

GOVERNMENT PROPERTY
NOT FOR SALE

WORK IMMERSION

GRADE 12

PRE-IMMERSION



Printed in the Philippines by Department of Education - Schools Division of Pasig City

Pre-Immersion

Module 1

Orientation



EXPECTATIONS

This is your self-learning module in Pre-Immersion. All the activities provided in this lesson will help you learn, understand, and experience at home the orientation process before you immerse yourself with the nature of the strand or course you have chosen.

After going through this self-learning module, you are expected to:

1. define work immersion and its nature;
2. determine the reasons for conducting a Work Immersion;
3. get familiarized with the terms used for Work Immersion; and
4. offer possible solutions to the probable obstacles a learner may encounter during Work Immersion.



PRETEST

Before you proceed in using this module, answer the following questions to assess your prior knowledge on pre-immersion concepts.

Directions: Choose the letter of the best answer. Write your answer on the space provided.

____ 1. In which classification of subjects in Senior High School is Work Immersion included?

- A. Applied B. Core C. Elective D. Specialized

____ 2. Who is the school personnel designated to supervise the learners during the Work Immersion?

- A. Subject Group Head C. Work Immersion Teacher
B. Work Immersion Focal Person D. Work Immersion Supervisor

____ 3. What legal binding document is signed by the two parties entering into partnership before implementing a project or program?

A. Affidavit of Undertaking C. MOU

B. MOA D. MOOE

4. Work Immersion involves hands-on experience or work simulation that can be conducted in _____.

A. Work Immersion Site

C. Work Immersion Place

B. Work Immersion Institution

D. Work Immersion Venue

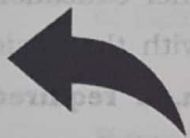
5. What DepEd issuance will you read for the Work Immersion implementation of all senior high schools during crisis situation?

A. Memorandum DM-CI-2020-00085

B. Dep Ed Order No.39, series 2018

C. Dep Ed Order No. 8, s. 2015

D. Dep Ed Order No. 30, s. 2017



RECAP

You are now in G-12 and therefore you are expected to be equipped with all the skills you gained from your different subjects. Let's recall the 3 classifications of subjects in Senior High School. Yes, they are: Core subjects; Applied subjects; and Specialized subjects. Work Immersion is one (1) of the nine (9) specialized subjects and it is also allotted 80 hours just like other subjects.



LESSON

Are you excited for your Work Immersion? Today you will read and learn the content of some sections of **DepEd Order No. 30, s. 2017**, **DepEd No. 39, s. 2018** and the latest Guidelines for Work Immersion Implementation during crisis situation found in **Memorandum DM-CI-2020-00085** from the Office of the Undersecretary for Curriculum and Instruction.

What does Work Immersion mean?

According to DepEd Order No. 40, series of 2015, **Work Immersion** refers to the part of the Senior High School (SHS) Curriculum consisting of **80 hours** of hands-on experience or work simulation which the Grades 11 and 12 students will undergo to expose them to the actual workplace setting and to enrich the competencies provided by the school under the supervision of the School Head and the designated personnel of the Partner."

The Department of Education issued **DepEd Order no. 30 s. 2017** entitled **Guidelines for Work Immersion** which is the basis for the implementation of Work Immersion in all Senior High Schools (SHSs). So let us get oriented with the selected sections of DepEd Order no. 30 s. 2017. Read it thoroughly.

Section 1: Rationale

One of the goals of the K to 12 Education Program is to develop in learners the competencies, work ethics, and values relevant to pursuing further education and/or joining the world of work. To achieve greater congruence with the basic education and the nation's development targets, **Work Immersion, a required subject**, has been integrated in the curriculum. This subject will provide learners with the following **opportunities**:

1. to become familiar with the work place
2. for employment simulation
3. to apply their competencies in areas of specialization/applied subject's in authentic work environments

To achieve those objectives, Work Immersion is therefore a requirement for graduation from secondary education. Learners are immersed on actual work environments such as workshops, offices and laboratories in which their prior training is relevant. But this is given clarification on **DepEd Order No. 39, s. 2018**.

Though the intention of Work Immersion is to provide SHS learners with opportunities to become familiar with the workplace, simulate employment, and to apply their competencies in areas of specialization/applied subjects in actual work environments, DepEd recognizes other options that may equally prepare learners for all curriculum exits.

- For all tracks, schools may opt to devise unique delivery model with a minimum of 80 and a maximum of 320 hours following the Curriculum Guide.
- All TVL learners shall have completed the required learning competencies of a particular specialization before Work Immersion.

- The nominal duration of specialization for TVL shall be considered in crafting the delivery model of the school.

For other tracks:

- Accounting, Business and Management (ABM) learners may have Business Enterprise Simulation
- Humanities and Social Science Strand (HUMSS) learners may take Culminating Activity
- Science, Technology, Engineering and Mathematics (STEM) learners may take Research/Capstone Project
- General Academic Strand (GAS) learners may take Research/Capstone Project or Culminating Activity
- For Sports Track, learners may take Apprenticeship (off – campus)
- For Arts and Design Track, learners may take Performing Arts for Production or Exhibit for Arts Production

However, due to the ongoing Covid-19 pandemic, the learners' physical attendance in school is prohibited. Consequently, the implementation of Work Immersion given above is greatly affected. Hence, the Office of Undersecretary set another guideline stipulated in **Memorandum DM-CI-2020-00085** specifically for this school year 2020-2021. Varying suggested activities for all tracks guided by Most Essential Competencies (MELCs) are provided.

The activities in all tracks can be performed in different **schemes** which include **in-school, home-based, community-based, and school industry partnership.**

Whatever scheme is used, all lessons and activities of Work Immersion or its equivalent shall be delivered using different modalities applicable to the specific track, strand, learners and schools.

To get more oriented with these schemes, your Work Immersion Teacher together with the Focal Person, Grade level Chairman and Principal will meet you together with your parent via online platform. Your Work Immersion Teacher or your previous adviser will send you a message and link for an online orientation. This will be done on the 1st week of second semester.

What will be the topic they will discuss? Yes! They will explain how you will go about your Work Immersion using the above-mentioned schemes.

They will do the following:

1. Walkthrough of the Parts of the entire Work Immersion
2. Explanation of contextualized activity and scheme relevant to your track & strand (to be taken from the new issued Memorandum in response to the crisis)
3. Assessment
4. Other important matters/reminders regarding your Work Immersion
5. Open Forum where you and your parents can ask questions directly to the teachers or even to the principal.

To prepare for this online orientation, you can already download those apps for online meeting. When the message and link are given to you, you will just click it to open and join the meeting. Just remember to make your environment silent because every noise is heard by everyone in the meeting, so you need to turn off the microphone to avoid destruction to the speaker. Wait for further instructions.

For now, let's continue with our module.

Guided Activity:

Being a learner of Work Immersion, you must be familiar with the different terms and their definitions. **(Section 3 of DO No. 30, s 2017)**

Match the definitions below with the terms inside the box provided below:

- | |
|--|
| A. Partnership |
| B. Work Immersion |
| C. Partner Institution |
| D. Work Immersion Teacher |
| E. Memorandum of Agreement |
| F. Workplace Immersion Venue |
| G. School Partnership Focal Person |
| H. Work Immersion Partner Institution Supervisor |

1. Public or private institutions or organizations that are able and willing to lend their expertise and resources.
2. Refers to the subject of the Senior High School Curriculum, which involves hands-on experience or work simulation in which learners can apply their competencies and acquired knowledge relevant to their track.
3. The person authorized to seek partnerships between DepEd and institutions (DepEd Order 40, s. 2015).
4. The school personnel who is assigned to supervise the learners at the Work Immersion Venue in coordination with the Work Immersion Partner Institution Supervisor
5. A legally binding document, which spells out the specific terms and conditions between and among parties entering into partnership to implement a program, project or any other similar undertakings.
6. The place where work immersion is conducted. It shall conform to the law and the rules and regulations on safety, appropriateness for learning, and availability of facilities and equipment which are issued by the DepEd (DO 40, s 2015.)
7. The counterpart of the Work Immersion Teacher and may also be the representative of the partner institution in forging partnership with DepEd schools.
8. The relationship between the partner institution and the school, or any office of DepEd (Central, Regional or Division) that responds to the needs of K to 12 program in general, and Senior High School in particular, which is formalized through a Memorandum of Agreement. Kindly check your answers.

Answers:

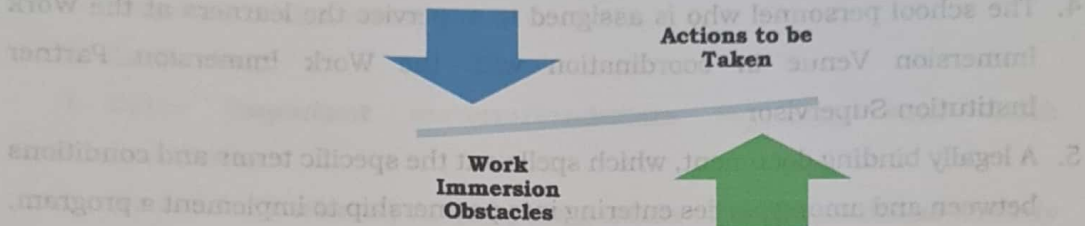
- | | | | |
|------|------|------|------|
| 1. C | 3. G | 5. E | 7. P |
| 2. B | 4. D | 6. F | 8. A |

So remember those terms and their definitions since we will use them in our work immersion. To see how you will respond to the following reflective questions, answer the next activity.



ACTIVITIES

Activity 1: Leverage



1. List down 3-5 potential obstacles you may encounter on Work Immersion?
2. What actions can you do to overcome the obstacles? You may use an appropriate graphic organizer to show your listed obstacles with the corresponding actions to overcome them.
3. If you would be given the chance to experience an actual work in a work immersion venue in your barangay suited for your track and strand, what could it be and why do you think you should be deployed there? Briefly explain your answer in one (1) paragraph.

Activity 2: Modified True or False

Directions: Write T if the statement is true and F if it is false. If your answer is false, write the word that makes it wrong then change it to make the statement correct. Use the same piece of paper (Activity 1) for answering.

1. Having failed in the Work immersion, a learner can still join the graduation.
2. We can refer to the Memorandum DM-CI-00085 whenever we want to clarify the model used by the ABM students in this time of crisis.
3. The Memorandum of Agreement is signed by the Work Immersion Teacher and authorized personnel from the company.
4. It is only the Work Immersion adviser who can monitor your Home-based Work Immersion.
5. Learners can achieve the prescribed competencies for Work Immersion though they are not deployed in a Work Immersion Venue.

Activity 3: Get Ready!

Directions: With your parent or guardian, fill up the **Immersion Parent's Consent Form** attached here on this Self-Learning Module. Take a photo of it and send it to your Work Immersion Teacher. For those who could hardly send it, request your parent/guardian to personally hand-in it to your teacher in school or drop in the designated drop box in the school.



WRAP - UP

Accomplish this graphic organizer by writing what you have learned, your reflection, and your action/s based on what you have learned and realized.



VALUING

In this time of crisis, our regular physical attendance in our school most especially our Work Immersion is affected. According to our DepEd secretary and undersecretaries, schooling should not be stopped. So, they plan and implement different delivery modes of learning.

As learners, what should you demonstrate to help yourself and our educators make the education successful during the time of crisis?



POSTTEST

Directions: Choose the letter of the correct answer. Use the same sheet of paper for your answers.

1. Which does not belong to the rationale of Work Immersion?
 - A. for employment simulation
 - B. to become familiar with the work place
 - C. to be given opportunity to stay in offices
 - D. to apply their competencies in areas of specialization/applied subjects in authentic work environments.
2. How many schemes are given for this year's Work Immersion?
 - A. 3
 - B. 4
 - C. 5
 - D. 6
3. Which is **not** true for Work immersion?
 - A. Work Immersion requires parental consent.
 - B. 80 hours is the minimum hours for the Work Immersion.
 - C. All Immersion learners shall be given allowances by the work immersion venue.
 - D. Partner Institutions and Work Immersion Venues shall be selected only after thorough study, screening and preparation to ensure that each venue is a safe, secure, and suitable place for learning.
4. Which of the DepEd Orders/memorandum stipulates the clarification of Work Immersion?
 - A. Dep Ed Order No. 40, s. 2015
 - B. Dep Ed Order No. 30, s. 2017

- C. Dep Ed Order No. 39, s. 2018
- D. Memorandum DM-CI-2020-00085
- 5. Imagine, one day you were left alone by your Work Immersion supervisor; but you accidentally and secretly break any equipment you are using. How would you solve this problem?
 - A. I will try to fix it secretly.
 - B. I will just keep it to myself.
 - C. I will only inform my best friend or classmate about it.
 - D. I will honestly inform my Immersion Supervisor and tell him I will replace or pay for it.

REFERENCES

- Dep-Ed Order No. 30, s. 2017, Guidelines for Work Immersion, June 5, 2017.
- Dep Ed Order No. 039, s. 2018, Clarification and Additional Information to Dep Ed Order No. 30, s. 2017 (Guidelines for Work Immersion)
- Dep Ed Order No. 40, series of 2015, Guidelines on K-12 Partnerships
- Memorandum DM-CI-2020-00085, Guidelines on Work Immersion during Crisis Situation, CSSDD-O-1956-OUCI-SHS Work, June 2, 2020