



Multiple Career Development Pathways Toolkit

Helping students choose a Senior High School track and explore career pathways and opportunities

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Dear Career Advocates,

Every teacher is a career advocate. With the advent of the K to 12 reforms, specifically the Senior High School (SHS) program, you need to take this vital role seriously. Aside from doing your regular teaching assignments, you need to help your students map out their future career pathways.

The Multiple Career Development Pathways (MCDP) Toolkit has been prepared to assist you, Career Advocates of the Philippines, in conducting your career coaching activities for incoming Senior High School students. In particular, this toolkit is designed to supplement the existing resource materials provided by the Department of Education on career guidance.

The MCDP Toolkit likewise recognizes the various ways or options available to

arrive at a chosen career goal. We hope that you will find this toolkit useful as you journey with your students in paving the way to begin the process of engaging and planning for their future career pathways. This resource material also aims to assist your students in choosing a preferred SHS track based on their talents, values, interests, personal goals, and aspirations. In case a student needs special assistance, kindly refer them to a professional Guidance Counselor, who serves as the focal person for DepEd's Career Guidance Program.

The suggested Activity Guides and Tools are easy to follow and use, and are engaging for your students as they rediscover their potentials and help them prepare for possible career choices. Although the activities here are arranged in specific sections, the materials in this

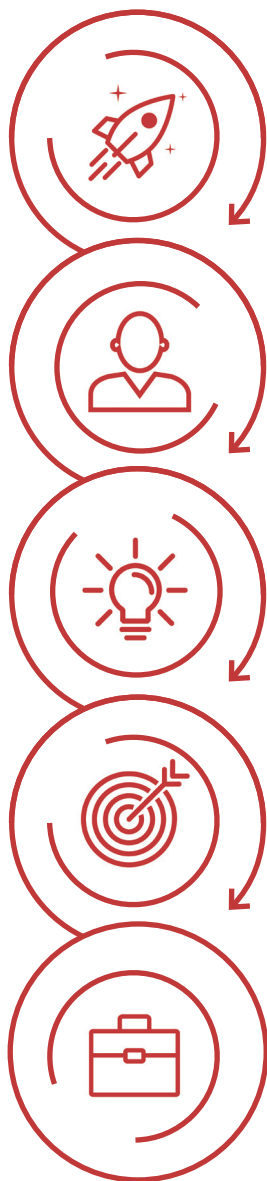
toolkit may be used without following any order. Each material is a stand-alone topic and may be customized to address the needs of your students based on the school and community context.

The summary guide of each activity is shown on the next page.

Thank you for accepting the challenge of guiding your students as they pursue numerous career pathways and available career opportunities in the future. It will all start by helping them choose the appropriate SHS track to enroll in.

Good luck!

Toolkit Summary Guide



INTRODUCTION: Starting a Career Planning Journey (1-2 sessions)

Students talk about the life they aspire to live in the future. They will discuss career exploration and future career pathways.

TOOL 01 The Life I Want to Live as an Adult

ACTIVITY 01: Enhancing Self-Awareness (2-3 sessions)

To help build career aspirations, students will work on a process of rediscovering their interests, and re-examining their acquired skills and competencies.

TOOL 02 Self-Assessment of Interests and Talents

TOOL 04 Rate Your Skills

TOOL 03 Personal Work Values and Competencies

ACTIVITY 02: Exploring Career Pathways (2-3 sessions)

After rediscovering their interests and talents, students will link them with possible career options. Students will conduct a self-assessment to determine whether their interests and skills match their preferred career pathway.

TOOL 05 SHS Career Interest Clusters

The Career Wheel

ACTIVITY 03: Goal-Setting and Grounding (2-3 sessions)

To refine their career decisions, students will explore and consider factors that may affect their career options, like talents, family support and decision, financial capability, and job market demands.

TOOL 06 My Family and My Career Choices

TOOL 08 Career Sector Exploration Sheet

TOOL 07 Personal Career Exploration Mapping Tool

TOOL 09 Career Pathways Action Plan

ACTIVITY 04: Connecting the Dots Between Education and Career Pathways (2-3 sessions)

To be prepared to make career choices, students will consolidate information gathered about themselves, including the possible career pathways they plan to pursue. Students are expected to identify at least three SHS track options. This stage marks the beginning rather than the end of the career journey of the students.

TOOL 10 Career Pathways Portfolio

TOOL 12 Summary of My Career Pathways

TOOL 11 Career Study Planner

TOOL 13 Multiple Career Development Pathways Map

NOTE: One session may run for one hour; several of the Tools in this Toolkit were adapted from existing career guidance worksheets or activities.

Guiding Principles on the Use of the MCDP Toolkit

- We are guiding our students to manage the challenges related to the transition from junior to senior high school.
- Career planning is a continuous process. It requires a process of decision-making and analysis until the desired career goal is achieved.
- Career planning requires active involvement of career allies, which includes the family, career advocates, school counselors, teachers, and other key stakeholders.
- Class lessons, learning activities, and other student activities should be connected with the demands and realities of the world of work.
- Accomplishing self-administered surveys of interests, values, talents, and skills; conducting career search; and participating in career advocacy-related activities, provide essential information necessary in creating a useful and meaningful individual career planning portfolio.

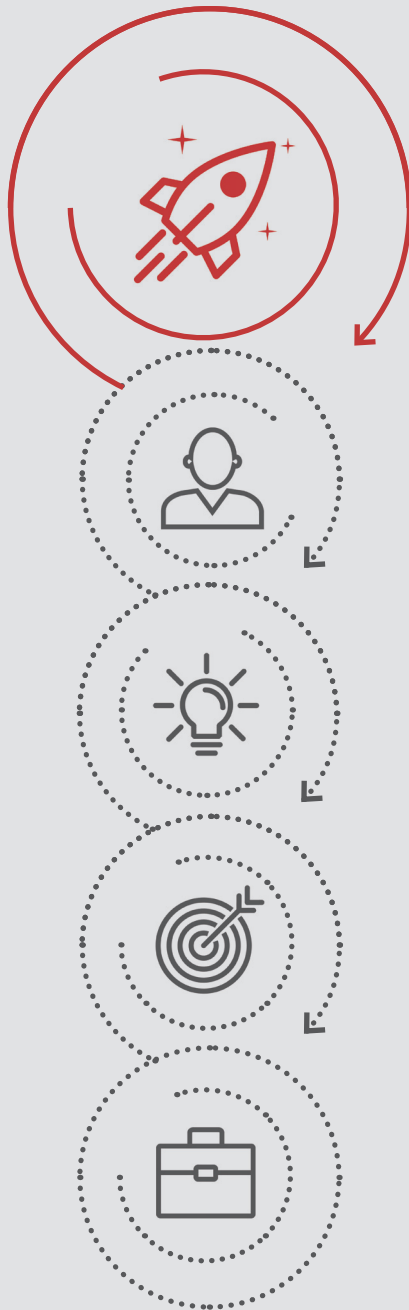
Guide for Career Advocates

The tools in the MCDP Toolkit aim to help students achieve the career development pathways outcomes outlined in the matrix below. You may refer to this matrix in planning for your career planning sessions with your students.

Career Development Pathways Outcomes	TOOLS												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Demonstrate an awareness of career planning and career pathways	●	●								●			
2. Describe how personal skills and interests may lead to future career choices or employment opportunities		●		●	●					●			
3. Describe the relationship between personal work attitudes and responsible performance in the workplace		●	●	●	●	●							
4. Identify the prospective field of study (SHS Track) and career opportunities in areas of personal skills and interests				●	●	●	●			●		●	
5. Develop an individual educational and career plan of action to achieve personal and career goals							●		●	●	●	●	●
6. Analyze labor market information and educational/training opportunities in a variety of career and educational fields						●	●	●	●				
7. Use labor market and educational/training program information to develop and implement a career decision							●	●	●				
8. Use an education and/or career plan of action to implement education and personal career goals						●	●		●	●		●	●

Tips on Time Management and Teaching Methods

- Each activity is estimated to take between two to three sessions. One session may run for one hour. However, the length of time you spend in each activity depends on your learners' academic abilities and preparation.
- Make sure students are given enough time to think and reflect on each activity/tool. Reassure them that their responses in each tool may be different from one another. Encourage them to answer honestly as to what is true to them.
- The activities and tools in this toolkit may be modified based on your school-community context. Varied teaching techniques and adequate preparation are necessary for an optimal student career development learning experience.
- Provide an open and safe learning atmosphere in order to facilitate positive career planning and decision-making among students.
- Collaborate with your fellow career advocates in the preparation of your contextualized career development pathways session guides. Keep a teacher's reflection journal to document good practices in facilitating career planning and development sessions.
- Assist your students in preparing their individual career pathways portfolio. The portfolio should be managed by the students, not by teachers nor parents, to allow the students to review and reflect on their responses as they continue their career planning journey. Our role as career advocates is to encourage our students to develop a sense of ownership of the career pathways portfolio, and an active engagement in the career planning process.



INTRODUCTION

Starting a Career Planning Journey

TOOL 01: The Life I Want to Live as an Adult

Many people say that life is a journey. As you begin your mission to help your students plan their career, let us start by helping them envision their life in the future. It can begin by simply asking them: *“What kind of life do you want to live?”* *“Anong klaseng pamumuhay ang nais mong maranasan?”*

This introductory session focuses on goal setting and visioning. Identifying purpose and goals gives your students a sense of direction. However, you should encourage your students to have different options. Lack of flexibility can prevent them from adapting to the changes, challenges, and opportunities that may come their way as they pursue their individual life’s journey.

Activity Guide

- Begin this session by telling a story of an inspiring person in your community. As you relate the story, emphasize the importance of setting the right goals in life. You may also ask your students if they know someone close to them with similar inspiring life experiences.
- After sharing inspiring stories, talk about the life your students intend to live. Post the question: *"What kind of life do you want to live?"* *"Anong klaseng pamumuhay ang nais mong maranasan?"*
- Connect the responses of your students to the importance of setting the right goals and the need to start doing small steps in order to achieve these goals. Here are some questions that you can ask your students in order to set the tone of the discussion.
 - o Where am I now?
 - o What is my present role in my family? Community?
 - o Where do I want to be five years from now?
 - o What are my plans in the future?
 - o How can I get there?
 - o What do I need to do in order to reach my plans?
 - o What kind of life do I dream of for myself and my family?
- Distribute **Tool 01: The Life I Want to Live as an Adult**. Give students time to complete this activity.
- Have students form groups composed of three to five students and initiate a sharing session with their peers.
- To culminate this session, talk about the key takeaways of this activity. Below are some suggested questions.
 - o What is career planning and why is it important to me as a student?
 - o Why is career planning not a one-time decision but a series of decisions I make?
 - o What should I consider in planning for a future career?
 - o What are the bases of a career planning journey?

Target Outcome

Students will recognize the importance of having a personal vision in career planning.

Background

Career planning is a lifelong process that focuses on making decisions to help you manage your future work and personal life in general. This means that planning your career is not separate from planning the rest of your life. This worksheet aims to help you set your future career directions anchored on the things that you value such as personal interests, families, and dream jobs.

Directions

1. Read each question carefully. In case there are some questions or clarifications, you may consult your teacher for further explanation.
2. Write your answers on the spaces provided.
3. Share your worksheet with your peers during the group interaction.

REFLECTION GUIDE

1. What is career planning and why is it important to me as a student?
2. Why is career planning not a one-time decision but a series of decisions I make?
3. What should I consider in planning for my future career?
4. What are the bases of a career planning journey?

My Career Planning Journey

SETTING

- Where do I like to live?
- Do I prefer to stay in one place or would I like to move to a new location?

WORK

- What type of work would I like to do?
- What is my ideal work environment?
- What business do I plan to start?

RELATIONSHIPS

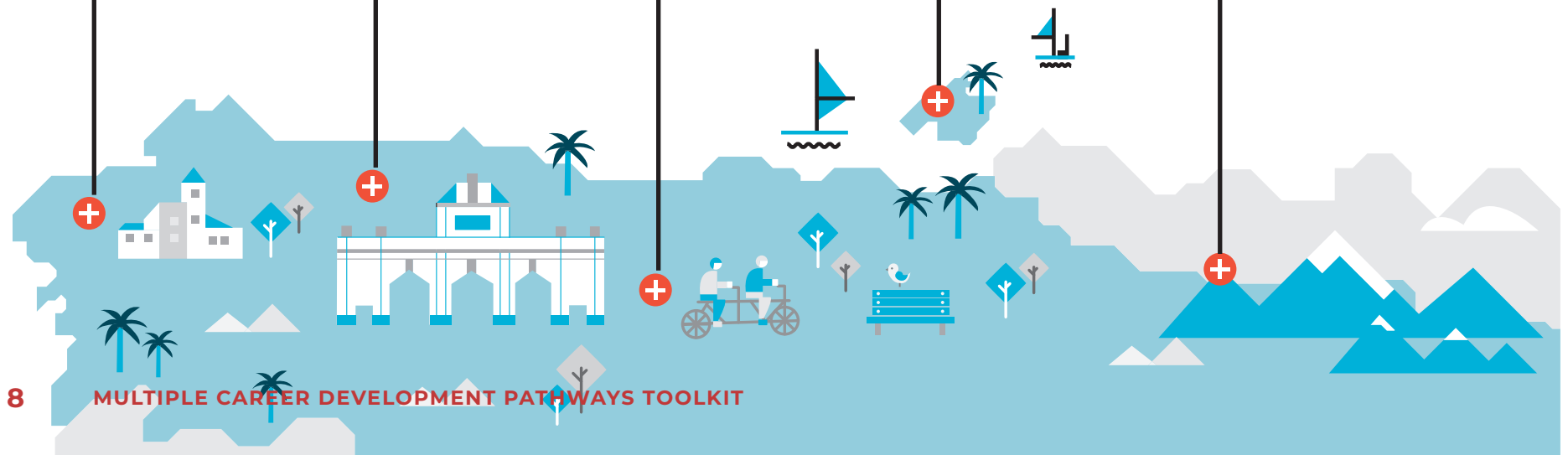
- Who would I like to spend time with? Family? Friends? Or, do I prefer to spend more time by myself?
- What types of activities do I enjoy doing with the people in my life?

IMMEDIATE GOALS (NEXT 1-3 YEARS)

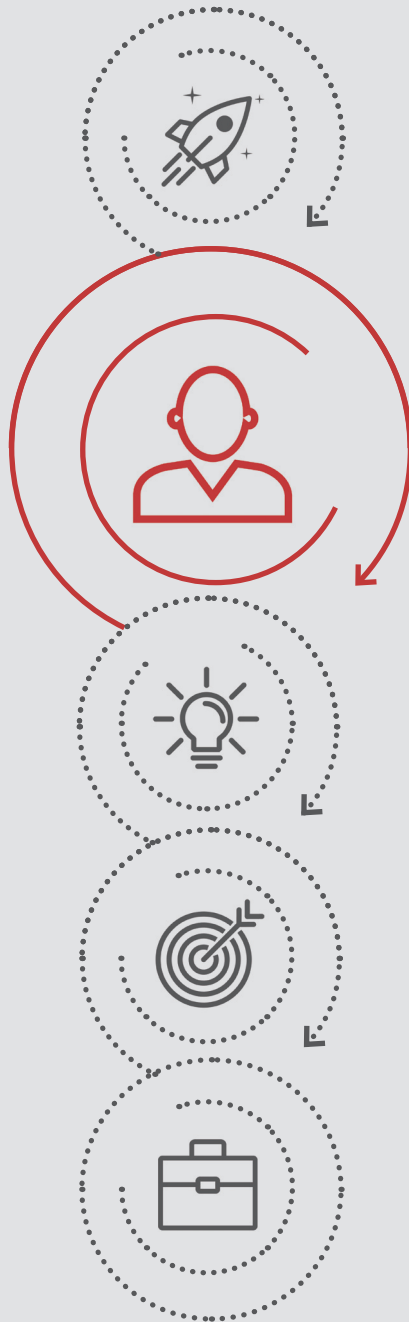
- What do I want to do within the next one to three years?

LONG-TERM GOALS (AFTER HIGH SCHOOL)

- What are my plans after high school?
- What kind of career would I like to pursue?



TOOLKIT GUIDE



ACTIVITY

01

ENHANCING SELF-AWARENESS

TOOL 02: Self-Assessment of Interests and Talents

TOOL 03: Personal Work Values and Competencies

TOOL 04: Rate Your Skills

Know More About Yourself

One of the most important steps in guiding your students in career planning is to provide an opportunity for them to discover or rediscover themselves. After all, no one else can tell your students what to do in life because they know themselves best.

This session focuses on helping the students increase their self-awareness by learning more about and understanding their interests, talents, and values better. The information that your students will acquire in this session will help them make appropriate career choices and decisions.

The vision your students set gives them the energy to go after what they want. Their aspirations and plans may change over time, but if they continue to be acquainted with themselves, (e.g., have a clear picture of their unique talents, interests, values and skills as foundation/basis in career planning) they will be able to clearly see where they really want to go.

Activity Guide

- Discuss with your students that the initial step in career planning is knowing themselves. Talk about the importance of knowing their strengths and weaknesses in the process of making career choices and decisions. Highlight in your discussion the significance of understanding all factors that make them unique. These will help them choose a career that suits their own talents, attributes, and interests.
- Distribute copies of **Tool 02: Self-Assessment of Interests and Talents**, **Tool 03: Personal Work Values and Competencies**, and **Tool 04: Rate Your Skills**. Give ample time for your students to accomplish these tools. Keep in mind that it may take more time for some students to do this task.
- Allow students to share their answers with anyone whom they think can help them validate their answers.
- Instruct the students to use the results as reference in career decision-making activities.

- After accomplishing the tools, ask your students the following questions:
 - o What are the things that you discovered or rediscovered about yourself?
 - o How can this self-exploration activity assist you in career planning?

Target Outcome

Students will discover their interests, talents, skills, and values.

Directions

Many people say that you tend to be good at what interests you. Look back at your classroom experiences and activities. Recall the subject areas that caught your interest and list down remarkable achievements related to these subject areas.

**GRADE 7**

Which subject/s are you interested in? What activities or projects in the said subject/s have you accomplished?

In which subject/s did you perform best?

What are your talent/s? In which subject/s were you able to perform these talents?

**GRADE 8**

Which subject/s are you interested in? What activities or projects in the said subject/s have you accomplished?

In which subject/s did you perform best?

What are your talent/s? In which subject/s were you able to perform these talents?



GRADE 9

Which subject/s are you interested in? What activities or projects in the said subject/s have you accomplished?

In which subject/s did you perform best?

What are your talent/s? In which subject/s were you able to perform these talents?



GRADE 10

Which subject/s are you interested in? What activities or projects in the said subject/s have you accomplished?

In which subject/s did you perform best?

What are your talent/s? In which subject/s were you able to perform these talents?

Directions

The following is a list of work values and competencies that many people have identified as important for them in their careers, in business, and in the workplace. A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform a job.

As you begin to explore your own personal values, reflect and select by shading the thumbs up icon (👍) of the values and competencies that you think you already possess.

**HELPING THE COMMUNITY**

Do something which contributes to improving the community. Become involved with helping other people.

**WORKING WITH OTHERS**

Work as a team member towards common goals.

**WORKING ALONE AND BEING INDEPENDENT**

Accomplish tasks by myself, with limited interaction with others.

**COMPETITION**

Engage in activities which pit my abilities against others.

**MAKING DECISIONS**

Possess the power to decide courses of action that may affect an organization.

**WORKING UNDER PRESSURE**

Work in situations where pressure is common.

**INFLUENCING PEOPLE**

Be in a position to influence the attitudes and opinions of other people.



KNOWLEDGE AND WORK MASTERY

Engage in the pursuit of knowledge and understanding. Become an expert in the field I would like to pursue.



CREATIVITY

Have an opportunity to create new things. Develop new ideas and processes.

Reflection Guide

1. Look at the list of work values and competencies that you already possess.
2. Think of times and situations when you have applied these work values and competencies.
3. Which among the items you chose are connected to your career plans?
4. What other values not listed here do you think are essential to you and your career plans? These can help you in making good career decisions.



CHANGE, VARIETY AND FAST PACE

Pursue work activities which frequently change. Work in circumstances where work must be done rapidly.



PRECISION WORK

Work in situations where attention to details and accuracy are very important.



STABILITY

Have a work routine and job duties that are largely predictable.



FINANCIAL GAINS

Have a high likelihood of achieving high monetary rewards for my work.



PHYSICAL CHALLENGE

Do activities that use my physical abilities.



SUPERVISION

Engage in activities in which I am directly responsible for the work of others.



TIME FREEDOM

Be able to work according to my own schedule.

Directions

The skills listed in this tool are the progressive life skills needed in pursuing any field or career. Rate your skills level using the following scale:

★★★★★ **HIGHLY SKILLED.** I can do this task all the time without supervision.

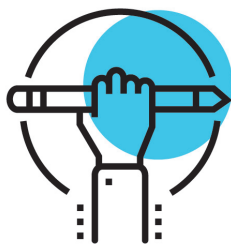
★★★★☆ **SKILLED.** I can do this task with minimum supervision.

★★★☆☆ **MODERATELY SKILLED.** I can do this task with constant supervision.

★★☆☆☆ **UNSKILLED.** I cannot do this task without supervision.

Reflection Guide

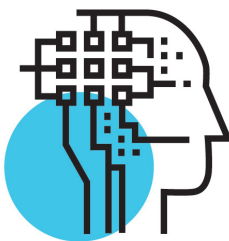
Look at the skills that you have rated yourself highly (e.g., 3 or 4). Think of times and situations when you have used these skills. These can help you in making good career decisions.

**WRITTEN COMMUNICATION**

The ability to write clearly and concisely and convey information to different readers.

**VERBAL COMMUNICATION**

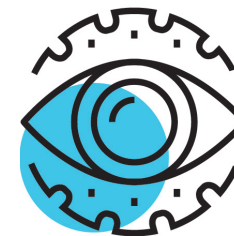
The ability to use spoken words to convey message clearly in a conversation or to a larger audience.

**PROBLEM SOLVING**

Devising and then using an appropriate method/rule/ technique or logic to solve a problem.

**TEAM WORK**

Cooperating with and supporting others in order to achieve a common goal.

**ANALYTICAL ABILITY**

Being able to pick out the key issues from a large amount of complex information.





CREATIVE THINKING

Being original and innovative in order to solve problems, generate ideas, or produce novel designs.



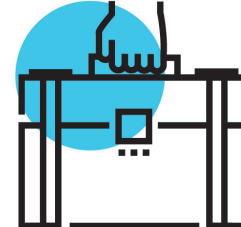
NUMERACY

The ability to understand and interpret facts and ideas expressed in figures and non-verbal data.



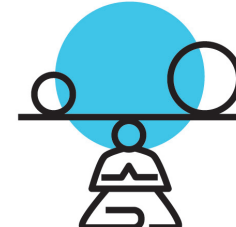
LEADERSHIP

The ability to guide, direct, motivate, and take responsibility for others.



COMMERCIAL AWARENESS

Having an understanding and appreciation of the organization and how it makes a profit or acquires funding.



DECISION-MAKING

The ability to select a logical choice by considering outcomes of each option and determining the best for the situation.



NEGOTIATING

The ability to deliberate with others in order to come to an agreement that is appropriate and beneficial to all.



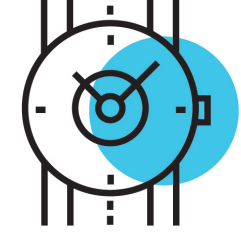
PERSUADING

Being able to influence the attitudes and perspectives of others.



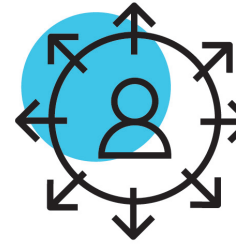
SELF-MOTIVATION

Being proactive and willing to take the initiative. Setting and achieving goals.



TIME MANAGEMENT

The ability to organize your work, priorities, and what needs to be done to meet deadlines.

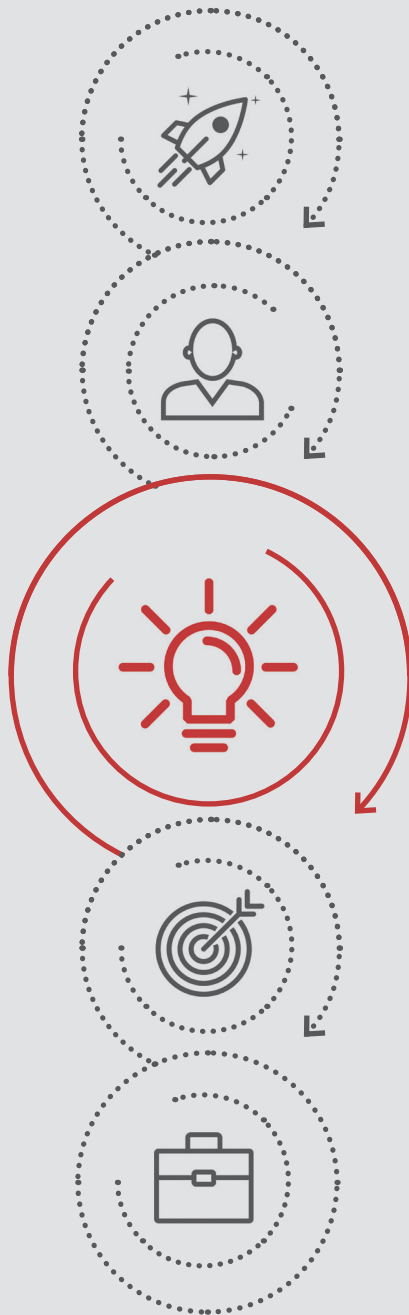


FLEXIBILITY

The ability to carry out a variety of tasks, work in different situations, and manage change in your life and work.



TOOLKIT GUIDE



ACTIVITY

02

EXPLORING CAREER PATHWAYS

TOOL 05: SHS Career Interest Clusters

Keep On Track

It is important to work on something that makes you feel happy and productive. Making a career decision is not an easy task for your students. Gaining enough knowledge and information about their strengths and weaknesses will help them find a better career opportunity.

In this session, your students will identify possible career options based on their interests, talents, and values. Students will also gain information about the different Senior High School tracks and their corresponding aptitude requirements.

At this point, students will begin to consolidate the information they gathered about themselves and try to find a match on a possible SHS track. Their initial decision may still change as they move further in their career planning journey. What is important is that students learn how to use relevant information to guide them in making career choices and decisions.

Activity Guide

- Discuss the results of the different self-awareness tools. Relate this information about your students to their preferred career choice. Students may also refer to **Tool 01: The Life I Want to Live** to further assist them in making their choices.
- To further help students make the right career decision, introduce the career cluster checklist. Distribute **Tool 05: SHS Career Interest Clusters** and give students time to accomplish the tool.
- When completed, call on different students to share information. Make a brief presentation on the different SHS tracks.
- Match the results of the career cluster checklist with a particular SHS track. To further assist your students in this activity, they can use the following resources: 1) DepEd Senior High School Guidebook for the descriptions of the different

SHS tracks and strands; 2) the enclosed Career Wheel to help students initially decide on their choice of SHS track based on the collected information; 3) the website of the Department of Labor and Employment (DOLE); and 4) other relevant online resources for additional information on SHS tracks and strands.

Target Outcome

Students will be able to identify the different career pathways and the available SHS tracks.

SHS CAREER INTEREST CLUSTERS

Directions

A career cluster is a group of jobs that require similar skills or share common characteristics. Choose a career cluster that interest you most by shading the heart (♥) beside the statements that apply to you. Then add up the number of shaded hearts in each group.

Reflection Guide

1. Does this activity help me in planning my future career?
2. What other information do I need to help me make a career decision?
3. What is the importance of crafting a learning plan that suits my career preferences?

CLUSTER A**I LIKE TO**

- ♥ picture things in my mind
- ♥ work with my hands
- ♥ perform
- ♥ play a musical instrument
- ♥ do arts and crafts
- ♥ record audio and video
- ♥ design displays
- ♥ decorate places
- ♥ do creative projects

I AM

- ♥ good with my hands
- ♥ creative
- ♥ attentive to details
- ♥ versatile
- ♥ a good planner
- ♥ patient and persistent

I AM INTERESTED IN

- ♥ art/graphic design
- ♥ music
- ♥ speech and drama
- ♥ audio/video technology
- ♥ culture and arts

**NUMBER OF
SHADED HEARTS** _____

CLUSTER B**I LIKE TO**

- ♥ do outdoor physical activities
- ♥ be an athlete someday
- ♥ engage in sports activities
- ♥ coach in sports activities
- ♥ read sports magazines
- ♥ watch sports events
- ♥ represent the country in any sports competition
- ♥ do strenuous physical activities
- ♥ organize sports clinics

I AM

- ♥ physically active
- ♥ inclined to sports
- ♥ persistent and dedicated
- ♥ competitive
- ♥ truthful
- ♥ attentive

I AM INTERESTED IN

- ♥ sports activities
- ♥ coaching tasks
- ♥ athletics
- ♥ physical activities
- ♥ outdoor events

**NUMBER OF
SHADED HEARTS** _____

CLUSTER C

I LIKE TO

- ♡ cook and do kitchen activities
- ♡ make handicrafts
- ♡ work with my hands
- ♡ use and repair tools and machines
- ♡ plan and breed animals
- ♡ entertain guests and visitors
- ♡ do manual tasks and activities
- ♡ assemble things
- ♡ produce hands-on results

I AM

- ♡ practical
- ♡ dependable
- ♡ street smart
- ♡ tech savvy
- ♡ entrepreneurial
- ♡ mechanical

I AM INTERESTED IN

- ♡ Technical Skills
- ♡ Civil Technology
- ♡ Drafting
- ♡ Computer Hardware Servicing
- ♡ Culinary Arts and Food and Beverage Services

NUMBER OF SHADED HEARTS _____

CLUSTER D

I LIKE TO

- ♡ work with numbers and details
- ♡ use facts to make predictions
- ♡ analyze financial information
- ♡ handle money
- ♡ keep accurate records
- ♡ browse new products in stores
- ♡ follow trends
- ♡ communicate ideas
- ♡ persuade people

I AM

- ♡ logical
- ♡ entrepreneurial
- ♡ precise
- ♡ inquisitive
- ♡ detail-oriented
- ♡ self-confident

I AM INTERESTED IN

- ♡ Accounting
- ♡ Mathematics
- ♡ Economics
- ♡ Banking and Finance
- ♡ Business and Marketing

NUMBER OF SHADED HEARTS _____

CLUSTER E

I LIKE TO

- ♡ interpret formulas
- ♡ find the answers to questions
- ♡ work in a laboratory
- ♡ figure out how things work
- ♡ explore new technology
- ♡ experiment
- ♡ observe details
- ♡ conduct scientific research
- ♡ solve mathematical problems

I AM

- ♡ inquisitive
- ♡ objective
- ♡ precise
- ♡ practical
- ♡ a problem solver
- ♡ an innovator

I AM INTERESTED IN

- ♡ Mathematics
- ♡ Science
- ♡ Engineering
- ♡ Technology Education
- ♡ Computer Application

NUMBER OF SHADED HEARTS _____

CLUSTER F

I LIKE TO

- ♡ help people solve their problems
- ♡ volunteer to help others
- ♡ work with children and elderly
- ♡ help people make decisions
- ♡ learn about other cultures
- ♡ make friends with people of different ages, cultures, and backgrounds
- ♡ debate and win arguments
- ♡ observe people's behavior
- ♡ take charge in dangerous situations

I AM

- ♡ civic minded
- ♡ a good communicator
- ♡ non-judgmental
- ♡ a good listener
- ♡ trustworthy
- ♡ responsive

I AM INTERESTED IN

- ♡ Social Studies
- ♡ Psychology
- ♡ History and Government
- ♡ Education
- ♡ Human Services

NUMBER OF SHADED HEARTS _____

Analysis

Each career cluster represents inclinations and interests that align with a particular Senior High School (SHS) track or strand. The cluster with the highest number of shaded hearts represents your strongest set of inclinations and interests. Each group or set is related to an SHS track and strand.

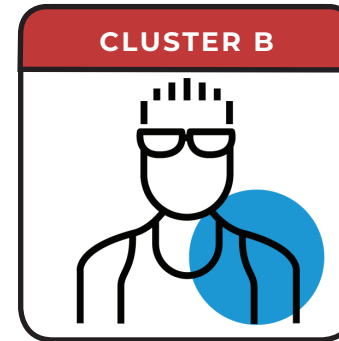
In case of an equal number of shaded hearts on several SHS tracks, you may initially choose the General Academic Strand (GAS) or Cluster G.

If you plan to go to college but do not know which academic track to pursue, use the Career Wheel as a reference to help identify your preferred job based on your talents, values, skills, and interests. Looking at the number of shaded hearts, identify the top three clusters that interest you the most. List five appealing jobs in each of the clusters.

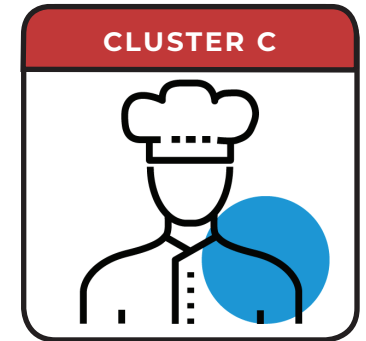
Cluster	Potential Jobs



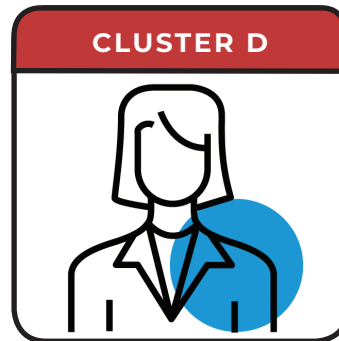
ARTS AND DESIGN



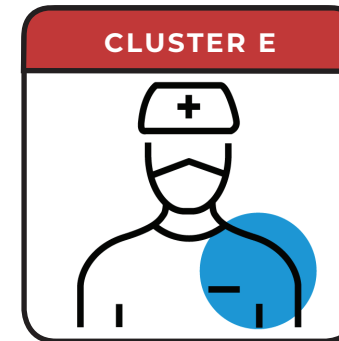
SPORTS



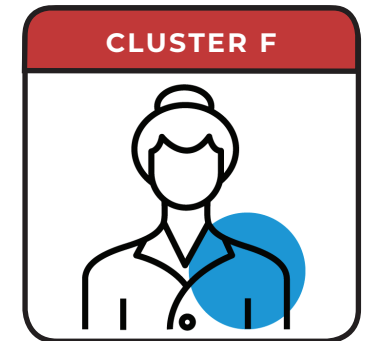
TECHNICAL-VOCATIONAL
AND LIVELIHOOD



ACCOUNTANCY, BUSINESS
AND MANAGEMENT



SCIENCE, TECHNOLOGY,
ENGINEERING, AND
MATHEMATICS



HUMANITIES AND
SOCIAL SCIENCES

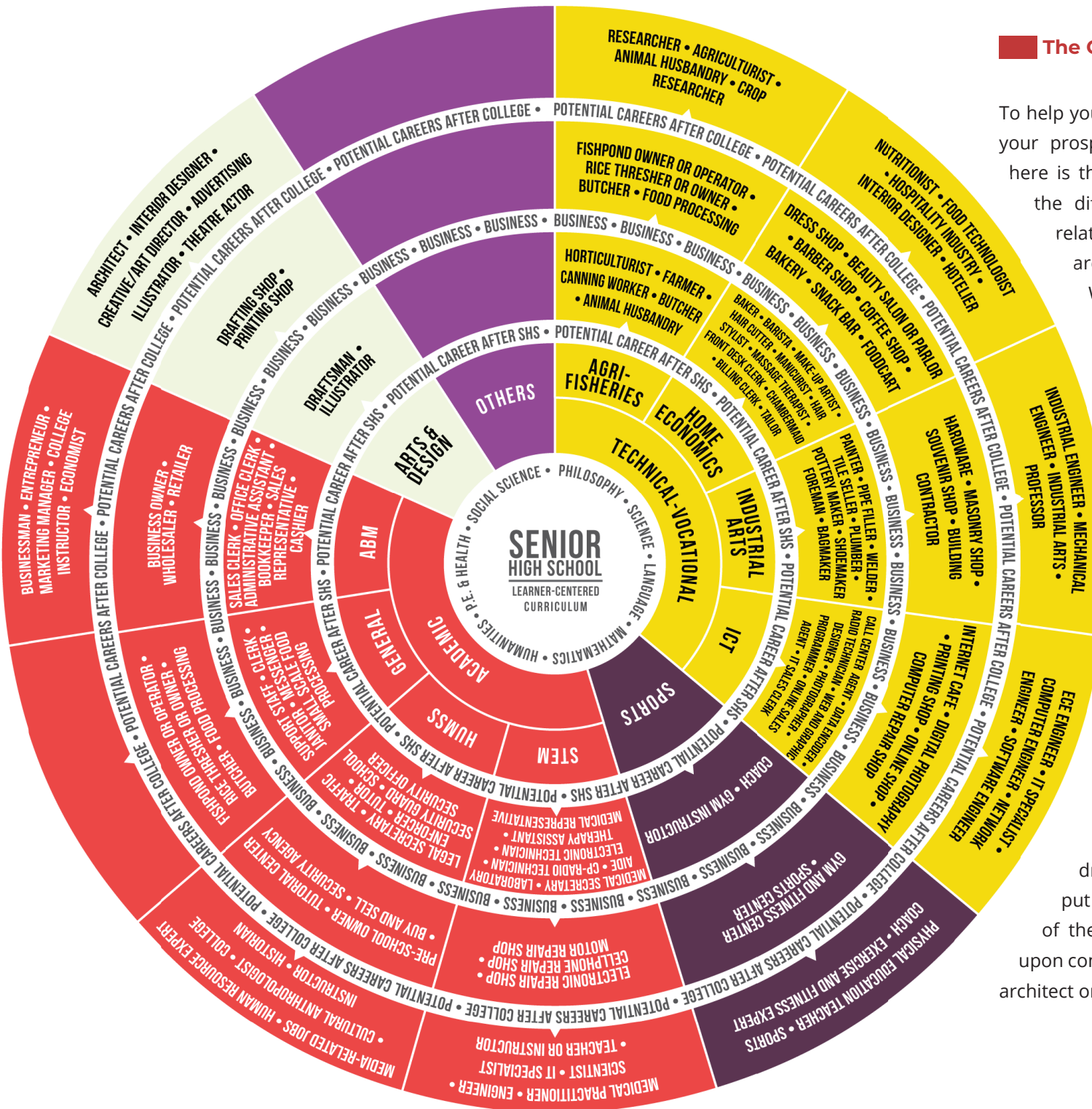


GENERAL ACADEMIC

The Career Wheel

To help you decide on your future career and your prospective Senior High School track, here is the Career Wheel which showcases the different career pathways and the related SHS tracks and strands. There are different ways of using the Career Wheel. One way is to look for your prospective career options and corresponding SHS tracks and strands. For example, if you are interested in becoming an engineer, one of your options is to take the SHS Academic Track, particularly the STEM strand.

Another way to use the wheel is to look at the track or strand you are most inclined to and see what career options are available for you after SHS or college. For example, if you are inclined to take up the Arts and Design track, you will see that you may work as a draftsman or illustrator after SHS, or put up a drafting business shop. Some of the career options available for you upon completion of college include being an architect or an interior designer.



TOOLKIT GUIDE



ACTIVITY

03

GOAL-SETTING AND GROUNDING

TOOL 06: My Family and My Career Choices

TOOL 07: Personal Career Exploration
Mapping Tool

TOOL 08: Career Sector Exploration Sheet

TOOL 09: Career Pathways Action Plan

Access Your Allies

Choosing a career is often considered a major turning point in a young adult's life. Before heading towards this decisive phase, your students should look into several factors that might affect their future career choice. In the Filipino context, opinions and perspectives of family members and close relatives matter in making career decisions. Likewise, the economic status of the family and/or distant relatives, who will support the students in pursuing their prospective careers, is also being considered in making a career decision.

In this phase, your students will be engaged in a career planning process that focuses on matching their personal career goals based on their interests and talents to their family's career preference and financial capabilities.

Students are also given the opportunity to look into labor market information through career research. They will look into available educational institutions that match their prospective career pathways and the market demands of their chosen field after completing their education.

Activity Guide

- Conduct a short discussion about other factors aside from personal interests and talents that your students value in making career decisions. Here are some trigger questions: *“How does your home and your community affect your career choices?” “Who do you consult in making career decisions?” “Anong mga bagay ang isinasaalang-alang mo bago ka pumili ng gusto mong maging trabaho na papasukin mo o course na kukunin mo?”*
- The exercise involving the use of **Tool 06: My Family and My Career Choices** may be conducted during the parent-teacher conference.
- Distribute **Tool 07: Personal Career Exploration Mapping Tool** to help your students undertake an analysis pertaining to career choice, family, and community context. Send the completed tool to your students’ parents or guardians. Encourage your students to take this opportunity to consult with their parents about their prospective career choices. Give them ample time to complete this process considering the varied workloads of the parents and guardians.
- Set aside a session for peer sharing on the results of the home-based parent-student career planning session. Ask your students if the career planning session with their parents helped them in making up their minds for possible career pathways. A school-based parent-student career planning session may also be conducted.
- Students may visit online career planning resources or other references that can help them validate their career decision. Distribute **Tool 08: Career Sector Exploration Sheet** to help your students record their information sources.
- Use **Tool 09: Career Pathways Action Plan** to encourage your students to create a plan for addressing skills that need to be improved or are lacking that are required for their chosen career.
- Feel free to use other available tools for this session.
- After accomplishing the tools in this session, ask your students what they have learned about career planning. Likewise, ask them to share their insights on the importance of considering their families on career planning.

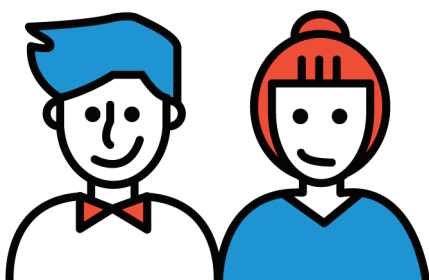
Target Outcome

Students will adjust their career decisions considering the views of their families and the community context.

Dear Parents (Minamahal na Magulang),

We believe that you have already started thinking about the career choices of your child. However, as an individual, your child has already made some choices, too. How do they compare? We invite you to take this short and simple exercise that can help open discussion on career planning with your child. *(May naiisip na siguro kayo na maaring maging propesyon o kurso na pwedeng kunin ng inyong anak ngunit dapat ninyong isaalang-alang na maaaring may naisip at napili na ring kurso ang inyong anak. Inaanyayahan po namin kayong makiisa sa gawaing ito, katuwang ang inyong anak upang mapag-usapan ang pagpapalano ng kurso at malaman kung magkatugma ang inyong plano sa kursong gustong kunin ng inyong anak.)*

Fold this paper in half and separate the columns. Ask your son or daughter to list three careers he or she finds interesting. Without looking at the other column, write down three careers you think your child is well-suited for. Together, discuss the responses. *(Itupi ang papel sa dalawang hanay. Pasagutan ang kaliwang bahagi na nagtatanong sa anak ng tatlong kursong gusto niyang kunin. Pagkatapos, sagutan ninyo ang kanang bahagi ng papel na nagtatanong sa magulang ng tatlong kurso na sa palagay ninyo ay gusto ninyo at angkop para sa inyong anak nang hindi nakikita ang kaliwang bahagi na sinagutan ng anak. Pagkatapos, pag-usapan ang inyong mga sinulat na kasagutan.)*



STUDENT (ANAK)

What careers am I considering for the future? Why do I like these careers, or why do I think it would be the best fit for me? *(Ano ang mga kursong gusto kong kunin? Bakit ko gusto ang mga ito? Bakit ko masasabing bagay ang mga ito sa akin?)*

What have I learned from this activity? *(Ano ang natutunan ko sa gawaing ito?)*

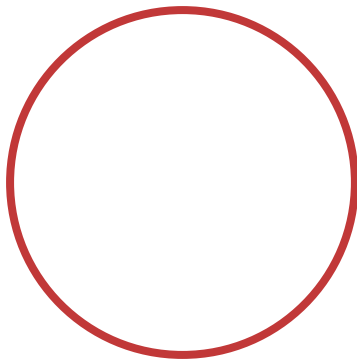


PARENT (MAGULANG)

What best careers are likely suited for my child? Why do I think my child would be well-suited for the careers I listed? What factors did I consider in choosing these careers for my son or daughter? *(Ano ang mga kursong angkop para sa aking anak? Bakit ko naisip na ang mga ito ang bagay para sa aking anak? Ano ang aking mga isinaalang-alang sa pagpili ng kurso para sa aking anak?)*

What have I discovered about my child after doing this activity? *(Ano ang nalaman o natuklasan ko tungkol sa aking anak sa gawaing ito?)*

Review your responses in Tools 05 and 06. Place your top three prospective careers in the circles and list the related SHS tracks and strands for each. Then, on the space provided, briefly explain your reason/s in choosing each career.

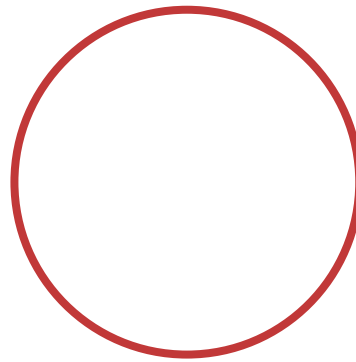


PROSPECTIVE CAREER #1

RELATED SHS TRACK AND STRAND:

•

I CHOSE THIS BECAUSE _____

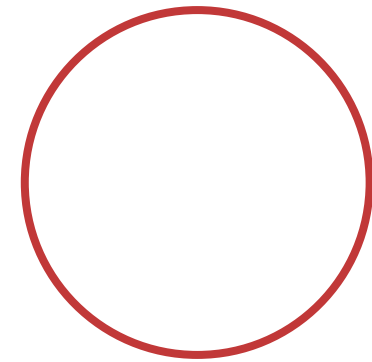


PROSPECTIVE CAREER #2

RELATED SHS TRACK AND STRAND:

•

I CHOSE THIS BECAUSE _____



PROSPECTIVE CAREER #3

RELATED SHS TRACK AND STRAND:

•

I CHOSE THIS BECAUSE _____

Look at your top three prospective careers. Study the checklists below. Each column presents a factor you need to consider in making career decisions. Check (✓) the bullets that you feel describe your current situation or setting.

As you go through all the checklists, you may find that some items have yet to be undertaken or attended to. Before making a decision on career plans, make sure that you have addressed these considerations.



INTEREST, TALENTS AND VALUES PROFILE

- ☐ My interests and talents match with my career choices.
- ☐ My values match with my career choices.
- ☐ I have good grades in subjects related to my chosen careers.
- ☐ I have accomplished school activities and projects related to my prospective career pathways.
- ☐ I have concrete evidences like copies of essays, term papers, and research articles that are related to my preferred career pathways.



FAMILY CAREER CHOICES PROFILE

- ☐ I have consulted my family about my preferred career choices.
- ☐ My family and relatives have expressed full support of my prospective career pathways.
- ☐ Our family and relatives can support my education leading to my prospective career choices.
- ☐ I have family members who are already professionals in my chosen careers.
- ☐ I can help my family in the future through my career choices.



EDUCATION-RELATED CAREER CHOICES PROFILE

- ☐ There are institutions near my place that can provide education and training related to my career options.
- ☐ The SHS track and strand I prefer are offered in a school close to my residence.
- ☐ There are available scholarship opportunities related to my career choices.
- ☐ I have searched online career planning resources to look for available schools related to my career choices.
- ☐ I have checked the profile of the prospective schools or visited the schools I prefer to enroll in.



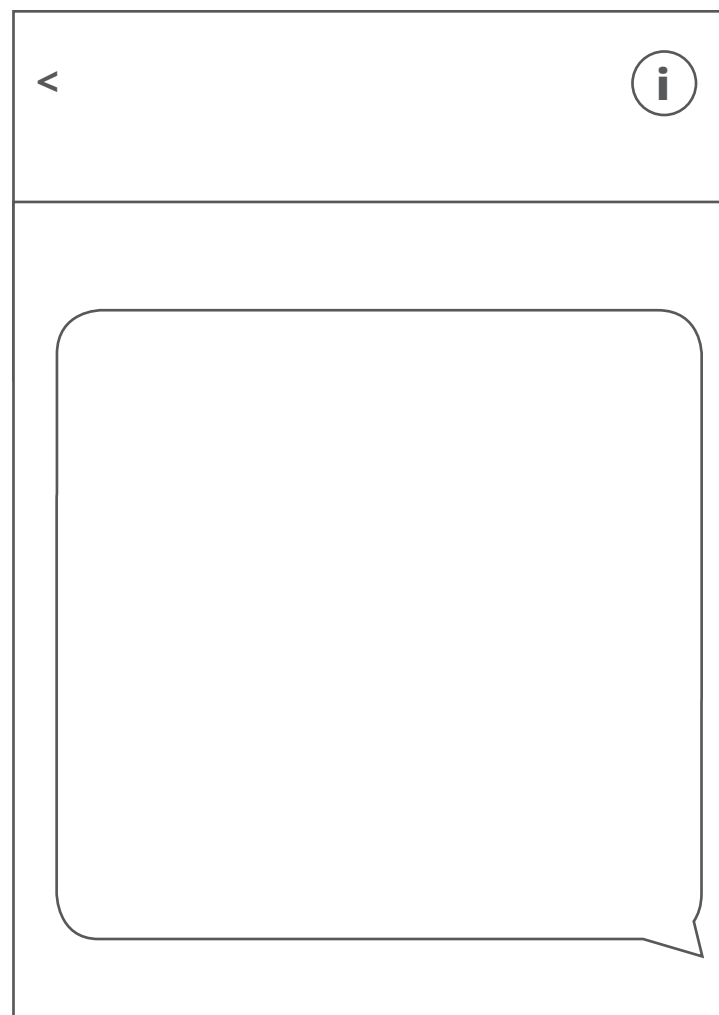
COMMUNITY-RELATED CAREER CHOICES PROFILE

- ☐ I have already searched for job opportunities for my prospective career pathways.
- ☐ There are available career opportunities in my community which are related to my career choices.
- ☐ My career choices will help improve the condition of my community. I can serve my community through my career choices.
- ☐ I can identify prospective employers or work opportunities connected to my career choices.
- ☐ There are many possible occupational opportunities related to my career prospective.

Directions

There are various ways to explore more information about your potential careers. You can search for career planning resources on the library or on the web. You can also ask your relatives or friends who are in the career you are interested in.

Explore the information you can derive from these resources, then fill out the information below. Put your sources on the top bar ⓘ, then write the information derived (such as required skills, certifications, talents, experiences, etc.) on the speech bubbles.

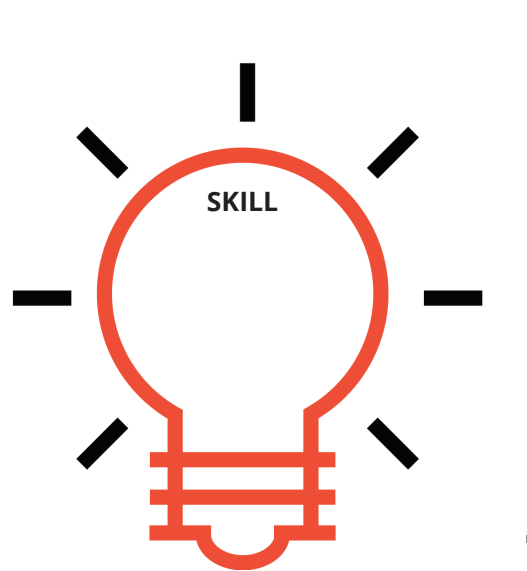
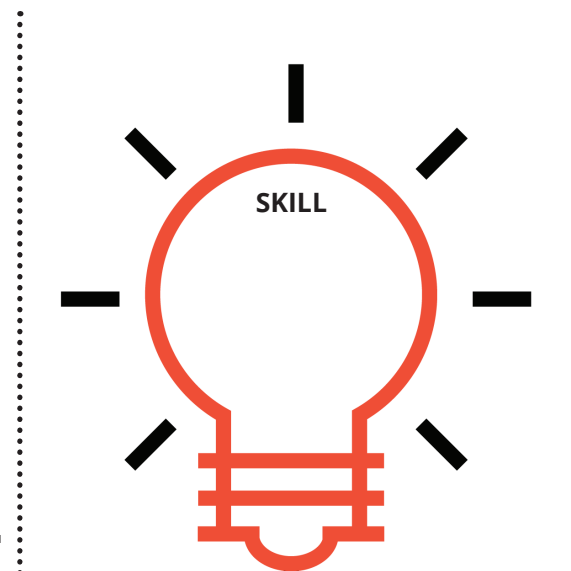
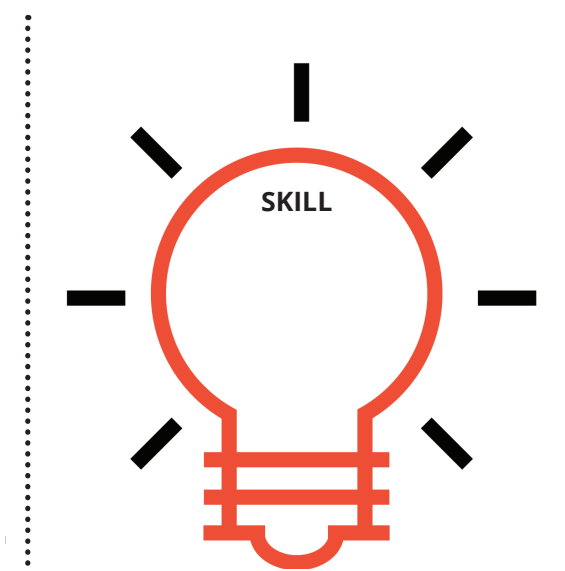


Note

For books, specify the title and the author. For online resources, specify the name of the website and the URL address. For resource persons, specify the full name, job title (occupation), and your relationship with the person.

Skills Improvement Plan

Look into the skills required for the careers you want to pursue. Work with a family member, teacher, or counselor to honestly assess the skills you still need to improve. Write the target skills you want to improve in the light bulb, and list a strategy to learn or help strengthen these skills.

		
<p>I will improve this through _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will improve this through _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I will improve this through _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Action Plan

Identify potential problems in achieving your prospective career choices. Formulate an action plan on how to resolve these concerns.

TIP: It would be beneficial to have a back-up plan in place in case your identified actions turn out to be difficult to implement or need to be adjusted due to changes in circumstances. Such a back-up plan is known as a **contingency plan**.



I NEED TO IMPROVE ON _____

HOW WILL I IMPROVE ON THIS? ____

WHEN WILL I IMPROVE ON THIS? _



I NEED TO IMPROVE ON _____

HOW WILL I IMPROVE ON THIS? ____

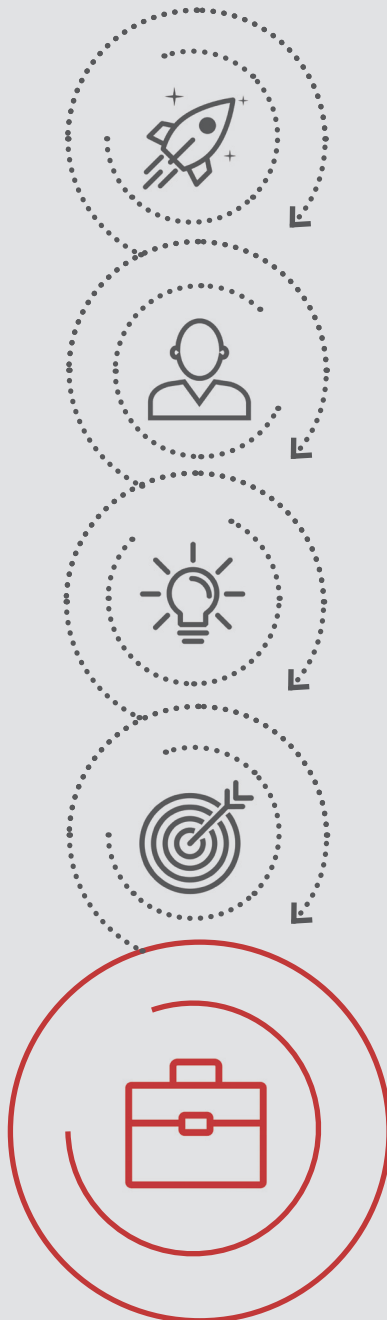
WHEN WILL I IMPROVE ON THIS? _



I NEED TO IMPROVE ON _____

HOW WILL I IMPROVE ON THIS? ____

WHEN WILL I IMPROVE ON THIS? _



ACTIVITY

04

CONNECTING THE DOTS BETWEEN EDUCATION AND CAREER PATHWAYS

TOOL 10: Career Pathways Portfolio

TOOL 11: Career Study Planner

TOOL 12: Summary of My Career Pathways

TOOL 13: Multiple Career Development Pathways Map

Taking Action

Career planning is a continuous process. Introducing the idea and undergoing the process of career planning early on in your students' life journey will help them in making good career choices. These choices are based on their inherent abilities and acquired skills and values, coupled with the support of people close to them.

Later on in life, your students will be in the forefront of society taking on different roles in their immediate communities. The value of career choices that they make will greatly affect the quality of work and socio-economic contributions they can provide to the society.

Once your students have identified their career choices, guide them on the use of the Multiple Career Development Pathways diagram to help them reflect on the various ways or options available to achieve their career goals.

This session focuses on putting all the pieces of information together and finally coming up with prospective career options. The goal is to help your students identify three prospective SHS tracks and strands which are connected to their chosen career pathways.

Activity Guide

- Guide your students in developing **Tool 10: Career Pathways Portfolio** and **Tool 11: Career Study Planner**. Students may look into the information they have acquired about themselves from the previous sessions. Provide ample time for students to consolidate the information and to complete these forms.
- Help your students outline their top three career choices by using **Tool 12: Summary of My Career Pathways**. Encourage them to review their responses in the previous tools and reflect on the enabling and hindering factors in achieving their goals.
- Schedule a separate session for a career portfolio presentation.
- An alternative activity is to organize a career summit in your

classroom to showcase the career portfolios of your students. This is a chance to validate the career choice of your students.

- Reiterate to your students that career planning is a continuous process.
- Illustrate the use of **Tool 13: Multiple Career Development Pathways Map**. Guide them on how they can create a map for their own career choices.

Target Outcome

Students will develop a Career Pathways Portfolio and Career Study Planner.

The Career Pathways Portfolio is a tool that will help you map out your career plans. The information in your portfolio will serve as clear evidence of your current skills and attributes which are helpful in career decision-making. Periodically review your portfolio in case you decide to change your career goals.



PERSONAL QUALITIES

The following are my positive personal qualities that can help me succeed in my preferred career:

The following are professional competencies required in my preferred career:



EDUCATION AND TRAINING

The following are the specific junior high school subjects and activities that could assist me in preparing for my preferred career:

Subjects	Activities
GR 7	
GR 8	
GR 9	
GR 10	

Below are different assessments or tests, e.g., NCAE, I have taken to guide me in selecting my career choices.

Name of Assessment	Results



EDUCATION AND TRAINING (CONT.)

Tracks/Strands related to my chosen career (by priority)

①

②

③

☐ In case I am interested in STEM, I have met the minimum grade requirement (85%) for math and science subjects.

The following are the prospective SHS schools I am interested to enroll in:

Name of School	Address	Track/Strand Offered
_____	_____	_____
_____	_____	_____
_____	_____	_____



OCCUPATIONAL OUTLOOK

The following describes the prospective labor market demand (e.g., increasing, decreasing, no change) of my chosen career:

The following are the possible employers in my community that hire people with education and training related to my chosen career:

What are the possible pathways available towards my chosen career goal?



CAREER INFORMATION SOURCES

The following are the sources of information that I used to draw up my career choice:



ATTACHMENTS

Together with this document, compile evidence of your skills proficiency such as reports, articles, and investigatory projects completed. Also, secure a copy of Form 137 - Student's Permanent Academic Record.

CAREER STUDY PLANNER

JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	COLLEGE PLAN	WORK PLAN	CAREER PLAN
<p>I have excelled in the following subjects _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The skills I have acquired after completing Junior High School (e.g., National Certificate I, II) are _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Am I going to proceed to Senior High School? If not, why? What is my plan after Junior High School? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The track and strand I would like to take are _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I like this track and strand because _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>My plan after Senior High School is _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The course I will take in college is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The type of company I would like to work for is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>BUSINESS PLAN</p> <p>The kind or field of business I would like to pursue is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The career I plan to pursue is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The activities that I need to do in order to achieve this career are _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

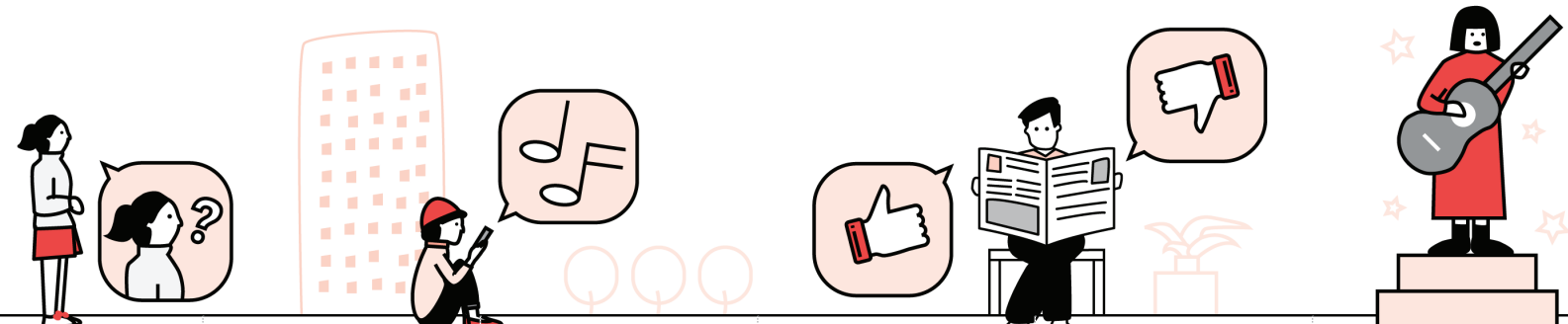
REMEMBER! Review your career goals periodically and update your plan as necessary when your career goal changes.



SUMMARY OF MY CAREER PATHWAYS

This tool will help you connect the dots between education and your preferred career pathways. Review your responses in the previous tools. Create a summary of your preferred career pathways by completing the diagram on the next page. Below is a sample summary of career pathways. You may create up to three career pathways.

SAMPLE SUMMARY OF CAREER PATHWAYS



SHS Track/Strand	Senior High School	College or TVET School	What's helping me to achieve this goal?	What's stopping me from achieving this goal?	Career Choice
Arts and Design	Jose Rizal High School	Andres Bonifacio Colleges	Supportive family	Geographical location	Composer

The illustration at the top shows a progression of stages:
 1. **SHS Track/Strand**: A person stands next to a speech bubble with a question mark.
 2. **Senior High School**: A person sits on the ground looking at a phone, with a building in the background.
 3. **College or TVET School**: A person sits on the ground looking at a phone, with a musical note in a speech bubble and three small circles in the background.
 4. **What's helping me to achieve this goal?**: A person sits on a stool reading a newspaper, with a thumbs-up speech bubble.
 5. **What's stopping me from achieving this goal?**: A person sits on a stool reading a newspaper, with a thumbs-down speech bubble.
 6. **Career Choice**: A person stands on a podium holding a guitar, surrounded by stars.

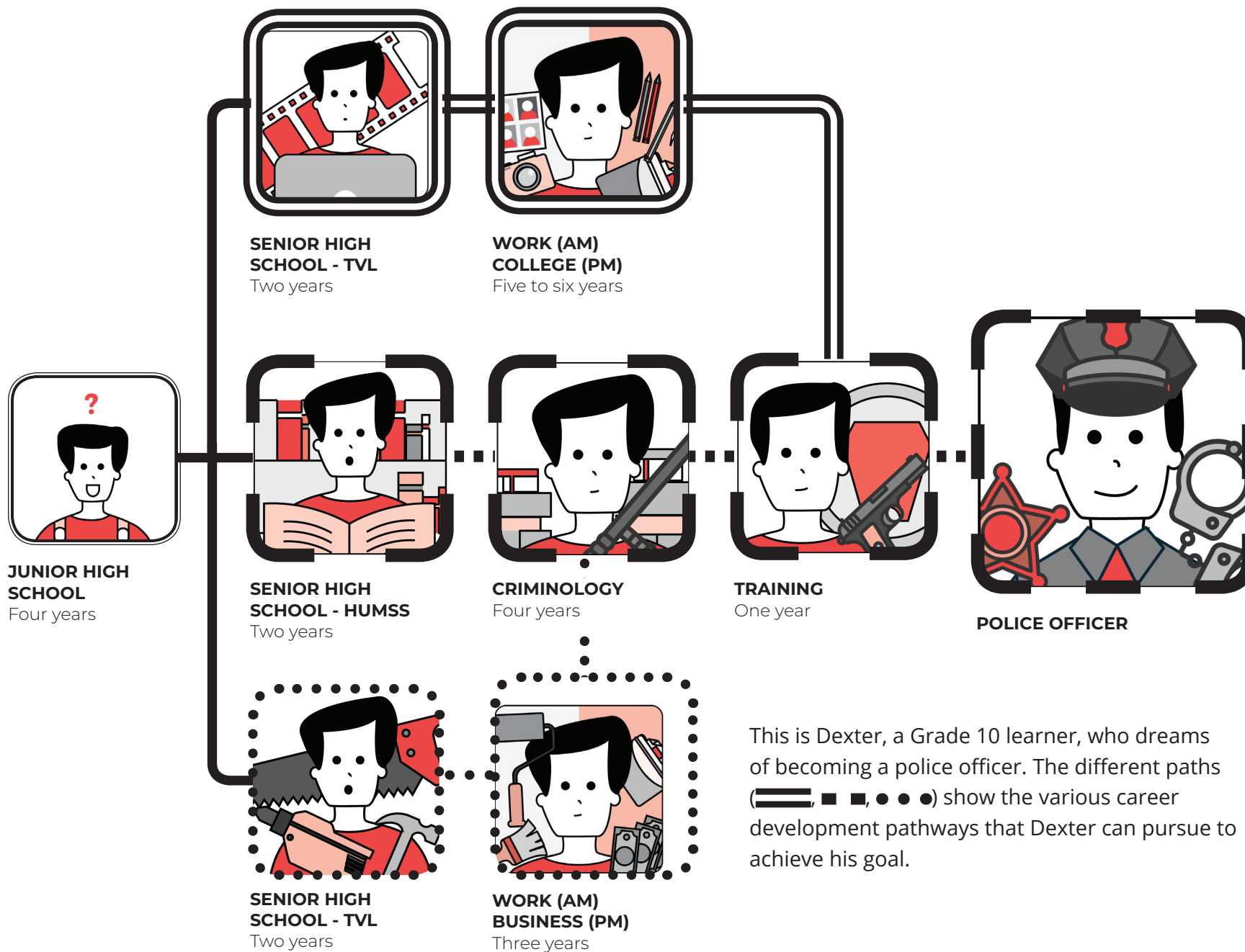
SHS Track/Strand	Senior High School	College or TVET School	What's helping me to achieve this goal?	What's stopping me from achieving this goal?	Career Choice

MULTIPLE CAREER DEVELOPMENT
PATHWAYS MAP

The diagram on the next page illustrates a sample of multiple pathways leading towards a career goal of becoming a police officer. From this illustration, you will realize that there are several ways to achieve your career goals, i.e., different senior high school tracks or several options to prepare you for your chosen career after high school. These options include planning for college, employment, entrepreneurship, training, and other professional development opportunities. This activity will help you identify your options, carry out your plans, and keep track of your career goal.

Directions

Using the diagram on the next page as reference, plot out the steps for each alternative pathway from junior high school up to the stage when you reach your career goal. Include the target timeframe (e.g. number of years) for each path that you might have to take in the future until you reach your career goal.



This is Dexter, a Grade 10 learner, who dreams of becoming a police officer. The different paths (—, - - -, · · · · ·) show the various career development pathways that Dexter can pursue to achieve his goal.

CULMINATION

Tracking Your Students' Progress

This final section will help you keep up with your students' progress in their career planning journey. List your students' names in the matrix and check the corresponding box to indicate the completed tools after the career planning sessions. Remember, what is important is to help them identify the most appropriate options for a Senior High School track/strand as part of their overall career plan.

Below is a summary of tools for each activity to guide you in tracking your students' progress:

Introduction: Starting a Career Planning Journey

Tool 01: The Life I Want to Live as an Adult

Activity 01: Enhancing Self-Awareness

Tool 02: Self-Assessment of Interests and Talents

Tool 03: Personal Work Values and Competencies

Tool 04: Rate your Skills

Activity 02: Exploring Career Pathways

Tool 05: SHS Career Interest Clusters

Activity 03: Goal-Setting and Grounding

Tool 06: My Family and My Career Choices

Tool 07: Personal Career Exploration Mapping Tool

Tool 08: Career Sector Exploration Sheet

Tool 09: Career Pathways Action Plan

Activity 04: Connecting the Dots between Education and Career Pathways

Tool 10: Career Pathways Portfolio

Tool 11: Career Study Planner

Tool 12: Summary of My Career Pathways

Tool 13: Multiple Career Development Pathways Map

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ANNEX

Sample Session Guides

This section provides various sample session guides for each activity. You may use these in your actual career planning sessions with your students or use the session guides as reference in developing your own.

INTRODUCTION: STARTING A CAREER PLANNING JOURNEY

Duration of Session	1 hour
Target Outcome	Students will appreciate or acknowledge the importance of having a personal vision in career planning.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will identify the advantages and disadvantages of having decisions about their future. 2. Students will learn to value the process of considering their future when making a decision. 3. Students will define their dream lifestyle, including work, relationships, lifelong learning, and future career.
Resources	Video from Youtube entitled "A Farmer's Son" Tool 01: The Life I Want to Live as an Adult Motivational Video for Students
Introductory Activity	Let the students watch the story of "Dado Banatao," also known as "Bill Gates of the Philippines," for creating a chipset that is used in most of our computers today. Then ask these questions: <ol style="list-style-type: none"> 1. What can we learn from his life story? 2. As a student, how do you want to live your life? How do you see yourself in the future?
Activity and Analysis	Let the students answer Tool 01: The Life I Want to Live as an Adult. Ask the following questions after completing the tool: <ol style="list-style-type: none"> 1. What is career planning and why is it important to you as a student? 2. Why do you think career planning is not a one-time decision but a series of decisions made over a period of time? 3. What do you think should be considered in planning for your future career?
Abstraction/ Generalization	Career planning is a deliberate/conscious process of knowing who you are so that you can be sure of where you want to be at some defined point in the future.
Closing Activity	As a closing activity, play the video from Youtube to serve as a motivation that the road to success is solely dependent on oneself. This is why students must pursue and take seriously whatever they may learn from this session.

ACTIVITY 01: ENHANCING SELF-AWARENESS

Duration of Session	1 hour
Target Outcome	Students will discover their interests and talents
Learning Objectives	<ol style="list-style-type: none"> 1. Students will recall and list down their remarkable achievements in the subject/s that interest them the most. 2. Students will have a better understanding of oneself—specifically their interests and talents.
Resources	Tool 02: Self-Assessment of Interests and Talents
Introductory Activity	Review of the past lesson: Why is it important to have a vision of the kind of life you want to live as an adult?
Activity and Analysis	<ol style="list-style-type: none"> 1. Activity: Use Tool 02: Self-Assessment of Interests and Talents 2. Small group discussion 3. Analysis: <ol style="list-style-type: none"> a. How do you find the activity? Is it hard to recall your achievements in your past subjects? Why? 2. What does this activity reveal about you? 3. What have you realized after doing the activity? 4. How can this self-exploration activity help you in career planning?
Abstraction/Generalization	Self-awareness is having a clear perception of one's personality, including one's strengths, weaknesses, thoughts, beliefs, motivation, and emotions. It allows us to understand other people, how they perceive us, our attitude, and our responses to them at a given situation.
Closing Activity	<p>Know Thyself — Plato</p> <p>"The first step to knowing thyself is being aware of what we are, not just as an individual, but as a person endowed with gifts and talents that need to be discovered and developed."</p>

Duration of Session	1 hour
Target Outcome	Students will discover their interests, talents, skills, and values
Learning Objectives	<ol style="list-style-type: none"> 1. Students will acknowledge their talents, skills, interests, and personality. 2. Students will understand oneself by exploring who they are and what they are capable of.
Resources	Tool 02: Self-Assessment of Interests and Talents
Introductory Activity	<ol style="list-style-type: none"> 1. Discuss with the students that the initial step in career planning is to know themselves. 2. Talk about the importance of knowing their strengths and weaknesses in the process of making career choices and decisions. 3. Highlight in your discussion the significance of understanding that all factors that make them unique will help them choose a career that suits their own talents, attributes, and interests.
Activity and Analysis	<p>Let the students answer Tool 02: Self-Assessment of Interests and Talents. After completing the tool, allow the students to share their answers with their classmates in a small group discussion. After accomplishing the task, ask your students the following questions:</p> <ol style="list-style-type: none"> 1. What are the things that you rediscovered about yourself? 2. How can this self-exploration activity assist you in career planning?
Abstraction/Generalization	Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.
Closing Activity	Tell the students that self-awareness is important because when we have a better understanding of ourselves, we are able to experience ourselves as unique and separate individuals. We are then empowered to make decisions on life choices that we will make and to build on our areas of strength as well as identify areas where we would like to make improvements.

Duration of Session	1 hour
Target Outcome	Students will discover their interests, talents, skills and values
Learning Objectives	<ol style="list-style-type: none"> 1. Students will acknowledge their talents, skills, interests, and personality. 2. Students will understand oneself by exploring who they are and what they are capable of.
Resources	Tool 03: Personal Work Values and Competencies Tool 04: Rate Your Skills
Introductory Activity	Post the quotes, "If we know where we came from, we may better know where to go. If we know from whom we came, we may better understand who we are." and "Never allow yourself to be defined by someone else's opinion of you." Ask the students to explain what they think these quotes mean, then relate it to self-awareness.
Activity and Analysis	Let the students answer Tool 03 and Tool 04. After completing the tools, allow the students to share their answers with their classmates in a small group discussion. After accomplishing the task, ask your students the following questions: <ol style="list-style-type: none"> 1. From the work values and skills that you chose, what do you think are the ones connected to your career plans? 2. What are the things that you rediscovered about yourself? 3. How can this self-exploration activity assist you in career planning?
Abstraction/Generalization	Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude, and your responses to them in the moment.
Closing Activity	Emphasize that the students' unique talents, interests, values, and skills must be their foundation/basis in career planning so that they will be able to clearly see where they really want to go.

ACTIVITY 02: EXPLORING CAREER PATHWAYS

Duration of Session	1 hour
Target Outcome	Students will be able to identify the different career pathways and available SHS tracks.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will identify the different possible career options based on their interests, aptitudes, and values. 2. Students will gain information about the different Senior High School tracks and their corresponding aptitude requirements.
Resources	Senior High School Tracks (Picture Presentation) Tool 05: SHS Career Interest Clusters The Career Wheel Video (Career Path)
Introductory Activity	Discuss the results of the different self-assessment tools. Relate this information about your students to their preferred career choices. Students may also refer to Tool 01: The Life I Want to Live as an Adult to further assist them in making their choices.
Activity and Analysis	<ol style="list-style-type: none"> 1. Distribute Tool 05: SHS Career Interest Clusters and give students time to accomplish it. 2. Once they are done, match the results of Tool 05 with a particular SHS track. Guide Questions: <ol style="list-style-type: none"> 1. Does the activity help me in planning for my future career? 2. What other information do you need in order to help you make a career decision? 3. What is the importance of making a learning plan that suits your career preferences? 4. After discussing the guide questions, present to the students the information regarding Senior High School and the different tracks related to it.
Abstraction/Generalization	Career Pathing is a systematic approach to career development, enabling employees to map multiple career path scenarios, to review job competencies, and to evaluate skill gaps. By giving employees the tools to chart their career progression, they become more engaged in their roles and the development of their careers.
Closing Activity	To help them realize how important career pathing is, play a video related to it.

ACTIVITY 03: GOAL-SETTING AND GROUNDING

Duration of Session	1 hour
Target Outcome	Students will fine-tune their career decisions, considering the views of families and community context.
Learning Objectives	<ol style="list-style-type: none"> 1. Students and parents will be able to establish a good relationship in making a career choice. 2. Students will be able to consider the financial capabilities of the family in choosing a career. 3. Students will value the importance of their parents' opinion in career planning.
Resources	Quotations Parent-Student Activity Parents Short Talk Tool 06: My Family and My Career Choices
Introductory Activity	The teacher will present quotations to parents and students. Guide questions: <ol style="list-style-type: none"> 1. What can you say about the quotations? 2. Are parents really important to us? 3. Do your parents affect your decision in life? Why? Parent-Student Activity Guide questions: <ol style="list-style-type: none"> 1. How did you find the activity? 2. Did you consider the opinion of each other in doing the activity? 3. Is the activity easy to do with your parents? Why?
Activity and Analysis	Let the students and parents complete Tool 06: My Family and My Career Choices. Guide questions: <ol style="list-style-type: none"> 1. How did you choose your career? 2. Does your choice of career match your parents' choice? 3. Did you consider your parents' choice on your career choice planning? Why?
Abstraction/ Generalization	Family career preference and financial capabilities should be considered in choosing a career.
Closing Activity	Students' response

Duration of Session	1 hour
Target Outcome	Students will fine-tune their career decisions, considering the views of families and community context.
Learning Objectives	Students will be engaged in career planning that focuses on matching their personal career goals based on their interests and talents to their family's career preference and financial capabilities.
Resources	Quotes about decision-making Tool 06: My Family and My Career Choices Tool 07: Personal Career Exploration Mapping Tool
Introductory Activity	Post a quote about decision-making. Call a student to tell something about it. After they give their opinions about the quote, ask them to answer the guide questions. Guide Questions: <ol style="list-style-type: none"> 1. How do your home and your community affect your career choices? 2. How do you consult your family in making career decisions? 3. <i>"Anong mga bagay ang isinasaalang-alang mo bago ka pumili ng gusto mong maging trabaho or kursong papasukin mo?"</i>
Activity and Analysis	Distribute copies of Tool 07: Personal Career Exploration Mapping Tool to help them create an in-depth analysis pertaining to career choice, family, and community context.
Abstraction/ Generalization	It is important to understand that career choices are dependent on many factors — individual, cultural, social, and environmental. The combination and interaction of various influences on your decision-making are unique to you and your situation.
Closing Activity	Distribute Tool 06: My Family and My Career Choices as their assignment to help them discuss their preferred career track with their parents. Together, discuss the responses.

Duration of Session	1 hour
Target Outcome	Students will fine-tune their career decisions, considering the views of families and community context.
Learning Objectives	Students will be engaged in a career planning process that focuses on matching their personal career goals, based on their interests and talents to their family's career preference and financial capabilities.
Resources	Article about the "Top 20 skills you need to develop your career" by Eva Christodoulou Tool 08: Career Sector Exploration Sheet Tool 09: Career Pathways Action Plan
Introductory Activity	Collect the assignment (Tool 6: My Family and My Career Choices). Make a peer sharing on the results of the home-based parent-student career planning session. Ask the students whether the career planning session with their parents helped them in making up their minds on possible career pathways.
Activity and Analysis	Discuss briefly (and/or write on the board) the "Top 20 skills you need to develop your career" by Eva Christodoulou. This serves as their guide to answer the next activity—Tool 09: Career Pathways Action Plan.
Abstraction/Generalization	For job-seekers who want to remain a step ahead of the pack, it is important to know what the most wanted skills are in today's workplace. In today's world, employers and recruiters have realized that it is much easier to train smart individuals how to perform any role. This is as long as they have already acquired a much harder-to-teach skill set. This skill set comprises critical thinking, innovativeness, and other soft skills.
Closing Activity	Distribute copies of Tool 08: Career Sector Exploration Sheet as their assignment to help them explore more information about career planning from other resources.

ACTIVITY 04: CONNECTING THE DOTS BETWEEN EDUCATION AND CAREER PATHWAYS

Duration of Session	1 hour
Target Outcome	Students will prepare their own career portfolio and career study planner.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will be able to describe what a career portfolio is and identify its benefits and application. 2. Students will be able to identify their transferable skills through the use of a career portfolio. 3. Students will be able to identify his/her preferred Senior High School track.
Resources	Tool 10: Career Pathways Portfolio Tool 11: Career Study Planner "How a Career Portfolio Can Help You Stand Out" from Youtube
Introductory Activity	Present to the students a short video entitled, "How a Career Portfolio Can Help You Stand Out"—this video will show the students what a career portfolio is and the important details that must be included in creating their own portfolio. Guide Question: What is a career portfolio?
Activity and Analysis	Distribute Tool 10: Career Pathways Portfolio and give the students ample time to finish it. Guide Question: What is the importance of creating a career portfolio? How do you think it can help you?
Abstraction/Generalization	A portfolio provides a record of life experiences that demonstrates who we are, what our plans are, and how our experiences have helped to develop valuable transferable skills in the future. The documents we include in our portfolio will demonstrate the person we have become and the skills we have developed while "living" our career.
Closing Activity	Distribute Tool 12: Summary of My Career Pathways

Duration of Session	1 hour
Target Outcome	Students will develop a Career Pathways Portfolio and a Career Study Planner.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will be able to connect the dots between education and the students' preferred pathways. 2. Students will be able to accomplish a summary of their career pathways.
Resources	Tool 12: Summary of My Career Pathways
Introductory Activity	Review of the past lesson
Activity and Analysis	<ol style="list-style-type: none"> 1. Activity: distribute Tool 12: Summary of My Career Pathways and let the students complete the tool. 2. Analysis <ol style="list-style-type: none"> 1. In what way is the tool helpful as you create a summary of your preferred career pathways? 2. In your opinion, how will this activity help in avoiding a mismatch between education and employment?
Abstraction/Generalization	A well-studied and well-planned career path will avoid mismatch between what a student acquired in school and what the labor market demands.
Closing Activity	A well-planned and well-informed decision avoids a mismatch between education and the labor market.

Duration of Session	1 hour
Target Outcome	Students will prepare their own career study planner and career timeline.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will be able to give a step-by-step process to achieve their career plan. 2. Students will realize the importance of setting goals in order to be successful. 3. Students will learn to value the importance of setting a timeframe for their career goals.
Resources	Tool 11: Career Study Planner Tool 13: Multiple Career Development Pathways Map "One Step at a Time" on Youtube
Introductory Activity	Present to the students a short video clip entitled "One Step at a Time" Guide Question: What did you learn from the video?
Activity and Analysis	Distribute Tool 11 to the students. Guide Question: What is the importance of creating and maintaining a career study planner?
Abstraction/Generalization	Career planning is the continuous process of thinking about your interests, values and skills, exploring the life, work, and learning options available to you, and ensuring that your work fits with your personal circumstances. In order to really succeed, one must take charge of his own career and take ownership for shaping it and ensuring that it is moving in the direction he/she wants it to.
Closing Activity	Distribute Tool 13.

Duration of Session	1 hour
Target Outcome	Students will develop a Multiple Career Development Pathways Map.
Learning Objectives	<ol style="list-style-type: none"> 1. Students will be able to develop a step-by-step process for achieving their career plans. 2. Students will realize the importance of setting goals in order to be successful. 3. Students will value the importance of setting a timeframe for their career goals.
Resources	Tool 13: Multiple Career Development Pathways Map
Introductory Activity	<p>Video Presentation: The Value of Time</p> <p>Guide Question: What is the most important message that the video conveys?</p>
Activity and Analysis	<ol style="list-style-type: none"> 1. Activity: Distribute Tool 13. 2. Analysis <ol style="list-style-type: none"> a. How do you find the activity? b. Why is there a need to have an alternative pathway from your junior high school up to the stage you reach your career goal?
Abstraction/Generalization	Career planning is the continuous process of thinking about your interests, values and skills, exploring the life, work and learning options available to you, and ensuring that your work fits with your personal circumstances. In order to really succeed, one must take charge of his own career and take ownership for shaping it and ensuring that it is moving in the direction he/she wants it to.
Closing Activity	Reflection: The kind of life we will have in the future is determined by the choices and actions we make today.



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