



Republic of the Philippines  
Department of Education  
Region VII – CENTRAL VISAYAS  
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division  
Superintendent

April 06, 2021

**DIVISION MEMORANDUM**

No. 213, s. 2021

**GUIDELINES FOR WORK IMMERSION IMPLEMENTATION DURING CRISIS SITUATION**

**To: Public Schools District Supervisors  
All Others Concerned**

1. Attached is a memorandum from Usec. DIOSDADO M. SAN ANTONIO, Undersecretary, Office of the Undersecretary for Curriculum and Instruction (DM-CI-2020-00085) and Regional Memorandum No. 0310 s. 2020, informing the field of the Guidelines for Work Immersion Implementation during crisis situation.
2. For more details, refer to the suggested activities per track and specialization.
3. Immediate and wide dissemination of this Memorandum is desired.

  
**BIANITO A. DAGATAN EdD CESO V**  
Schools Division Superintendent 





Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

JAN 23 2021

**REGIONAL MEMORANDUM**

No. 0039 s. 2021

**GUIDELINES FOR WORK IMMERSION IMPLEMENTATION  
DURING CRISIS SITUATION**

**To: Schools Division Superintendents  
Asst. Schools Division Superintendents  
All Others Concerned**

1. Attached is DM-CI-2020-00085 entitled "Guidelines for Work Immersion Implementation during Crisis Situation" from the Office of Curriculum and Instruction (CI) reiterating the basis for the Work Immersion of all Senior High Schools for School Year 2020-2021 unless sooner repealed, amended, or rescinded based on the continuing changes in the national situation.
2. For more details, refer to the attached communication.
3. Immediate dissemination of, and compliance with this Memorandum is directed.

**SALUSTIANO T. JIMENEZ, JD, EdD, CESO V**  
Director III  
OIC - Office of the Regional Director

Encl.: As Stated  
References: As Stated  
To be indicated in the Perpetual Index  
under the following subjects:

GUIDELINES  
IMPLEMENTATION  
WORK IMMERSION

STJ/CAE/MJCD/rvv  
CLMD '21



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Republic of the Philippines  
**Department of Education**  
DepEd Complex, Meralco Avenue, Pasig City 1600

*Office of the Undersecretary for Curriculum and Instruction*

BCD-CSDD-O-2020-1956

**MEMORANDUM**  
**DM-CI-2020-00085**

To : **Bureau Directors**  
**Regional Directors**  
**Minister, Basic, Higher, and Technical Education, BARMM**  
**Schools Division Superintendents**  
**Public and Private Elementary and Secondary School Heads**  
**All Others Concerned**

From :   
**DIOSDADO M. SAN ANTONIO**  
Undersecretary

Subject : **GUIDELINES FOR WORK IMMERSION**  
**IMPLEMENTATION DURING CRISIS SITUATION**

Date : **June 2, 2020**

The Office of Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD), issues these guidelines as basis for the Work Immersion implementation of all senior high schools during crisis situation.

The ongoing COVID-19 pandemic has caused massive disruption in the education sector. In the context of basic education, crisis is a condition in which the regular operation of schools including the relevant offices in the division, region, and central levels is suspended; and its learners' physical attendance in school is prohibited or limited.

In the Senior High School, the implementation of Work Immersion, which is a required subject for the Technical-Vocational-Livelihood (TVL) track is assumed to be severely affected in this scenario. However, learning should not stop even during crisis situations. While limitations for learners and schools are recognized, the Department should take a proactive stance in anticipating and planning for various service delivery conditions.

Work Immersion (WI) aims to provide SHS learners with opportunities to

familiarize themselves with the workplace; to simulate employment; and to apply their competencies in areas of specialization/applied subjects in authentic work environments. However, its implementation must be flexible enough to fit the complex setup and needs of learners, schools and partner institutions in the country.

Since schools are tasked to create their own class program per school year, it is highly suggested that Grade 12 TVL track learners be prioritized to undergo Work Immersion while other grade levels take other subjects and undergo Work Immersion when normal condition resumes.

These Guidelines will only take effect within the School Year **2020-2021** for all senior high schools unless sooner repealed, amended, or rescinded based on the continuing changes in the national situation.

Immediate dissemination of and strict compliance with this Order is directed.

## Annex 1

As stipulated in DepEd Order No. 39, s. 2018 entitled Clarification and Additional Information to DepEd Order No. 30, s. 2017 (Guidelines on Work Immersion), Work Immersion is a requirement for TVL track while it is optional for Academic, Arts and Design, and Sports tracks.

For Academic Track, the following suggested activities guided by the attached MELCs are provided:

Accountancy, Business and Management (ABM)	<p>This subject integrates all the key concepts and processes of Accountancy, Business and Management (ABM) as applied in real-life activities following the business cycle: business opportunity search, product/service development, business formation and organization, business implementation and control, business wind-up, and relevant management reporting in the context of ethical standard and social responsibility. Technologies are used in a business enterprise as appropriate.</p> <p>In the culminating of the course, the school has the following options for the team of students based on the Most Essential Learning Competencies:</p> <p>* <b>Model A</b>– Simulation or operation of a micro business enterprise in the Barangay</p> <p>The class will be divided into groups with 10 members each.</p> <p>The teachers will conduct pre-business simulation orientation to all students about the following:</p> <ul style="list-style-type: none"><li>• Planning, establishment, and operation of micro business enterprise</li><li>• Required documents<ul style="list-style-type: none"><li>- Product or Service Feasibility Report</li><li>- Business Plan</li><li>- Parent's Consent</li><li>- Barangay Business Permit</li><li>- Business Report</li></ul></li><li>• Inspection of business simulation</li><li>• Post-business Simulation Requirements</li><li>• Computation of Grades</li></ul> <p>Let each group do research on and analysis of business opportunities present in their community by considering the following:</p> <ul style="list-style-type: none"><li>- Scanning of business opportunities</li><li>- Employing appropriate framework and</li></ul>
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- analysis for product or service feasibility
- Appropriate methodology for determining the demand and market feasibility
- Group conclusion and recommendation

Ask the group to prepare a business plan, underscoring the following:

- Strategic Plan and Competition Strategy
- Marketing Plan
- Operating Plan
- Financial Plan ( *the business fund shall be collected from equal contribution of each member of the group* )

Let each group operate the micro business (including the production of goods/preparation of services) within 10 Saturdays (8 hours per Saturday) on the site approved by the Barangay.

For the security of the students, the business will be established in the nearest location and common to all the members.

The barangay kagawad/tanod will be requested to check the security of all groups in the Barangay during the period of business simulation.

Every Saturday, the inspection team composed of the following, will check the operation business using the prepared evaluation tool:

- Barangay kagawad/tanod in charge of ensuring the security of all groups in the Barangay during the period of business simulation
- ABM Teacher
- Other ABM Teacher/s
- Other barangay kagawad/tanod

*(\*the number of hours spent by ABM teacher/s in the inspection is computed as part of the regular teaching load)*

Let each group discuss and record the transactions, sales, and experiences of the group.

After the business simulation proper, the Business Simulation Conference will be conducted by the Accountancy and Business Department. Each group shall participate and showcase their 15-minute presentation.

**\* Model B**–Taking part in the operation of an existing business for a community with an industry partnership

The class will be divided into groups with 5 members each.

The teachers will conduct pre-business simulation orientation to all students

- Planning, establishment, and operation of micro business enterprise
- Required documents
  - Product or Service Feasibility Report
  - Business Plan
  - Parent's Consent
  - Barangay Business Permit
  - Business Report

Let each group do research on and analysis of business opportunities present in their community by considering the following:

- Scanning of business opportunities
- Employing appropriate framework and analysis for product or service feasibility
- Appropriate methodology for determining the demand and market feasibility
- Group conclusion and recommendation

Let each group identify which of the existing businesses within the community operate and address such demand.

The groups shall then decide which of these business have met the following criteria for business simulation:

- Duly registered/recognized by any accrediting government agency
- Established business with 3 years minimum of operation
- Has good reputation and conducive for business simulation
- Operates within nearby residence of the members of the group
- Willing to partner with the DepEd school through a Memorandum of Agreement

The Business company shall be selected only after thorough study, screening, and preparation to ensure that each venue is a safe, secure, and suitable place for learning.

All applicable safety guidelines of Department of Education (DepEd), Department of Labor and Employment (DOLE), and the business company relevant to basic education shall apply.

Let each group observe the company operation in terms of the following:

- Strategic plan and competition strategy
- Marketing Plan
- Operating Plan
- Financial Plan

*(\*the business fund shall be collected from equal contribution of each member of the group )*

- Actual Business Operation

Let each group take part in the identified business within 9 Saturdays (8 hours per Saturday).

Each group shall discuss and record the transaction, sales, and experiences of the group.

After taking part in the actual business operation, each group will be given 15 minutes to present their journey in the Business Simulation Conference to be conducted by the Accountancy and Business Department of the school.

\*The other details of Model A and B are subject to the discretion of implementing schools.

On the other hand, due to inevitable challenges or problems caused by the recent COVID-19 pandemic, and the probability of seasonal implementation of community quarantines (as the need arises), schools may opt to employ:

**\*Model C** – Online selling or online business simulation for ABM students especially when a lockdown is being implemented in the community

The aforementioned models need to follow the Most Essential Learning Competencies (MELCs) which are derived from the curriculum guide of Business Simulation and the expected output for the enabling tasks/activities and the business simulation proper.

	<p>Below are the other activities/ Best Small Business Ideas for High School Students in 2020 cited by ProfitableVenture.com (available at <a href="https://www.profitableventure.com/business-ideas-high-school-students/">https://www.profitableventure.com/business-ideas-high-school-students/</a>):</p> <ol style="list-style-type: none"> <li>1. Start an errand running service</li> <li>2. Become a moving assistant</li> <li>3. Become a scrapbooker</li> <li>4. Offer homecheckservice</li> <li>5. Become a personal shopper</li> <li>6. Become a holiday decorator</li> <li>7. Become a garage sale organizer</li> <li>8. Start gift wrapping services</li> <li>9. Start a candle making business</li> <li>10. Start a logo creation business</li> <li>11. Sell seasonal goods online</li> <li>12. Set up a social media consulting business</li> <li>13. Start a web design service</li> <li>14. Make how-to videos</li> <li>15. Be a blogger</li> <li>16. Bake and selldog treats</li> <li>17. Start a computer service</li> <li>18. Be a cake decorator</li> <li>19. Provide car wash services</li> <li>20. Start a photography business</li> <li>21. Bake and sell cookies</li> <li>22. Provide editing or proofreading services</li> </ol> <p><b>Model D</b> Drafting a business proposal employing the different analysis tools like SWOT and appropriate in the current condition of their locality</p>
<p>Science, Technology, Engineering, and Mathematics (STEM)</p> <p><b>Capstone Project</b></p>	<p>In lieu of the Work Immersion, a Capstone Project may be done by SHS learners under the Science, Technology, Engineering, and Mathematics (STEM). The following guidelines shall be observed:</p> <ol style="list-style-type: none"> <li>a. The SHS learner may have the option to choose the topic related to his/her specialization.</li> <li>b. The SHS learner is encouraged to relate the project to home or community issues, and to integrate these to outside-of-school learning</li> </ol>

experiences. Hence, the project should encourage learners to think critically, solve challenging problems, and develop skills that will prepare them for college, work, and adult life.

c. The SHS learner must consider the following in crafting their research:

1. Deriving the research problem, which must be contextualized according to the learners' current situation;
2. Reviewing related literature and/or studies;
3. Designing methods/ways of understanding;
4. Collecting, analyzing, and interpreting data;
5. Reporting the findings

d. It should be clear to the SHS learners that the outputs would be limited to what the learners and the school are equipped with, which may be different from the research that they would like to do. It should be noted also that they may be working on a limited support for conducting tests requiring research centers.

e. The SHS learner must maintain a portfolio of findings or results, create a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, for example), and submit a prerecorded video presentation or conduct a liveonline presentation on the project to a panel of teachers, experts, and community members who shall collectively evaluate the quality of the output submitted.

f. Here are some examples of capstone project ideas:

- Community-based projects
- Math investigation (e.g., providing and formulating theories) which is basically more on library research
- Document analysis
- Robotics or ICT projects

<p>Humanities and Social Sciences (HumSS) Strand and General Academic Strand(GAS)</p> <p><b>Culminating Activity</b></p>	<p>This subject is designed to provide students the opportunity to integrate their learning in the different learning areas of the humanities and social sciences through a creative culminating activity. It focuses on the exhibitions/exhibits of authentic products and performances as evidence of their learning in the humanities and social sciences.</p> <p>In consideration of the current limitations, the following maybe undertaken by the schools:</p> <ol style="list-style-type: none"> <li>1. Teachers must program the activities of learners where they can perform the learning competencies within the confines of their home.</li> <li>2. Since the subject's performance standard is to <b>produce a creative portfolio</b> that will integrate their learning in specialized learning areas under humanities or social sciences, learners can be asked to: <ol style="list-style-type: none"> <li>a. create a plan to make their portfolio including its timeline, processes involved, and key concepts;</li> <li>b. write a concept paper that will encapsulate their learning in humanities or social sciences;</li> <li>c. write insights after each part of portfolio has been completed;</li> <li>d. compile all outputs to include in their portfolio; and</li> <li>e. write an overall reflection and learning based on the evaluation of their teachers which will be given based on the condition of the locality.</li> </ol> </li> </ol>
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### 3. **Schemes for the Conduct of Suggested Activities in Arts and Design, Sports, and TVL Tracks**

Employing the different learning modalities or blended learning approach which combines technology-based e-learning, distance learning, and traditional classroom-based methods, all schools shall ensure the acquisition of the academic requirements for SHS without sacrificing the standards of quality education, and safety and security of learners and teachers.

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

**In-School.** The school shall provide a mock environment given the available school facilities. Arrangements shall be made between the school management and parents/guardians. Guided by the learning competencies, SHS learners will perform the activities.

**Home-based.** The learners shall perform their activities at home but will be monitored regularly by the SHS teacher. This scheme is applicable only for learners with available materials, tools, or devices that can be used to demonstrate their competencies. Guided by the learning competencies, the teacher and learners need to select the activities to be performed.

**Community-based.** The school may arrange with the government and non-governmental organizations, such as local government unit or private sector, the necessary environment. They can participate in government's projects, community development activities, and other relevant community projects guided by the learning competencies.

**School and Industry Tie-up.** The school and partner institution shall arrange the needed environment of learners provided that physical distancing is observed at all times.

The suggested activities in Annex 1 are provided to guide the schools in implementing the different schemes. Schools may have different activities other than the ones presented in this DepEd Order.

In extreme situations where any of the four schemes are not applicable or in specializations such as maritime which cannot have a Work Immersion, schools may opt to ask the learners to develop micro scale business proposal/research for arts production or feasibility study (whichever is applicable and relevant to the tracks) guided by their teacher. The business/arts production proposal that was developed in Grade 10 (from SPTVE-implementing schools), in Grade 11, or in Grade 12 (Arts and Design Apprenticeship) shall be implemented but its context shall require less people involved, less movement, and no physical contact. This can be done at home or in school.

All lessons and activities of Work Immersion or its equivalent shall be delivered using different modalities applicable to the learners and schools.

Manual or online submission shall be arranged in consideration to the safety of learners and teachers with the help of the government and non-governmental organizations (if available).

Proper modification of learner's tasks and activities shall be implemented as deemed necessary based on the changes in the learners' condition and their locality.

All progress monitoring and evaluation, including submission of reports on the implementation of Work Immersion or its equivalent, shall be conducted using different modalities applicable and appropriate in all governance levels but still guided by the provision of DO 39, s. 2018.

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
<b>TVL</b>	Automotive Servicing	improve their health  Repair and maintenance of school vehicles, faculty-owned vehicles			
	Electronics and Computer System Servicing	<ul style="list-style-type: none"> <li>• Repair of appliances (electric fan, oven, television)</li> <li>• Repair and troubleshooting of desktop computers, laptops, mobile phones, and other electronic gadgets</li> </ul>			
	Electrical	<ul style="list-style-type: none"> <li>• Maintenance and repair of school facilities, lighting, and accessories</li> <li>• Rehabilitation of electrical wirings of laboratories and classrooms; repair and servicing of outlets and switches</li> <li>• Installation of solar power system</li> </ul>			
	Construction	<ul style="list-style-type: none"> <li>• Repair of classroom doors, windows, ceilings</li> <li>• Repair of waterways and sewerage system</li> </ul>			

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
		<ul style="list-style-type: none"> <li>• Refurbishment of dilapidated facilities</li> <li>• Construction and repair of tables, chairs, and cabinets</li> </ul>			
	Welding	<ul style="list-style-type: none"> <li>• Fabrication of security fence and grills, steel gate, and other metal fabrication</li> <li>• Repair of steel/iron chairs, tables, and window grills</li> </ul>			
	Crop Production, Organic Agriculture, Pest Management, Horticulture	<ul style="list-style-type: none"> <li>• Production of vegetables and root crops</li> <li>• Making organic fertilizers, pesticides</li> </ul>			
Fishery		Maintaining fish ponds			
Agriculture			<ul style="list-style-type: none"> <li>• Backyard farming for vegetables and root crops</li> <li>• Cut flower gardening</li> <li>• Orchids propagation</li> <li>• Dish gardening</li> </ul>		
Animal Production			<ul style="list-style-type: none"> <li>• Poultry and hog production</li> </ul>		

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
	Fishing Gear Repair and Maintenance		<ul style="list-style-type: none"> <li>• Egg production</li> <li>• Repair and/or maintenance of fishing gear</li> <li>• Making of fishing nets</li> </ul>		
	Food Processing		Processing and production of any crop, meat, and fish abound in the community		
	Cookery		<ul style="list-style-type: none"> <li>• Preparing and/or cooking demonstration like:               <ul style="list-style-type: none"> <li>- preparing sandwiches</li> <li>- preparing hot and cold meals</li> <li>- preparing desserts</li> <li>- cooking chicken menu</li> <li>- cooking pork, beef, and fish and marine products</li> </ul> </li> <li>• Developing a cookbook</li> <li>• Designing a lunch menu</li> </ul>		

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
	Bread and Pastry Production		for a whole day/week for hospitals  <ul style="list-style-type: none"> <li>• Designing a cake for a specific celebration</li> <li>• Baking tarts, cookies, cakes, and other bakery products by oven, bread toaster, or no cook process</li> </ul>		
	Food Processing		<ul style="list-style-type: none"> <li>• Preparing and processing fish product (smoke fish, etc.)</li> <li>• Processing by sugarconcentrate, e.g., jam, jellies, etc.</li> <li>• Processing meat products, e.g., tapa, tocino, longganisa, etc.</li> </ul>		
	Beauty Care - Nail Care - Hairdressing - Hand/Footspa		<ul style="list-style-type: none"> <li>• Manicure/ Pedicure Services</li> <li>• Massage</li> </ul>		

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			<p>Services</p> <ul style="list-style-type: none"> <li>• Hand/Footspa Services</li> <li>• Basic Haircutting Services</li> </ul>		
	<p>Garments, Dressmaking, Tailoring</p>		<ul style="list-style-type: none"> <li>• Designing and sewing Personal Protective Equipment for welders, frontline health workers, food servers</li> <li>• Designing an outfit/costume for a cultural presentation</li> </ul>		
	<p>Handicraft</p>		<p>Making novelty items out of available materials for specific purposes</p>		
	<p>Automotive Servicing/Motorcycle/Small Engine Servicing</p>		<p>Conducting home service repair of vehicles and motorcycles or outboard motor</p>		
	<p>Construction, Carpentry, Painting, Plumbing</p>		<ul style="list-style-type: none"> <li>• Repairing windows, doors, walls, ceilings</li> <li>• Designing tables,</li> </ul>		

**Annex 2: Matrix of Suggested Activities per track and specialization**

<b>Tracks</b>	<b>Specializations</b>	<b>In-School</b>	<b>Home-based</b>	<b>Community-based</b>	<b>School and Industry Tie-up</b>
			chairs • Repairing waterways, faucets, lavatory sinks, etc		
	DOMRAC		Repairing and maintaining refrigerators and airconditioning units		
	Electrical Installation and Maintenance		• Repairing domestic electrical lines • Installing domestic application of photovoltaic		
	Electronic Product Assembly and Servicing		Repairing appliances, e.g., electric fan, rice cooker		
	Computer System Servicing		Repairing and troubleshooting personal computer, laptop, cellphone, and other electronic computer devices		
	Illustration		• Computerized illustration of historical events • Computerized illustration of		

**Annex 2: Matrix of Suggested Activities per track and specialization**

Tracks	Specializations	In-School	Home-based	Community-based	School and Industry Tie-up
			PPE for hospitals, public schools, or any workplace		
	Technical Drafting		<ul style="list-style-type: none"> <li>• Designing an isolation or quarantine area</li> <li>• Designing a storage area for agricultural products</li> </ul>		
Broadband	Installation- Fixed Wireless Systems (NC II)		Drafting a business plan to establish online website for installation		
Telecom OSP and Subscriber Line	Installation- Copper Cable/ POTS and DSL (NC II)		services. This can be done as a group or individual project.		
Telecom OSP	Installation- Fiber Optic Cable (NC II)				
Broadband	Installation- Fixed Wireless Systems (NC II)		Developing an information material of a particular topic of interest based on video and audio recordings. Topics can be context-specific		
Telecom OSP and Subscriber Line	Installation- Copper Cable/ POTS and DSL (NC II)				

NOTE: Since Information and Communication Technology (ICT) specialization can be catered through Work Immersion partner institution, the activities can be programmed by the Work Immersion Teacher and Partner Institution supervisor. In case partner institution is not available, the suggested activities may be given to learners.



QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
	<ul style="list-style-type: none"> <li>ii. pictures of work site and nonwritten output/ projects with captions</li> <li>iii. illustrations of activities performed (as needed)</li> <li>iv. weekly diary (narrative/ account of learnings and achievements, issues faced and corresponding resolutions)</li> <li>v. sample written output (if any)</li> <li>vi. Work Immersion highlights</li> <li>vii. other relevant pictures/ documents</li> <li>b. When to update content</li> <li>c. Portfolio packaging</li> <li>d. Portfolio submission at the end of Work Immersion</li> </ul>			
II. Immersion Proper  A. Appreciating management processes by observing, identifying and describing the following: <ul style="list-style-type: none"> <li>1. Nature of the business</li> <li>2. Description of the products/services</li> <li>3. Target clientele</li> <li>4. Organizational structure</li> <li>5. Company rules and regulations</li> </ul>	The teacher: <ul style="list-style-type: none"> <li>1. coordinates with the organization/ establishment/parents or concerned parties</li> <li>2. monitors the students' progress</li> <li>3. provides interventions for students, if necessary</li> <li>4. provides general supervision to the students</li> </ul>	<ul style="list-style-type: none"> <li>1. written narrative on the profile of the company/ business establishment, or setting of Work Immersion (may contain charts, photos, or illustrations)</li> <li>2. written report on the activities performed</li> <li>3. supervisor or</li> </ul>	Number of hours may vary based on the learner's activities	

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
			<p>teacher's rating (whichever is applicable) organizational chart (if applicable)</p> <p>4.</p>	
	<p>B. Appreciating business processes by observing and participating in Safety/ Production/Maintenance/Quality Control/Quality Assurance/Customer Satisfaction/Housekeeping/Hygiene and others</p>	<p>The teacher:</p> <ol style="list-style-type: none"> <li>1. coordinates with the organization/ establishments/parents or concerned parties</li> <li>2. monitors the students' progress</li> <li>3. provides interventions for students, if necessary</li> <li>4. provides general supervision to the students</li> </ol>	<ol style="list-style-type: none"> <li>1. written narrative on the business processes of the company/establishment/Work Immersion setting (may contain charts, photos or illustrations)</li> <li>2. written report on the activities performed</li> <li>5. supervisor or teacher's rating (whichever is applicable)</li> <li>6. business process flow chart/s</li> </ol>	

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
	<p>C. Applying skills learned and proper values acquired in school</p>	<p>The teacher:</p> <ol style="list-style-type: none"> <li>1. coordinates with the business organization/establishment/parents or concerned parties</li> <li>2. monitors the students' progress</li> <li>3. provides interventions for students, if necessary</li> <li>4. provides general supervision to the student</li> </ol>	<ol style="list-style-type: none"> <li>1. daily tasks record</li> <li>2. supervisor's rating</li> <li>3. written narrative of what the student learned</li> <li>4. photos or illustrations</li> </ol>	
<p>III. Post Immersion</p> <p>Evaluating the Work Immersion experience by:</p> <ol style="list-style-type: none"> <li>1. presenting a portfolio with weekly diary entries</li> <li>2. comparing and contrasting school and work application of skill, knowledge, and attitudes</li> <li>3. writing an updated résumé</li> <li>4. reflecting on their Work Immersion experiences</li> </ol>		<p>The teacher:</p> <ol style="list-style-type: none"> <li>1. guides the student in submitting their portfolio</li> <li>2. evaluates the organization/establishment/Work Immersion setting that provided the Immersion venue</li> <li>3. guides students in updating their résumé</li> <li>4. guides students in reflecting about their work immersion experience</li> </ol>	<ol style="list-style-type: none"> <li>1. portfolio             <ol style="list-style-type: none"> <li>a. accomplished forms</li> <li>b. pictures of work site and nonwritten output/projects with captions</li> <li>c. illustrations of activities performed (as needed)</li> <li>d. weekly diary (narrative/account of learnings and achievements, issues faced and corresponding</li> </ol> </li> </ol>	<p>1 week</p>

QUARTER	OBJECTIVES/ LEARNING AREA	TEACHER'S ACTIVITY	LEARNER'S OUPUT	Duration
			resolutions) e. sample written output (if any) f. Work Immersion highlights g. other relevant pictures/ documents 2. gallery 3. updated résumé 4. reflection paper	