

ANNEX A: GRADE 12 CAREER GUIDANCE LEARNING ACTIVITY PLAN (2nd – 4th Quarter, S.Y. 2020 -2021)

HG Career Development Domain Competency		Harvested Activities / Worksheets from Career Guidance Teacher's Manual for Grade 11 and 12					
Standard	Competency	Module No. and Title	Objectives	Activity / Page No.	Activity Output	Skills and Processes to Master	Week No. / Time Allotment
Quarter 2							
1. Understand the importance of knowledge, skills and positive attitude helpful to daily living and their relation to life and profession	1. Identify factors related to life and profession 2. Explain the significance of knowledge and skills needed in life and profession	Module 1: Entering the Exits	1. determine preferred life and career based on chosen curriculum exit; and 2. appreciate the chosen life, career, and curriculum exit based on one's interests and personality type.	<p>1. Lecturette Four Curriculum Exits (pp. 2 – 5)</p> <p>2. Evaluation My Plan to Exit (pp. 5 – 6)</p> <p>3. Reflection My Meaningful Exit from Senior High School (p. 5)</p>	<p>Appendix 7: Activity Sheet No. 3 (p. 21)</p> <p>Appendix 6: Journal Reflection No. 1 (p. 20)</p>	<ul style="list-style-type: none"> • Self-awareness • Decision Making Skills in relation to one's career • Critical Thinking Skills 	<p>Week 5</p> <p>30 mins.</p> <p>20 mins.</p> <p>10 mins.</p>
		Module 2: Discovering the Cs	1. identify the different lifelong skills that respond to the changing nature of work; 2. relate academic achievement to life and career success; and 3. express appreciation on the relationship of	<p>4. Lecturette The Changing Nature of Work / Processing Questions (pages 25 – 26)</p> <p>5. Reflection Hierarchy of Cs (p. 29)</p>	<ul style="list-style-type: none"> • Lifelong skills • Creativity and imagination • Critical thinking skills • Problem solving 	<p>Week 6</p> <p>30 mins.</p> <p>30 mins.</p>	

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			academic achievement to life and career success				
2. Analyze the relationship of one’s skills and experiences in choosing a profession, vocation and future plans	1. Gather information about life, profession and vocation 2. Understand the importance of guidance from parents or guardians and significant adults in choosing a profession, vocation and future plans 3. Relate the choice of profession, vocation and future plans to one’s skills, competencies, and the roles of parents/guardians and significant adults 4. Strengthen the connection among knowledge, skills and roles of parents or guardians and significant adults	Grade 11 CGP Module 3: Reaffirming the Chosen Track	<ol style="list-style-type: none"> determine the different sources of information relevant to curriculum exits; evaluate the different sources of information relevant to their preferred curriculum exit; match the knowledge and skills to the job market demands and possible curriculum exits; and value the importance of the chosen track/strand. 	<ol style="list-style-type: none"> Motivation Finding a Job / Processing Questions (p. 18) Lecturette Sources of Information / Guide Questions (pp. 22 -29) Reflection Questions (p. 32) Evaluation My Career Information Sheet (p. 32) 	Appendix 6a – c (pp. 88 – 90)	<ul style="list-style-type: none"> Developing sound decision making skills on career choices. Self-awareness Communication Skills Collaboration Goal setting 	<p>Week 7</p> <p>15 mins.</p> <p>25 mins.</p> <p>10 mins.</p> <p>10 mins.</p> <p>Total: 180 minutes</p>
		Quarter 3					
		Module 4: Myself in Another Person’s Shoes	<ol style="list-style-type: none"> analyze the information gathered from people that will help affirm their decision in choosing the career 	<ol style="list-style-type: none"> Lecturette Info-Bits (page 48 – 49) Application Crafting a Career Road 	Activity Sheet No.	<ul style="list-style-type: none"> Observational learning Self-awareness Career-awareness Career pathing 	<p>Week 5</p> <p>15 mins.</p> <p>30 mins.</p>

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	in choosing a profession, vocation and future plans		<p>or curriculum exit;</p> <p>2. evaluate the role of selected people with the chosen career or curriculum exit in terms of their beliefs, attitude and skills; and</p> <p>3. make a career road map as an expression of commitment to one's chosen career or curriculum exit.</p>	<p>Map (pp. 49 – 51)</p> <p>7. Assignment VMCV of My Future Company (p. 54)</p>	3 (p. 60)		<p>15 mins.</p> <p>Total: 180 minutes</p>
3. Apply the ability to choose their own field based on the different factors toward achieving goals in life	<p>1. Describe the chosen field</p> <p>2. Decide for life and profession</p> <p>3. Reflect on the decisions made for life and profession</p>	<p>Module 5: Future Combo, Activate!</p>	<p>1. formulate mission statements in relation to life and career decisions aligned to the curriculum exits;</p> <p>2. link life and career decisions to the current demands and trends in the regional and global level; and</p> <p>3. appreciate how life and career decisions may contribute to national development.</p>	<p>1. Lecturette Personal Mission Statement (p. 69 – 71)</p> <p>2. Main Activity Ang Misyon Ko! Reality / Processing Questions (pp. 66 – 69) *25 minutes</p> <p>3. Reflection Career Journal (p. 74)</p>	<p>Appendix 2 (p. 77)</p> <p>Appendix 3 (p. 78)</p>	<ul style="list-style-type: none"> • Development of One's Mission Statement • Decision-making • Critical Thinking Skills 	<p>Week 6</p> <p>20 mins.</p> <p>25 mins.</p> <p>15 mins.</p>

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		Module 6: Keep Me Balanced!	<ol style="list-style-type: none"> 1. identify their values that leads to the attainment of their career goals; 2. evaluate their values that influenced their career and life decisions; and 3. plan ways on how to resolve conflict in their values to successfully achieve their career and life goals 	<p>4. Main Activity Side A, Side B (pp. 92 – 93)</p> <p>5. Lecturette Values (pp. 94 – 95)</p> <p>6. Application Rerouting Values (pp. 95 –96)</p> <p>7. Reflection Career Journal (p. 96)</p>		<ul style="list-style-type: none"> • Values Actualization • Decision-making • Setting of Goals 	<p>Week 7 25 mins.</p> <p>15 mins.</p> <p>10 mins.</p> <p>10 mins.</p> <p>Total: 180 minutes</p>
Quarter 4							
4. Implement steps toward the realization of chosen profession and vocation based on international standards	<ol style="list-style-type: none"> 1. Determine aspects that need to be valued in planning life and profession 2. State steps to fulfill the goal in life 3. Outline plans for the chosen profession, vocation and the future 4. Show adherence to steps based on the outlined plan 	Module 7: Version of Me 2.0	<ol style="list-style-type: none"> 1. identify the rights and responsibilities of the employees and employers; 2. determine the aspects considered in planning for life and career; and 3. relate the chosen career to the needs of the society. 	<p>1. Main Activity My Hand Version 2.0 (pp. 99-102)</p> <p>2. Activity: Academic Transition Work Sheet Analysis: Curriculum Exit (pp. 102 – 103)</p> <p>3. Lecturette (pp. 104 – 107)</p> <p>4. Reflection Version of Me 2.0 – Progression Sheet (pp.</p>	<p>Activity Sheet No. 3 (p. 102 – 103)</p> <p>Activity Sheet (p. 110)</p>	<ul style="list-style-type: none"> • Transitioning from senior high school to four curriculum exits • Determining aspects and factors for planning life and profession 	<p>Week 5 20 mins.</p> <p>10 mins.</p> <p>20 mins.</p> <p>10 mins.</p>

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				108-110)			
		Module 8: Ready to Take Off!	<ol style="list-style-type: none"> 1. identify lifelong learning strategies to grow in a chosen career; 2. create a Lifelong Learning Plan; and 3. express love and passion to one’s chosen career. 	<p>5. Lecturette Lifelong Learning Strategies and The Lifelong Learning Plan (pp. 131-132)</p> <p>6. Application The Lifelong Learning Plan (pp. 132-135)</p> <p>Agreement: My Career Portfolio</p>		<ul style="list-style-type: none"> • Writing lifelong learning plan • Outlining plans for lifelong learning strategies beyond SHS 	<p>Week 6 & 7</p> <p>30 mins.</p> <p>90 mins.</p> <p>Total: 180 minutes</p>