

The Choice of Choosing

Introduction

The choice of choosing is an ultimate freedom granted to all human beings. This freedom of choosing can be best enjoyed to its fullest when practiced with responsibility. The choice of a profession is one of the lifetime decisions that every individual shall make. Self-introspection and careful self-analysis can be concrete bases for decision making. This module will provide you with an avenue to explore within yourself and thus enjoy the benefit and freedom of responsible choosing.

Total Time Allotment: 120 minutes

Letter to the Teacher

You have to prepare yourself mentally, psychologically, emotionally and physically before giving this Module. There is a great possibility of engaging in “Transference” wherein you are already the one sharing your issues triggered by the learners’ sharing. The attainment of its purpose, which is to provide an opportunity for the learners to examine themselves in relation to their chosen profession, academic achievement, and realities in life, is highly expected. You may also coordinate with the respective Registered Guidance Counselors for a possible pre-module orientation regarding the processing of learners’ responses.

Tips to the Teacher for the conduct of this Module

1. This module can be scheduled to a maximum of two hours only.
2. You must be aware and should practice “traffic” in the course of sharing.
3. You may hold a teacher-student conference if there are many unshared concerns.
4. You may use bell or buzzer in case the class sharing is unruly or too noisy.
5. All issues that transpired at the course of disclosure/sharing must be kept confidential in observance with the law on the protection of learners; if there is a need to divulge the information for professional help, ask the permission of the learner.
6. Sharing must be confined to career only teachers shall refer sensitive, technical and cases beyond their capability to any Registered Guidance Counselor within the Division or Region or any proper authority for appropriate action.

Materials Needed

- Mini Me Doll (*from Module 3 Grade 11 CGP*)
- My Career Information Sheet (*from Module 3 Grade 11 CGP*)
- Copy of Grade 11 Grades (*from the Adviser*)
- LMI-List of KEGs (*from Module 2 Grade 12 CGP*)
- List of personal Hard and Soft Skills (*from Module 5 Grade 11 CGP*)
- Bell or Buzzer

- laptop
- projector
- audio file/music for relaxation or meditation
- Career Analysis Profile

I. Objectives

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

1. analyze their academic achievement based on their desired profession and realities in life;
2. identify their bases for choosing their profession; and
3. discuss their personal experiences in choosing a profession with the guidance and support of parents or significant others.

II. Motivation (8 minutes)

Mini Me Game

Procedure

1. Ask the learners to look for a partner with the same characteristics as they have like the following: (*variations may be used*)
 - a. month of ibrthday
 - b. shoe size
 - c. color of socks
 - d. color of handkerchief
2. Tell the learners to say Hi/Hello to their partner's Mini Me by introducing their selected profession (Hello, I'm a fire officer.)
3. Instruct them that after a Hi and Hello, the partners will share their answers to the questions. Ask one question for each round.
 - a. Do you feel you can enjoy living the life of your chosen profession? How can you say so?
 - b. Do you think your parents are supportive of your chosen profession? How?
 - c. Wha limitations have you encountered in choosing your profession?
4. After one minute, tell them that they will look again for another partner and repeat nos. 2 and 3.
5. After the game, ask some learners to share what they have experienced during the game in the class.

III. Main Activity (83 minutes)

The Circle of Choices

1. Ask the class to form a circle and let them bring out their Career Information Sheet and the Copy of Grades (GWA of Grade 11).
2. Let the learners sit beside their classmates with the same chosen curriculum exit (*Trabaho, Kolehiyo, Negosyo*).

3. Use various relaxation methods to create an ambiance for sharing such as music, mantra, breathing exercise, or silence.
4. Set agreements for the sharing.

Agreements for Sharing

- a. One sharer at a time.
 - b. Everything within the circle remains in the circle (*confidentiality of information among all the learners*).
 - c. Respect each other's feelings, emotions, and sharing by observing silence at the course of the activity.
 - d. The activity is covered by the provisions of DepEd Order No. 40, s. 2012 entitled Child Protection Policy.
 - e. The class may also provide additional agreements for sharing.
5. Make a creative way of selecting a learner who will start the sharing (spin a bottle, select a number, left or right, fishbowl)
 6. Show or present the Guide Questions.

Guide Questions

- a. Looking at your Career Information Worksheet, does your academic achievement affects your choice of the career? In what way?

Example

- 1) *Yes. As a STEM student dreaming of becoming a civil engineer however, my grades are below 80. I may survive the Grade 12 yet, I may not be qualified to enter the college since there may be a qualifying average or grade for engineering course.*
 - 2) *No. With my current grades, I do believe that I may be easily hired the moment they will look at my credentials.*
- b. What are your anticipations or apprehensions between your chosen profession and the reality of your life in relation to achieving your goal?
7. Let the learners share based on the guide questions. (2 mins per learner at approximately 40 learners per class)
 8. Be aware of the time allotment.
 9. After the last sharer, the teacher should affirm the openness of the learners in a creative way (*hug each other, tap each other's shoulder, etc.*)
 10. After affirming the class, highlight and consolidate their sharing and provide a synthesis that will provide a bridge to the next activity.

Sample synthesis:

Thank you for being open and for trusting the group with your inner thoughts and feelings. We may encounter different realities; however, we must remain focused on our goals, dreams, and aspirations. It is important that when we make decisions, the choice that we make should be an informed one. In order to know more about your realities and your directions in life, you will fill up the Career Analysis Profile.

IV. Application (22 minutes)

Career Analysis Profile

1. Distribute the Career Analysis Profile (Sheets A and B) to all learners.
2. Learners will utilize information or data learned such as:
 - a. Mini Me (*Module 3, Grade 11 Career Guidance Module*)
 - b. My Career Information Sheet (*Module 3, Grade 11 Career Guidance Module*)
 - c. Labor Market Information (*Module 2, Grade 12 Career Guidance Module*)
 - d. Personal Experiences (*e.g., Beliefs and Values*)
3. Out of the data, each learner will fill out Sheet A. You may look at the filled out Career Analysis Profile as a guide. An example is provided.
4. Explain the content of the filled out Career Analysis Profile.
5. The learners will then complete the sentences in Sheet B using the information they wrote in Sheet A.

V. Reflection (6 minutes)

1. What are your insights or realizations about the activities?
2. Ask volunteers from each track or strand to share their Career Analysis Profile.

Closing

“Pitiful is the person who is afraid of taking risks. Perhaps this person will never be disappointed or disillusioned; perhaps she won’t suffer the way people do when they have a dream to follow. But when that person looks back – and at some point everyone looks back – she will hear her heart saying, “What have you done with the miracles that God planted in your days? What have you done with the talents God bestowed on you? You buried yourself in a cave because you were fearful of losing those talents. So this is your heritage; the certainty that you wasted your life.”

~Paulo Coelho, *By the River Piedra I Sat Down and Wept*

VI. Assignment (1 minute)

1. Instruct the learners to do the following:
 - a. Conduct an information interview (*Use the form in the Appendices*) that will be used in Module 4.
 - b. Write in their journals their insights and/or reflections about their experience of Module 3.

References

- <http://ble.dole.gov.ph/downloads/publications/LMU/LMU-2015%20National%20Skills%20%20%20Profile.pdf>, Bureau of Local Employment, accessed August 08, 2017
- <http://ble.dole.gov.ph/index.php/career-guide>, Bureau of Local Employment, accessed August 08, 2017
- DepEd Order No. 40, s. 2012 entitled Child Protection Policy
- DepEd, Module 3, Grade 11 Career Guidance Module
- DepEd, Module 1, Grade 12 Career Guidance Module
- DepEd, LMI-List of KEGs, Module 2 Grade 12 Career Guidance Module

Career Analysis Profile Sheet A

Name: Sophia

Sex: Female Age: 19 yo

Strand/Track: GAS

Region: V

Preferred Exit: Entrepreneur

1st choice: Buy and Sell

2nd choice: Establish a stall

| Personal Beliefs | Values | Skills | | Realities | Labor Market Information | Academic Performance |
|--|---|--|---|--|---|---|
| | | Soft | Hard | | | |
| Ex. “Ang kakaunti kapag palagi ay nagiging marami.” “Basta may tiyaga may nilaga.” | Ex. Matiyaga Determinasyon Mapagkakatiwalaan | Ex. Negotiating Interpersonal Skills Can work under pressure Patience Adaptability Listening and Speaking Time Management Decision Making Conflict Resolution | Ex. Computing Planning Analyzing Counting | Ex. I do not have enough capital to start a business. My parents are not supportive of my decision to put up a business since they want me to take a degree course. The community has no existing businesses that are similar to my desired business. There are upcoming construction companies that will construct a football stadium in my town. | Ex. KEG: <ul style="list-style-type: none"> • Agribusiness • Construction • IT-BPM • Health, Wellness and Tourism • Hotels and Restaurants • Wholesale and Retail Trade | Ex. GWA Gr11 85 – Very Satisfactory |

Career Analysis Profile Sheet A

Name: Gabriel Sex: Male Age: 18 yo Strand/Track: TVL - HE Region: VI
 Preferred Exit: Trabaho 1st choice: Waiter/Housekeeping 2nd choice: HRM

| Personal Beliefs | Values | Skills | | Realities | Labor Market Information | Academic Performance |
|---|---|--|---|--|---|--|
| | | Soft | Hard | | | |
| Ex. “Great success starts with humble beginnings.” | Ex. Matiyaga Determinasyon Masipag Mapagkatiwalaan Magsilbisakapwa | Ex. Negotiating Interpersonal Skills Can work under pressure Patience Adaptability Listening and Speaking Time Management Decision Making Conflict Resolution | Ex. Computing Planning Analyzing Organizing Motor Skills (eg. Lifting, etc) Balance Spatial skills | Ex. I need to work since I don't have the means to enroll in college I want to enroll in <u>HRM</u> but it is not offered in my locality There are some hotels or restaurants in the community. I possess skills that may help me survive and thrive in the world of work. | Ex. KEG: <ul style="list-style-type: none"> • Agribusiness • Construction • IT-BPM • Health, Wellness and Tourism • Hotels and Restaurants • Manufacturing • Real Estate | Ex. GWA Gr11 83 – Satisfactory |

Career Analysis Profile Sheet A

Name: Christian

Sex: Male

Age: 18 yo

Strand/Track: ACAD-HUMSS Region: VII

Preferred Exit: Kolehiyo

1st choice: BS in Secondary Education (Social Studies)

2nd choice: BS in Social Work

| Personal Beliefs | Values | Skills | | Realities | Labor Market Information | Academic Performance |
|--|--|---|---|--|---|--|
| | | Soft | Hard | | | |
| <p>Ex.</p> <p>“ang pagsilbi sa bayan ang pangunahing gampanin ng bawat mamayan.”</p> <p>“the welfare of the people is the supreme law”</p> | <p>Ex.</p> <p>Matiyaga</p> <p>Mapagkatiwalaan</p> <p>Pagmamahal sa bayan</p> <p>Malasakitsakapwa</p> | <p>Ex.</p> <p>Negotiating</p> <p>Interpersonal Skills</p> <p>Can work under pressure</p> <p>Patience</p> <p>Adaptability</p> <p>Listening and Speaking</p> <p>Public Speaking</p> <p>Time Management</p> <p>Decision Making</p> <p>Conflict Resolution</p> <p>Flexibility</p> | <p>Ex.</p> <p>Computing</p> <p>Planning</p> <p>Analyzing</p> <p>Attending</p> <p>Critical Thinking</p> <p>Information Communication and Technology Skills</p> | <p>Ex.</p> <p>I am easily get tired.</p> <p>The Higher Education Institution is far away from my place. It would take a boat ride and another 2 hours bus ride.</p> <p>I might be disqualified from the application process since I have not performed well.</p> <p>My family is very supportive of my plan.</p> | <p>Ex.</p> <p>KEG:</p> <ul style="list-style-type: none"> • Agribusiness • Construction • IT-BPM • Health, Wellness and Tourism • Hotels and Restaurants • Wholesale & Retail Trade • Mining • Transport and Logistics • Manufacturing • Real Estate • Education | <p>Ex.</p> <p>GWA Gr11</p> <p>75 – Fairly Satisfactory</p> |

Career Analysis Profile Sheet A

Name: _____ Sex: ____ Age: ____ Strand/Track: _____ Region: ____

Preferred Exit: _____ First choice: _____ Second choice: _____

| Personal Beliefs | Values | Skills | | Realities | Labor Market Information | Academic Performance |
|------------------|--------|--------|------|-----------|--------------------------|----------------------|
| | | Soft | Hard | | | |
| | | | | | | |

Career Analysis Profile Sheet B

1. I am (name) _____.
2. I am _____ years old.
3. I am enrolled in (track/strand) _____.
4. I am planning to (curriculum exit) _____.
5. I believe that _____.
6. I have the following values _____.
7. I have the following soft skills _____
_____.
8. I have the following hard skills _____
_____.
9. I have the following realities in life _____

_____.
10. The Labor Market Information in my Region shows that the following sectors are Key Employment Generators _____

_____.
11. I have a General Weighted Average of _____ which is described as _____.

Career Analysis Profile Sheet B

1. I am Sophia.
2. I am 19 years old.
3. I am enrolled in (track/strand) Academic - GAS.
4. I am planning to (curriculum exit) become an entrepreneur – Buy and Sell or later become an established owner of a stall.
5. I believe that earning a small amount when stable becomes abundant and hard work bears much fruit.
6. I believe in the values of industry, determination, and honesty.
7. I have the following soft skills: interpersonal skills, can work under pressure, patience, adaptability, listening and speaking skills, time management, decision making, and conflict resolution skills.
8. I have the following hard skills: computing, planning, analyzing, and counting.
9. I have the following realities in life: I do not have enough capital to start a business and my parents are not supportive of my decision to put up a business since they want me to take a degree course. However, there are no existing businesses in my community that are similar to my desired business and there are upcoming construction companies that will construct a football stadium in my town.
10. The Labor Market Information in my Region shows that the following sectors are Key Employment Generators: Agribusiness; Construction; IT-BPM; Health, Wellness, and Tourism; Hotels and Restaurants; and Wholesale & Retail Trade
11. I have the General Weighted Average of 85% which is described as Very Satisfactory.

Career Analysis Profile Sheet B

1. I am Gabriel.
2. I am 18 years old.
3. I am enrolled in Technological Vocational Livelihood (TVL) – Home Economics.
4. I am planning to become a waiter or land on a job where I can practice my housekeeping skills.
5. I believe that great success starts with small beginnings.
6. I have the values of diligence, determination, being industrious, honesty, and service with others.
7. I have following soft skills: negotiating, interpersonal skills, can work under pressure, patience, adaptability, listening and speaking, time management, decision-making, and conflict resolution.
8. I have the following hard skills: computing, planning, analyzing, organizing, motor skills (*e.g., lifting*), balancing and spatial skills.
9. I have the following realities in life: I need to work since I do not have the means to enroll in college, I want to enroll in HRM but it is not offered in my locality, however, there are some hotels or restaurants in my community where I can work and, I possess skills that may help me survive and thrive in the world of work.
10. The Labor Market Information in my Region shows that the following sectors are Key Employment Generators: Agribusiness; Construction; IT-BPM; Health, Wellness, and Tourism; Hotels and Restaurants; Manufacturing; and Real Estate.
11. That I have a General Weighted Average of 83% which is described as Satisfactory.

Career Analysis Profile Sheet B

1. I am Christian.
2. I am 18 years old.
3. I am enrolled in Academic Humanities and Social Sciences.
4. I am planning to enroll in college and take up a Bachelor's degree in Secondary Education major in Social Studies or Bachelor of Science in Social Work as a second preference.
5. I believe that serving the country is the primary responsibility of its citizenry and the welfare of the people is the supreme law.
6. I have the values of diligence, honesty, love of country, and altruism.
7. I have the following soft skills: negotiating, interpersonal skills, can work under pressure, patience, adaptability, listening and speaking, public speaking, time management, decision-making, conflict resolution, and flexibility.
8. I have the following hard skills: computing, planning, analyzing, attending, critical thinking, information communication, and technology skills.
9. I have the following realities in life: I easily get tired, the Higher Education Institution is far from my place and it would take a boat ride and another two hours bus ride to get there. I might be disqualified from the application process since I did not perform well. However, my family is very supportive of my plan.
10. The Labor Market Information in my Region shows that the following sectors are Key Employment Generators: Agribusiness; Construction; IT-BPM; Health, Wellness, and Tourism; Hotels and Restaurants; Wholesale & Retail Trade; Mining; Transport and Logistics; Manufacturing; Real Estate; and Education.
11. I have a General Weighted Average of 75% which is described as Fairly Satisfactory.

Table of Grade Description

| Description | Numerical Value |
|---------------------------|-----------------|
| Outstanding | 90-100 |
| Very Satisfactory | 85-89 |
| Satisfactory | 80-84 |
| Fairly Satisfactory | 75-79 |
| Did not Meet Expectations | Below 75 |

Glossary

1. Realities in Life – This is a catch-all phrase of actual life conditions that encompass the different aspects such as physical, economical, relational, sociological, political, etc. and the like related to or may affect the career choices of the learner.
2. Hard Skills – These are specific, teachable abilities that can be defined and measured, such as encoding, writing, reading, and the ability to use software programs.
3. Soft Skills – are less tangible and harder to quantify, such as etiquette, getting along with others, listening and engaging in small talks.
4. Labor Market Information – This is a DOLE material that contains data or which provides timely, relevant, and accurate signals on the current labor market such as in-demand jobs and skills shortages by developing client specific LMI education and communication materials.

The material is part of the commitment of DOLE to support the Career Guidance Advocacy Program that seeks to promote career guidance as a tool in assisting jobseekers particularly students in making informed career choices.

5. Key Employment Generators (KEG) – These are industries/sectors identified by the DOLE with the greatest potential to generate employment.