

LEARNING STRAND 4 LIFE AND CAREER SKILLS

SESSION GUIDES FOR MODULE 1: ROAD TO EMPLOYMENT

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: LIFE AND CAREER SKILLS
SESSION GUIDES FOR MODULE 1 (ROAD TO EMPLOYMENT)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 4: Life and Career Skills
Session Guides for Module 1 (Road to Employment)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the Session Guides of this Module entitled Road to Employment under Learning Strand 4 Life and Career Skills of the ALS K to 12 Basic Education Curriculum (BEC).

This module was collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

ROAD TO EMPLOYMENT Session Guide No. 1

I. Objectives

1. identify possible career options aligned with one's interest/strengths/assets (LS4LC-AE-PSA-AE/JHS-8); and
2. demonstrate work readiness skills which include the following:
 - applying for a job
 - preparing a written job application
 - preparing a biodata / curriculum vitae
 - preparing for a job interview
 - following work-related instructions
 - teamwork and collaboration
 - taking initiative
 - attendance and punctuality
 - workplace problem-solving and thinking skills
 - dependability
 - willingness to learn
 - resiliency
 - self-management (LS4LC-AE-PSA-AE/JHS-21)

II. Subject

A. **Lesson 1:** Preparing for Future Career

B. **Materials:** Road to Employment Module, bond paper

III. Procedures

A. Introductory Activity

Before beginning the session, ask the learners to read *Let's Get To Know* on page 1 of the module.

“Michelle is a newly-graduate of Alternative Learning Systems in Junior High School. She decides not to continue to Senior High School because of the needs of her family. She plans to produce a set of resumes to be

submitted to a lot of fast-food restaurants. She studies their location and asks for feedback from her friends working in these establishments.”

1. Activity

- a. Guide the learners in accomplishing *Trying This Out* activity on page 5 of the module. Let them do the activity using a short bond paper.

2. Analysis

- a. Let the learners present their outputs in front of the class. As they present, ask them to point out what made them choose their dream jobs.
- b. After everyone has presented, explain to the learners that choosing the right career is a difficult decision to make. Then, present to them some of the guidelines that they should consider in choosing the right career on pages 6 to 8 of the module.
- c. Provide real-life examples on how each guideline can be done, and how each can help them in choosing the right career.

3. Abstraction/Generalization

- a. Ask the learners to read *Work Readiness Skills* on pages 12 to 19 of the module. Process their understanding by asking the following:
 - How are these skills relevant in your chosen career?
 - How can you develop each of this skill?

4. Application

- a. Tell the learners to answer Activity I and Activity II of *Sharpening Your Skills* on pages 20 and 21 of the module. Have them do it on a whole sheet of paper.

IV. Evaluation

Ask the learners to write an essay answering this question: *What is the most important thing to consider when choosing a career?*

Be guided by the following rubric:

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
<p>Meaningful response with specific ideas</p> <p>Virtually no spelling, punctuation, or grammatical errors</p>	<p>Sufficiently developed response with enough explanation</p> <p>Few spelling and punctuation errors, minor grammatical errors</p>	<p>Limited response with minimal explanation</p> <p>A number of spelling, punctuation, or grammatical errors</p>

ROAD TO EMPLOYMENT **Session Guide No. 2**

I. Objectives

1. discuss the rights and the responsibilities of employees and employers (LS4LC-AE-PSA-AE/JHS-22);
 - worker's rights and responsibilities
 - employer's rights and responsibilities
 - terms and condition of employment and employee benefits
 - health and safety in the workplace
 - harmonious and productive work relationships (colleagues, superior, subordinates)
 - Philippine labor laws, e.g. contractualization, minimum wage, lawful and unlawful dismissal
 - legal rights and responsibilities of employees
 - role of unions and other employer/employee associations
2. demonstrate an understanding of the role of unions and other employer/employee associations; and
3. determine the key message conveyed in the material viewed (LS1CS/EN-V-PSC-JHS-19).

II. Subject

- A. **Lesson 2:** The Employees and The Employers
- B. **Materials:** Road to Employment Module

III. Procedures

A. Introductory Activity

Tell the learner to answer *Pre-Assessment* activity on page 3 of the module. Let them do this on their notebooks.

1. Activity

Ask the learners to analyze the scenario given on *Trying This Out* activity on page 24 of the module. Let them write their answers to the questions using their notebooks.

2. Analysis

- a. Process the learners' answers by allowing them to share their insights if they were the ones who experienced Rosette's dilemma.
- b. Have an open discussion about the Rights and Responsibilities of Employees and Employers on pages 25 to 28 of the module. Provide real-life situations to vividly illustrate the rights and responsibilities of both the employees and the employers.

3. Abstraction/Generalization

- a. Ask the learners to read and remember *Don't Forget* on page 41 of the module. Then ask these follow-up questions:
 - Why is it important that we have a clear understanding about the rights and responsibilities of employees and employers?

4. Application

- a. Instruct the learners to do Activity I and II of *Sharpening your Skills* on pages 29 to 30 of the module. Have them write their answers on a whole sheet of paper.

IV. Evaluation

Ask the learners to write an essay by answering the question: *Why is it necessary for you to know your right as an employee?*

Be guided by the following rubric found on the next page:

SESSION GUIDE 2

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors

ROAD TO EMPLOYMENT Session Guide No. 3

I. Objectives

1. appreciate the need for constant upgrading of one's knowledge and skills to maintain one's ability to earn a living as an employee through the following (LS4LC-AE-PSA-AE/JHS-23):
 - attending training programs;
 - learning new skills on the job;
 - coaching and mentoring by supervisors/colleagues;
 - reading new developments/latest trends/innovations in one's area of employment, and
 - joining online forums of like-minded professionals/employees.

II. Subject

- A. **Lesson 3:** Becoming a Great Employee
- B. **Materials:** Road to Employment Module, bond paper

III. Procedures

A. Introductory Activity

Ask the learners to recall and identify any work readiness skill or employee's responsibility.

1. Activity

- a. Tell the learners to do *Trying This Out* activity on page 33 of the module. Have them write and answer the activity in their notebooks.

2. Analysis

- a. Process the learners' answers using these guide questions:
 - Can you tell us more about the skills you have indicated that you feel competent at?

- Why would you like to develop the skills that need improvement?
- What did you realize about yourself while answering the activity?
- b. Explain to the learners that as they learn new things, new perspectives will dawn on them to help them in improving themselves for their present and future career.
- c. Have an open discussion about the *Impact of Lifelong Learning in Your Career* on pages 34 and 37 of the module. Discuss why it is important to be a lifelong learner. Provide real-life situations to vividly illustrate each benefit of lifelong learning.

3. Abstraction/Generalization

- a. Ask follow-up questions to process the students' understanding.
 - What are the benefits of lifelong learning?
 - How does lifelong learning affect your career?

4. Application

- a. Instruct the learners to do Activity I and II of *Sharpening your Skills* on pages 34 and 37 of the module. Have them accomplish these tasks on a short bond paper.

IV. Evaluation

Ask learners to write an essay by answering the question: *Why do successful people still need to keep learning every day?*

Be guided by the following rubric found on the next page:

SESSION GUIDE 3

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors

PRE-ASSESSMENT

PAGE 3

1. Career
2. Skill
3. Employee
4. Employer
5. Learning

LESSON 1: PREPARING FOR FUTURE CAREER

TRYING THIS OUT

PAGE 5

(Answers may vary)

- **The job is:**
 - to become a firefighter
- **Job description:**
 - puts out the fire and helps people in emergencies
- **Salary:**
 - around P20,000/month
- **Responsibilities:**
 - respond to emergency calls especially of those in fire, provide rescue in various forms of danger, drive and operate fire fighting apparatus like the fire truck
- **Requirements:**
 - college degree, knowledge of the rules and regulations in the fire service, extensive knowledge and training in emergency medical care, and skill in using fire equipment
- **Benefits:**
 - physical fitness, job security, good pay, and fulfillment

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 20

(Answers may vary)

What are my strengths and interests?

- I am good at cooking and I know how to bake. I like using my social media account and reading posts and articles about food. I like reading cook books and recipes. I also like writing my own recipes and posting them online.

What careers suit my strengths and interests?

- chef, business owner (restaurant or canteen owner), food blogger

What are the job demands/requirements of the careers listed above?

- Being a chef requires formal training; being a restaurant or canteen owner requires knowledge of different varieties of food and some amount to start a business. Being a food blogger also requires certain knowledge of food, good gadgets, and good connections (internet and people).

Which of these careers matches my strengths and interests and is aligned in my goals?

- I can be a chef.

What are my specific goals to become successful in my chosen career?

- I need to finish my studies so that I will learn more techniques and enhance my skills. I also need to have good grades so that it will be easy for me to get a job.

How will I specifically achieve my goals?

- After I finish ALS, I will pursue my studies and get a degree that will help me become a real chef.

ACTIVITY II

PAGE 21

1. punctuality
2. teamwork and collaboration
3. problem-solving and thinking skills
4. resiliency, problem-solving and thinking skills
5. taking initiative, self-management

TREADING THE ROAD TO MASTERY

PAGE 22

Question:

What is the most important thing to consider when choosing a career?

Possible Answer:

After this lesson, I realized that aside from my personal goals that I want to achieve, the most important thing to consider when choosing a career is my skill. I think it is best that I assess first what my interests and skills are because these will serve as my weapon.

LESSON 2: THE EMPLOYEES AND THE EMPLOYERS

TRYING THIS OUT

PAGE 24

1. **What actions can Rosette take to stop the unwanted behavior?**
Rosette may talk to Karl and tell him that she is no longer comfortable of what he is doing with her. She may also refer her situation to their manager and ask for an advice.
2. **What responsibilities have Karl and Café Benz got to ensure the workplace is free of discrimination and harassment?**
It is Karl and Café Benz' responsibility to ensure that their employees have a safe workplace. They must have a set of rules and laws to be followed to make sure that all the employees are neither discriminated nor harmed.

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 29

(Answers may vary.)

A. As an employee

1. **You are planning to take an online class so you want your working hours to be changed from morning to graveyard shift.**
Possible Answer: "Sir, I would like to request to have my schedule be changed because I want to enrol in an online class. I hope you will give a positive response regarding this."
2. **You need to accompany your wife for her pre-natal check-up.**
Possible Answer: "Sir, will it be fine if I take a leave to accompany my pregnant wife on her check-up?"
3. **You immediately need to take a leave because you just remembered that today is your son's card giving day at school.**
Possible Answer: "I am very sorry for the short notice, Ma'am. Please allow me to be take a leave for today because I need to

go to my son's school to get his report card."

- 4. Your boss requests you to come to work on your day-off next week because the office will be very busy that day.**

Possible Answer: "It will be fine, Sir, as long as I do not have a schedule on that day. I would also like to clarify if I will get an additional pay for it. Thank you!"

- 5. You are asked by your employer to do a task which should be submitted later that night but your official time is only up to five in the afternoon.**

Possible Answer: "I am sorry to refuse, Ma'am, but I cannot extend my time in the office because I have a prior commitment today. Will it be fine if I just do it tomorrow morning instead?"

B. As an employer

- 1. A worker has been reporting late almost every day.**

Possible Answer: "You have been reporting late for days now. I hope you know it is your responsibility to come on time. May I invite you in my office to discuss this matter with you? I would also like to hear your side."

- 2. An employee did not come to work without any notice.**

Possible Answer: "Is there any valid reason why you were absent without notice? I hope this does not happen again."

- 3. You want a worker to change his working time permanently, from a day shift to a night shift.**

Possible Answer: "May I request you to change your schedule? Please find time to talk to me so that I can also discuss with you your incentives."

- 4. You need to lay off workers because the business is facing some crisis.**

Possible Answer: "I am very sorry but the business has been through

a tough time these weeks. I would have to lay off employees but I will make sure that you will get all the benefits that you should receive.”

5. A worker accuses you of favoritism after promoting an employee who just got hired six months ago.

Possible Answer: “Such accusation is not tolerated in this place. I will discuss with you my basis for promoting him to clarify that I made the right decision.”

PAGE 31

TREADING THE ROAD TO MASTERY

Question:

Why is it necessary for you to know your rights as an employee?

Possible Answer:

As an employee, it is important for me to know my rights to make sure that I am safe in my workplace. My rights will keep me protected from being harmed or discriminated against.

LESSON 3: BECOMING A GREAT EMPLOYEE

TRYING THIS OUT

PAGE 33

(Answers may vary)

Possible Answers:

- | | |
|----------------------------|-----------------------------|
| 1. I would like to develop | 11. I would like to develop |
| 2. I would like to develop | 12. I would like to develop |
| 3. I feel competent | 13. I feel competent |
| 4. I would like to develop | 14. I would like to develop |
| 5. I feel competent | 15. I feel competent |
| 6. I would like to develop | 16. I feel competent |
| 7. I would like to develop | 17. I feel competent |
| 8. I would like to develop | |
| 9. I would like to develop | |
| 10. I feel competent | |

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 38

Rocks:

- I need to support my siblings.
- It will add on my finances.
- I may not have enough time.
- My family may not agree with it.
- I need to look for a stable job first.

Roles:

- I can earn while learning new things.
- I can look for programs that are offered for free.
- I can attend weekend or modular classes.
- I will explain to them that it will also help me improve myself.
- I will look for an employer that provides growth and development programs to their employees.

ACTIVITY II

PAGE 39

(Answers may vary)

Possible Answers:

1. It gives me new knowledge.
2. It can help me with my career growth.
3. I learn new skills.
4. It keeps me updated.
5. I can be competitive in my field of work.

TREADING THE ROAD TO MASTERY

PAGE 40

Question:

Why do successful people still need to keep learning every day?

Possible Answer:

Successful people may already have the things they need but it is still necessary for them to keep learning every day. Things are changing every day and learning new things will help people become updated and be competitive with all the trends and changes.

REACH THE TOP

PAGE 43

1. A
2. D
3. D
4. C
5. C
6. B
7. B
8. C
9. B
10. A

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