10 minutes

Read each situation below. On a piece of paper, put a check mark if the situation shows that the person's skills and interest match his/her choice of work. The first one is done for you.

- ☒ 1. Rina loves reading books and sharing stories with her friends. She also teaches her younger sister in her studies. Rina wants to become a teacher.
- _____ 2. Butch has a skill in composing poems and writing stories. He likes to become a fire fighter.
- _____ 3. Mary is interested in solving problems and situations. She wishes to be a police officer.
- _____ 4. Andres enjoys learning how to cook for the family. He also loves to join his mother in baking cakes and bread. He likes to be a cook/chef.
- _____ 5. Eunice has interest in plants and animals. She wants to become a farmer.



Share Your Thoughts and Feelings

Suggested Time Allotment: 15 minutes

On a short bondpaper, draw an image of yourself doing the job you love. Write a sentence as a message to your future self.

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