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Prep, Position, Propel!

A Career Development
for Children (CD4C)
Toolkit

for Grade 1

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SEAMEO INNOTECH
Commonwealth Ave., Diliman, Quezon City 1101, Philippines
Contact: info@seameo-innotech.org
www.seameo-innotech.org

Philippine Department of Education (DepEd)
Meralco Avenue, Pasig City 1600, Philippines
Contact: blss.lfd@deped.gov.ph
www.deped.gov.ph

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Lead Authors: Leonor E. Diaz, PhD and Mary Grace D. Espinosa, RGC

Contributing Authors: Lauren Nerisse S. Bautista and Emmy Anne B. Yanga-Domingo

CD4C Technical Working Group (TWG)

- **DepEd Youth Formation Division (YFD):** Rovin James F. Canja, Gina Lopez-Cruz, EdD, Clarence S. Canton, Clare Michelle I. Paclibar, and Jemalyn V. Aceveda
- **DepEd Bureau of Curriculum and Development (BCD):** Jona Kristen M. Valdez and Sheena Jade M. Pantoja
- **INNOTECH:** Diosdado M. San Antonio, PhD, Lauren Nerisse S. Bautista, Emmy Anne B. Yanga-Domingo, Charmie Marie A. Cardenas, Mary Margaret M. Crisostomo, and Joseph Ryan G. Lansangan, PhD

Copy Editor: Joanne B. Agbisit

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Foreword



Career development is a lifelong journey that begins early in childhood. Between Kindergarten and Grade 3, children begin to form their self-concept, aspirations, and understanding of work that shape their futures. Aligned with its vision of empowering learners into the changemakers of tomorrow, SEAMEO INNOTECH champions initiatives that nurture this foundation from the earliest years of schooling.

Yet more than a decade into the K to 12 reform, a persistent job-skills mismatch continues to challenge the Philippine workforce. Our national study of more than 4,000 elementary-level guidance implementers revealed that while over 90 percent endorse early, intentional career development, fewer than half of schools offer career guidance activities at key stage 1. This gap between belief and practice underscores the urgent need for developmentally appropriate resources for our youngest learners.

The Career Development for Children (CD4C) Toolkit responds to that call. Developed in partnership with the Department of Education (DepEd), it is the product of a research and development process—from a national diagnostic study to pilot testing in Philippine classrooms. Its play-based, experiential, and inclusive activities help children discover their talents, appreciate the dignity of work in their communities, and imagine possibilities beyond gender and circumstance.

Every peso and hour invested in early career awareness is an investment in the nation's human capital. As a catalyst of innovation and technology transforming education in Southeast Asia, INNOTECH is committed to working with DepEd, development partners, educators, and families to bring this Toolkit to life in every Filipino classroom.

Majah-Leah V. Ravago, PhD

Centre Director and Chief Executive
SEAMEO INNOTECH



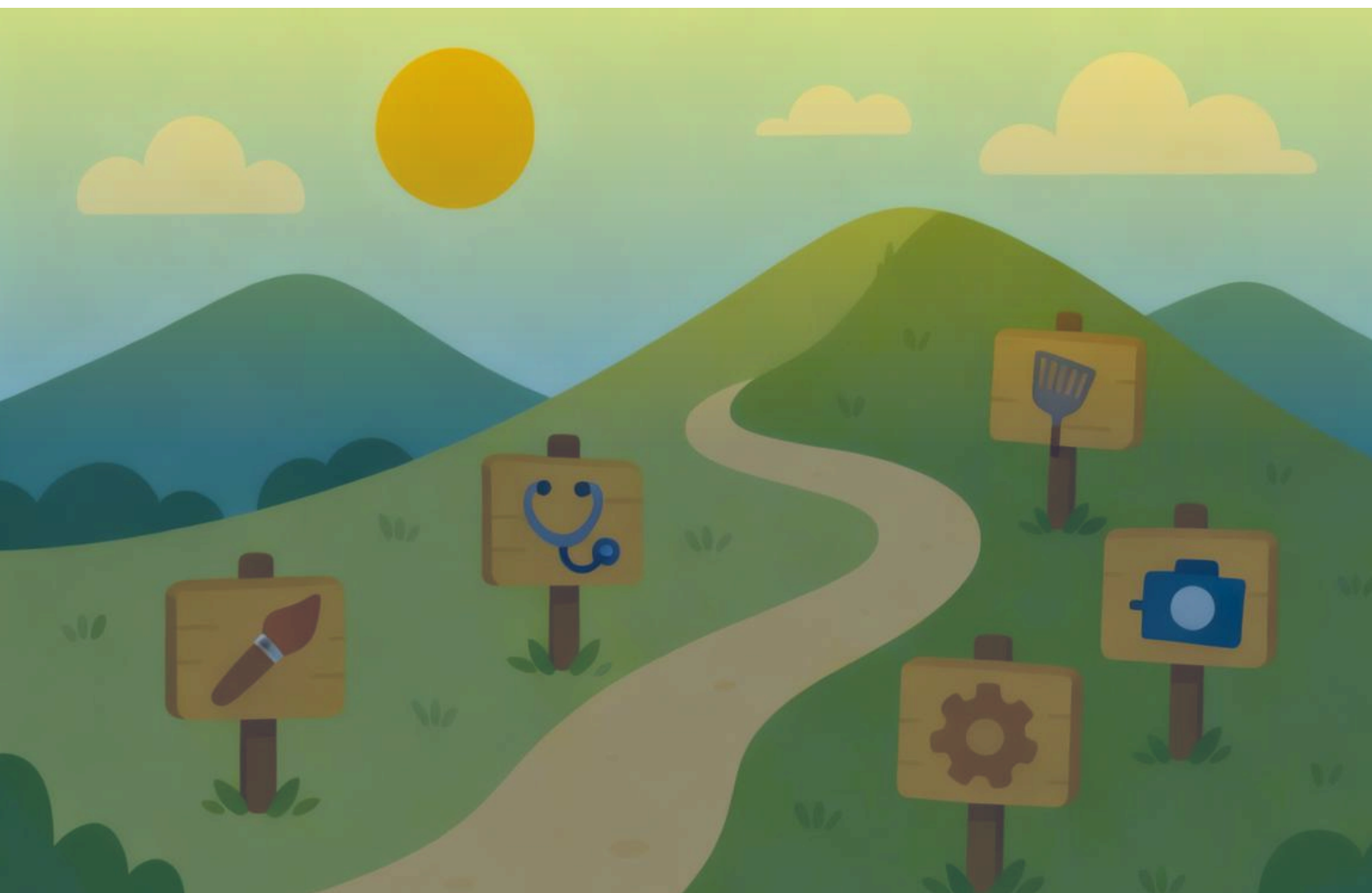
Introduction

Research shows that career-related learning begins early in childhood (Education and Employers, 2018; Institute of Medicine & National Research Council, 2015). Exposure to various professions at a young age can significantly raise children's awareness and shape their aspirations for the future. Career concepts introduced at an early age can lay the foundation for informed career choices and transitions later in life.

The National Association for the Education of Young Children (NAEYC, 2020) highlights early childhood education's vital role in developing foundational academic skills and fostering social and emotional growth, including understanding future opportunities. Introducing career concepts in a playful, strength-based, and engaging way will spark children's curiosity, encourage them to explore their varied interests, and develop essential skills, such as self-awareness, problem-solving, collaboration, and creativity.

This Toolkit is tailored to effectively assist schools and educators in introducing children to the concept of careers and making them mindful of jobs in their midst. Drawing attention to jobs that touch their daily lives—such as teachers, doctors, cops, or storekeepers—is a practical way of making career concepts relatable. The Toolkit likewise aims to make children aware of jobs that are considered nonformal or often go unrecognized, such as housework and caregiving, but are equally important.

The Toolkit also seeks to highlight the value of jobs—why jobs exist. It will stress that careers come in many forms and fulfill different purposes, such as earning an income, contributing to the community, and pursuing one's vocation or passion.



While the Toolkit aims to familiarize children with a wide range of existing careers and jobs, it also emphasizes that pursuing a career is an adventure and a lifelong journey. It is about discovering what they enjoy and are good at, learning new skills, experiencing different jobs or roles, and exploring the many paths available. The Toolkit highlights that a career is something that should make one happy, confident, and fulfilled.

Understanding how young learners see the world around them is fundamental for introducing career concepts. Young learners form ideas about jobs and occupations from their everyday experiences, what they see at home, the stories they hear, the movies they watch, and even the games they play. Through these experiences, children start to develop perceptions about the world around them, including the wide range of career possibilities available.

These informal learning moments can be transformed into intentional and meaningful classroom activities that support career awareness from the earliest stages. Carefully planned activities open children's eyes to diverse occupations, igniting their interest and motivating them to explore what they might enjoy and excel at in the future. Through role play, career days, or engaging discussions about jobs in the community, young learners begin connecting classroom learning to real-world occupations, helping them appreciate the unique skills and qualities that different careers demand.

The Toolkit recognizes the role of schools and teachers in particular as powerful career advocates. Teachers can create early experiences that plant the seeds of curiosity about the world of work, build their confidence to ask and explore, shape their attitude toward work, and refute prevailing stereotypes and biases.

As teachers of key stage 1 learners (kindergarten to grade 3), you may sometimes feel or think that learners at this age are not yet ready for or interested in career-related activities. This Toolkit will show you otherwise. **We invite you to join us in creating a rich and imaginative environment where exploration thrives and young learners embark on an exciting career discovery journey!**



The CD4C Journey¹

The Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH), in collaboration with the Philippine Department of Education's (DepEd) Bureau of Learner Support Services-Youth Formation Division (BLSS-YFD) and the Bureau of Curriculum Development (BCD) launched the research and development (R&D) project, Career Development for Children (CD4C), in response to the growing recognition that career development is a lifelong, developmental process that begins early in childhood.

Over the years, DepEd has made significant strides in its Career Guidance Program (CGP), primarily focusing on secondary education, to empower learners in their senior high school track selection. However, research underscores the importance of introducing age-appropriate career development learning as early as key stage 1 to broaden children's aspirations, challenge gender and social stereotypes, foster foundational life and career skills, and connect the relevance of educational goals with occupational outcomes. While there are initiatives to cascade these efforts to younger learners, they do not appear to be part of a comprehensive framework or integrated into the existing curriculum. This CD4C project seeks to bridge this gap. Ultimately, the CD4C project aims to present a solution to the persistent challenges surrounding the school-to-work transition in the Philippines by laying an early foundation for career development.

INNOTECH initiated the CD4C project to respond to DepEd's request to develop career guidance teaching and learning resources for guidance implementers (i.e., guidance counselors and guidance designates) and teachers to equip kindergarten to grade 3 learners with age-appropriate career development competencies. The initiative builds on INNOTECH's previous support for DepEd's CGP through the Multiple Career Development Pathways (MCDP) Toolkit. It intends to support integrating career guidance more intentionally, starting in the early years and throughout basic education.

The project consists of two components. The research component aims to illuminate how elementary schools provide career development for key stage 1 learners and determine the needed teaching and learning resources. On the other hand, the development component focuses on developing career development resources specifically designed for key stage 1 learners.

^[1]SEAMEO INNOTECH. (2026). *Discussion Paper on Career Development for Children (CD4C) in Philippine Elementary Schools*. Quezon City: SEAMEO INNOTECH.

Insights from the CD4C Research

In 2024, the CD4C project team conducted a nationwide study. The study involved a survey of 4,007 career guidance implementers—one each from the participating elementary schools across all regions—and focus group discussions (FGDs) with guidance counselors and designates representing nine schools from various parts of the country. Research findings affirm what many Filipino guidance implementers have long recognized: that career development can and should begin in the early years. The findings likewise highlighted the challenges that schools typically face in implementing career guidance. The study participants' voices shaped not only the research conclusions but also the design of this Toolkit. The following section discusses the key findings from the research.

Shared Vision: Career Development for Children (CD4C)

Filipino elementary-level guidance implementers share a clear view of what career guidance in basic education should look like: it should begin early, be intentional, be grounded in the learner's context, and be gender-sensitive. At least nine in ten respondents agreed that career development for children is foundational, viewing it as essential for helping key stage 1 learners begin to develop self-awareness, understand the world of work, and form positive career attitudes.



Core beliefs — what implementers strongly agree on

94.3%



Young learners should begin to know about workers in their communities.

93.9%



Children should learn new skills that will help them in their future work.

93.7%



Young learners should start to talk about their future.

94.2%



Teachers have an influence on young learners' career development.



20.4%

Only about 1 in 5 implementers believed that schools do not need to influence children's career development because it unfolds naturally. This highlights the importance that implementers place on school-based career guidance and development initiatives.



Factors shaping career awareness

97.0%

agree that parents have an influence on the learner's career development.

92.2%

agree that the occupation of the parents influences the learner's career options.

96.8%

agree that parents should talk about their work with their children and family.

95.1%

agree that the environment where a young learner lives influences their job options.



Conclusion:

Schools must proactively guide career exploration to complement Filipino parents in articulating plans for their children's futures.



Gender stereotyping in career aspirations

66%

of the guidance implementers surveyed perceive young learners as ruling out careers they see as inappropriate for their gender. At the same time, 87% also believe learners see all jobs as open to everyone. This gap suggests that implementers may be describing what they hope is true rather than what they observe—and that gender stereotyping in children's aspirations deserves closer, more deliberate attention in the early years.



Career-Related Activities are Present, Albeit Limited

While the belief in early career development is strong, actual implementation varies. Research findings indicate that less than half (41%) of the participating schools provide career guidance activities at key stage 1.



Homeroom Guidance Program (HGP) — the main delivery vehicle

36.14%

of career guidance is delivered under the career development domain of HGP



HGP limitations commonly reported:



Content gaps



Guidance and teacher capacity



Limited resources



Time constraints



Subject areas where career learning is integrated

Kindergarten



Socio-Emotional Development



Language, Literacy & Communication



Physical Health and Motor Development

Grades 1–3

EsP (most common)

Araling Panlipunan (AP)

Filipino

English



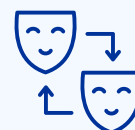
Career-related activities: Mostly informal, event-based, with limited classroom integration



Annual career days



Dress-up games



Role-playing activities

Implementers' Challenges

In many Philippine elementary schools, guidance implementers lead the delivery of career-related activities in basic education through the HGP, yet several challenges hinder their implementation.



The guidance counselor shortage

83%

of the guidance implementers surveyed are “guidance designates”—teachers who take on counseling duties on top of a full teaching load.



Student-to-guidance implementer ratio

National average based on INNOTECH study (2026) | 419:1

Average per school community based on INNOTECH study (2026)

Urban | **996:1**

Partially Urban | **611:1**

Rural | **280:1**

American School Counselor Association (ASCA) recommended | 250:1*

*student-to-guidance counselor ratio

Perceived Level of Career Awareness

Many aspects of the elementary school environment are associated with the perceived key stage 1 learners' overall attainment of career awareness. The study confirmed that, based on the perceptions reported by guidance implementers, contextual factors—in particular, school type and location, and the availability of identified resources—were associated with key stage 1 learners' level of career awareness.



What shapes career awareness in schools

Various contextual factors were examined for their relationship to perceived students' level of career awareness.



School location

Urban schools reported higher perceived level of career awareness than partially urban and rural schools.



School type

Mother schools generally demonstrated higher perceived level of career awareness than schools without annexes, annex schools, multigrade schools, and mobile schools.



Career development activities

Schools with available career development activities were positively related to having a higher perceived level of career awareness.



Guidance implementer

Schools represented by guidance counselors reported higher perceived levels of career awareness, particularly on key stage 1 learners' competencies related to early career exploration.



Student population

Student population is not associated with perceived level of career awareness.

Teaching Resources Make a Difference

Resource development must prioritize interactive instructional materials, such as manipulatives, activity sheets, multimedia materials, audio materials, and teacher guides. According to the findings, these consistently and significantly enhance perceived level of career awareness. Also, specific content formats are required, such as toolkits featuring child-friendly stories, ideally in local languages, and adequate printed activity sheet copies.

DepEd's HGP Career Development Domain

The CD4C research findings indicate the need to complement the career development domain of the Homeroom Guidance Program (HGP) with content that goes beyond linking learners' interests, skills, and aspirations to future occupations.

The evidence-based foundational career development topics include (1) self-awareness and confidence to help others, (2) transferable skills, (3) understanding life roles and their diversity and equity, and (4) exploring possibilities and breaking down social and gender stereotypes.

The research also recommends that career development competencies follow learner progression and vertical alignment and coherence, conforming with the principles of developmentally appropriate practice.

The CD4C Toolkit

The research findings on the current state of providing career development for children in Philippine elementary schools were not just collected for reflection. They directly informed the design and direction of this Toolkit. Careful consideration was given to the developmental characteristics of key stage 1 learners, who at this stage are naturally curious, active, and eager to explore. They optimally learn through hands-on activities, stories, play, and social interaction (Berk, 2022). Their concrete thinking thrives on examples directly linked to their immediate environment and experiences (Paris et al., 2019). While beginning to understand their identity and capabilities, they still require support in making connections between ideas (Santrock, 2019).

With this backdrop and anchored on the research findings, this Toolkit was designed with highlighting the importance of having the following features:

Context-Responsive. It recognizes that while some schools implement career-related activities at key stage 1, these efforts remain uneven and limited, making early career guidance a widespread challenge across elementary schools in the Philippines. Hence, this CD4C Toolkit was designed to be relevant and adaptable across various school types—whether a mother school, school without annexes, annex school, multigrade school, or mobile school—and location, whether located in urban, partially urban, or rural communities. While the CD4C Toolkit provides ready-to-use activities and resources, it is designed with flexibility in mind, enabling career guidance implementers to tailor its use based on young learners' unique needs, capacities, and developmental realities.

Developmentally Appropriate. This CD4C Toolkit addresses the finding that more than half of the topics in the career development domain of the HGP were perceived by guidance implementers as misaligned with appropriate grade levels. As a response, the Toolkit includes a clear learning progression in which the development of knowledge and skills is sequential and each level builds on the one before. It emphasizes vertical coherence by aligning learning objectives and activities across grade levels, promoting smooth transitions and cumulative understanding throughout the Toolkit. Such a developmentally appropriate shift in early career development reflects moving from future-oriented goal setting (i.e., linking talents directly to specific future careers) toward understanding the importance of every career or role and that jobs are made up of tasks, and developing foundational self-concept and transferable skills in this particular key stage.

Evidence-based School and Classroom Activities. Most career-related learning activities take place at the school-wide level or within homerooms or subject area classes, usually led by teachers or guidance designates. Accordingly, the suggested play-based activities are crafted for school-wide implementation and classroom use. Research findings point to the importance of prioritizing materials such as manipulatives, activity sheets, multimedia materials, audio materials, teacher guides, and role playing, as these consistently and significantly enhance career awareness of key stage 1 learners. Likewise, toolkits featuring child-friendly stories, ideally in local languages, must be prioritized to meet the urgent needs of implementers.

Career Learning Integration. A key innovation of this Toolkit is the smooth integration of activities into key stage 1 domain and subject lessons. The integration is structured to address the instructional misalignment finding that career development topics often consume insufficient HGP time and scope. When activities are connected to ongoing lesson themes, learners are more likely to make meaningful connections and retain what they learn (Drake & Burns, 2004). Integrated activities mirror real-life situations, where knowledge from different areas is applied together (Drake & Reid, 2018). This Toolkit allows integration at any point during lessons, provided they support and enhance learning objectives. Each lesson and event in this Toolkit includes a “Step-By-Step Procedure” and “Process Questions” to guide meaningful discussions, a highlighted “Must Know” concept linking learning to career awareness, and “Possibilities” for contextualizing or expanding lesson delivery. These elements make the Toolkit easy for even the busiest teachers to implement, embedding career development into everyday teaching.

Empowering Guidance Implementers. Since many guidance implementers and teachers are unfamiliar with the existing scope and approach of DepEd’s career guidance at the elementary level, this CD4C Toolkit clearly explains how each activity aligns with the HGP and broader DepEd K to 3 curriculum, showing how the lessons can easily be integrated into kindergarten domains and identified grade-level subject areas. This helps ensure that your work is not only effective but what you are doing is grounded in DepEd policies and curriculum standards.

Promotes Home-School Partnership. The CD4C research affirms strong agreement among guidance implementers that Filipino parents/caregivers play a significant role in a child’s construct of a career. The environment a child lives in shapes their understanding of job options and the extent to which parental occupations influence learners’ career choices. Accordingly, the CD4C Toolkit encourages conversations between children and their parents or caregivers and other family members through take-home activities. This helps extend learning beyond the classroom and creates opportunities for families to participate in their child’s early career exploration.

Leveraging Shared Beliefs. With implementers already aligned in valuing early career development, this CD4C Toolkit builds upon that shared foundation. Regardless of one’s role as a teacher, guidance designate, guidance counselor, or school head, the activities here are relevant, doable, and grounded in proven approaches to working with young learners.





Who Should Use the CD4C Toolkit

The CD4C Toolkit is designed to support you, Elementary School Career Guidance Implementers—whether you are a school head, guidance counselor, homeroom adviser, or teacher—in conducting and integrating career competency-based activities into your school and classroom.

The CD4C Toolkit is a practical companion to the existing resources of DepEd's HGP, a valuable supplement to the existing resource materials provided by DepEd, to help you plan and conduct career competency-based activities that are age-appropriate and meaningful for young learners.

How to Use the CD4C Toolkit

The CD4C Toolkit is organized into four main sections to guide your key stage 1 career guidance implementation journey. It begins with an overview of the **CD4C Framework Competency Guide**, which outlines the key domains and related competencies that shaped its development.

The following section, **Mapping the CD4C Competencies**, presents the CD4C competencies addressed by the activities and lessons offered in this Toolkit. This provides you with a broader perspective of the range of competencies addressed within the CD4C Framework.

Following this, you will find a collection of developmentally appropriate activities tailored for both school-wide and classroom settings. A detailed description and sample preparation guide will support you and your school in organizing **School-Wide Career Events (SWCEs)**. There are two activities for this purpose: the *Career Day Events* and the *Career Field Trips*. Meanwhile, seven (7) **Career-Related Class Lessons (CRCLs)** in this Toolkit are recommended for use throughout the school year. The classroom lessons are specifically designed for implementation during Homeroom Guidance sessions. Kindergarten advisers are empowered to integrate the CRCLs within the regular blocks of time during class sessions. Integration enhances student learning experiences by fostering deeper understanding, critical thinking, and real-world application of knowledge. A number of CRCLs are strategically designed to cover more than one learning domain and can be completed within one to three separate sessions.

The seven career-related class lessons are not intended to be followed in a strict, linear sequence. Instead, teachers are encouraged to use these flexibly, selecting and adapting them to best fit the needs and interests of their class. The following icons serve to guide you through each recommended event or lesson:



A **Capsule CD4C Framework** serves as a quick and explicit reference map to the domain/s, components, and learning competencies activated in each lesson.



Learning Competencies represent the specific knowledge, skills, and attitudes within the CD4C Framework that the key stage 1 learners are expected to develop through the lessons.



Domain indicates the learning domain or area where the lesson may be integrated. While primarily designed for Homeroom Guidance, lessons can also be adapted for other learning areas.



This identifies a lesson's **Target Objectives**.



Number of Sessions shows how many sessions are recommended to deliver the lesson effectively.



Materials are a list of the items needed to deliver the lesson, which may vary depending on the activity.



The **Step-By-Step Procedure** shows the process or instructions for conducting the activity.



Process Questions help emphasize and recap the key learning points for each lesson.



Must-Know information explains how the lesson relates to career development for children.



Possibilities allow flexibility to contextualize, expand, or offer alternatives in lesson delivery.



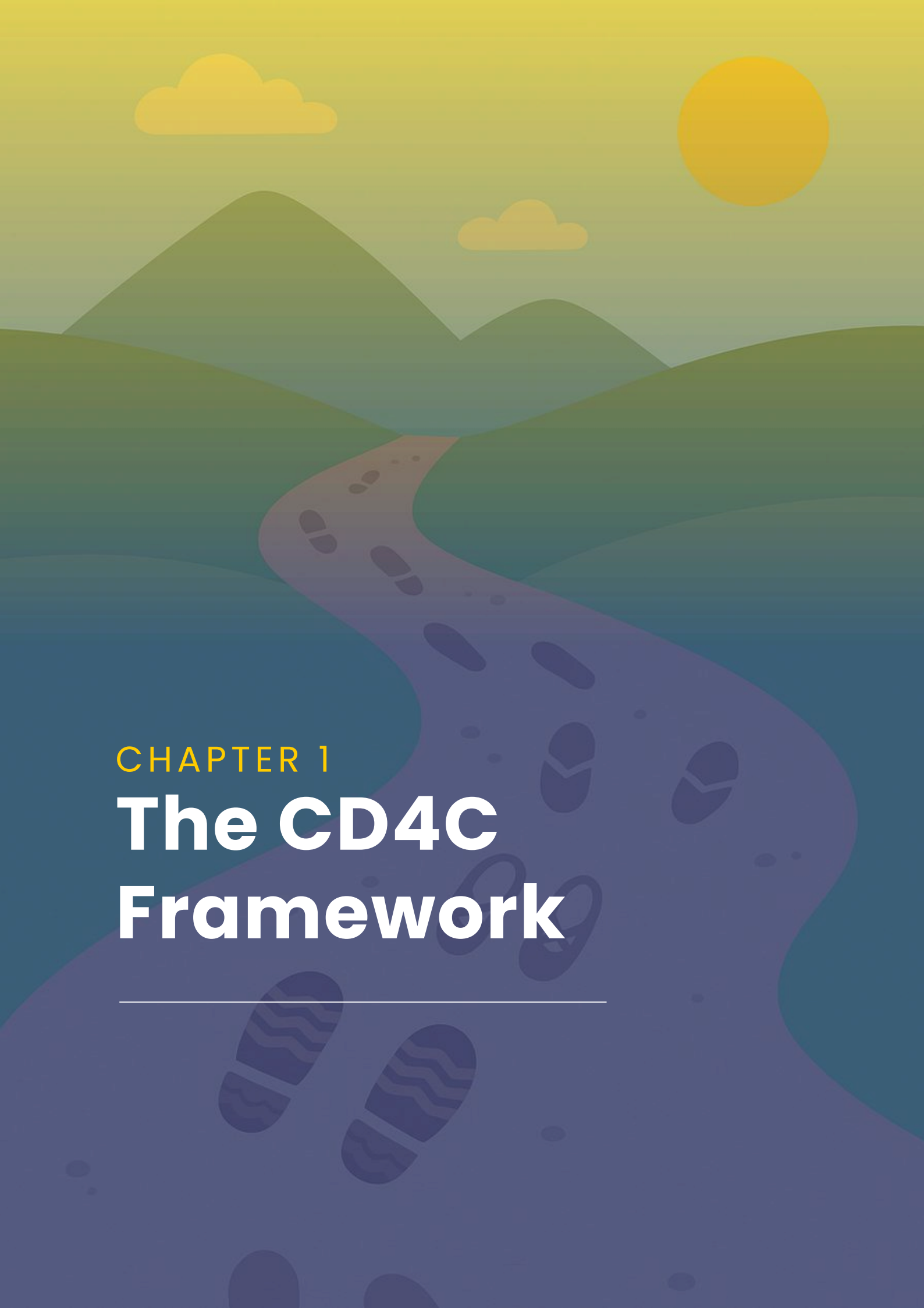
Home-School Opportunities encourage collaboration between teachers and families to reinforce learning, provide continuity, and engage parents/caregivers in school activities.



The **Word Bank** highlights key terms and concepts in the lesson, supporting learners as they explore the topic further.

This Toolkit features a set of manipulatives or hands-on learning tools that allow learners to interact physically with educational materials to understand abstract concepts more concretely, such as picture cards, posters, and worksheets. These resources facilitate a smooth and interactive delivery of group and class activities, making career exploration enjoyable and fun for young learners. Picture cards and posters cater to visual learning, promote active participation, and invite hands-on engagement.

While the Toolkit is written in English, it is best delivered in the classroom using the language your learners understand best. Thus, it will be necessary to contextualize or localize the lesson, including the terms and even the content, to your learners' experiences, language, and specific background.



CHAPTER 1

The CD4c Framework

Career Development for Children (CD4C) Framework for Key Stage 1

Career Development for Children (CD4C) Framework for Key Stage 1

- Identify ways to be safe and considerate of oneself and others
- Share hobbies, interests, favorites, talents, and strengths
- Demonstrate good manners and behavior
- Identify the rights and responsibilities of oneself and others, and promote inclusivity

Create Opportunities for Self and Others

- Self-Concept
- Interpersonal Skills
- Mental Health and Well-Being

Grow and Prepare for Life

- Adaptability
- Relevance of Learning
- Relevance of Skills
- Information, Media, and Technology Skills

- Participate in classroom activities
- Demonstrate positive interactions and collaboration
- Show readiness to navigate transitions and new experiences
- Demonstrate confidence through successes in learning

- Identify different roles of family members at home and in other settings
- Recognize diverse perspectives and social norms in various contexts
- Recognize the value and rewards of performing different roles
- Compare the contributions of different careers to communities

- Career Awareness
- Equity and Inclusivity
- Volunteerism

Balance Life and Work Roles

- Career Exploration
- Self-Management
- World of Work (Employment and Work Understanding)
 - Changes in the World of Work

Explore and Manage Possibilities

- Recognize that jobs are made up of tasks
- Demonstrate a positive attitude in dealing with different circumstances
- Explain how work helps individuals and communities
- Make mindful choices based on available information



^[2]This framework is designed from a careful review and analysis of the indicated references and Del Pilar, L. (2026).

References:

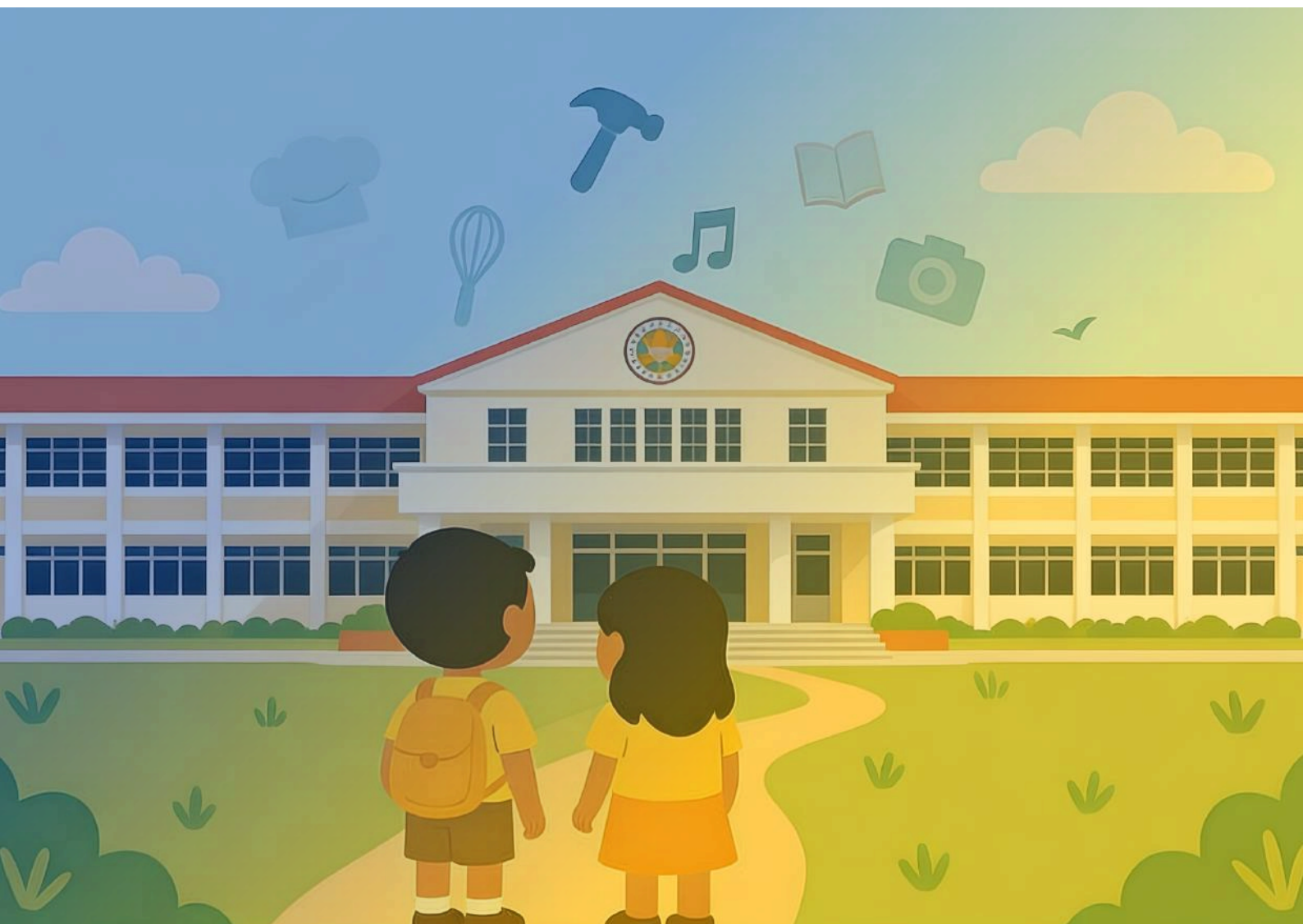
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SEAMEO INNOTECH. (2026). Discussion paper on career development for children (CD4C) in Philippine elementary schools. SEAMEO INNOTECH.

The CD4C Framework for Key Stage 1 learners is depicted through the metaphor of a five-piece puzzle—a familiar and engaging toy with numerous developmental benefits. Assembling a puzzle enhances a child's physical, cognitive, emotional, and motor skills. Similarly, this framework fosters holistic foundational competencies essential for early career awareness.

At the center of this puzzle, as shown in the preceding figure, lies the primary goal of the framework: to develop a “Career-Aware Learner” by the end of key stage 1. The image of the boy and girl within the circle, reaching upward, symbolizes the importance of guiding every child as they discover and become aware of different career possibilities. The six icons above them represent the range of available career pathways. This illustrates the diverse options children can explore with encouragement and exposure in the classroom. At this stage, students engage in learning experiences that enable them to observe, generalize, symbolize, and apply basic concepts across various real-life contexts (Working Draft of DepEd CGCP Framework, pp. 11–12, n.d.).



Additionally, the image of a boy and a girl in the middle of the puzzle powerfully symbolizes the significance of learner-centeredness in achieving the goal of developing a “Career-Aware Learner.” This means placing the child—the learner—at the heart of all learning activities as the career competencies are being addressed in the development of the Toolkit. It recognizes that every child is unique, coming with their own experiences, interests, abilities, and ways of understanding the world. By focusing on the learner, the Toolkit ensures that career awareness is relevant, engaging, and meaningful to them.

Each of the four outer puzzle pieces represents four interrelated domains of career education. As shown in the diagram, these four domains include the following:

Domain 1		Create Opportunities for Self and Others
Domain 2		Grow and Prepare for Life
Domain 3		Balance Life and Work Roles
Domain 4		Explore and Manage Possibilities

The four domains are viewed as critical elements that include key stage 1 domains and specific competencies aligned with the working draft of the DepEd’s Career Guidance and Counseling Program (CGCP) Framework. Likewise, these domains are adopted from the Life Career Development Program Model by Peñano-Ho (1989). The ultimate goal of DepEd’s CGCP is to produce a **Career-Conscious K to 12 graduate**. The CD4C Framework is designed to align with this general goal. For key stage 1 learners (Kindergarten to Grade 3), the primary focus is on **Career Awareness**—creating opportunities for learners to develop a broad understanding of themselves, others, and their environment. This highlights the central role of schools and educators in helping learners recognize their unique strengths, skills, and interests—and connecting them to a wide array of future opportunities.

Each outer blue and yellow puzzle piece represents a domain and lists three to four relevant components that encompass specific competencies to address the domain's development. The list on the outer section of each domain enumerates the covered competencies. Put together, the four domains with the accompanying components lead to the attainment of a career-aware learner by the end of key stage 1.

It is important to emphasize that career education should not be treated as a standalone initiative, but as a vital and integrated component of the overall curriculum. Since the goal for key stage 1 is awareness, the “puzzle” remains unfinished, representing the evolving nature of a child’s career development journey. The competencies developed at this stage are foundational and will continue to grow and evolve through Grade 12. Additional competencies can be introduced and strengthened later in the learner’s development.

Table 1 details the components and competencies for each of the CD4C Framework's four domains. The listed competencies for each domain in column 3 relate to the sets of accompanying components in column 2. It is important to note that some competencies require the attainment of more than one related component.

Table 1.

*Career Development for Children (CD4C) Framework for Key Stage 1:
Domains, Components, and Set of Competencies*

CD4C Domain	Components	Competencies
Create Opportunities for Self and Others	• Self-Concept • Interpersonal Skills • Mental Health and Well-Being	• Identify ways to be safe and considerate of oneself and others • Share hobbies, interests, favorites, talents, and strengths • Demonstrate good manners and behavior • Identify the rights and responsibilities of oneself and others, and promote inclusivity
Grow and Prepare for Life	• Adaptability • Relevance of Learning • Relevance of Skills • Information, Media, and Technology Skills	• Participate in classroom activities • Demonstrate positive interactions and collaboration • Show readiness to navigate transitions and new experiences • Demonstrate confidence through successes in learning

CD4C Domain	Components	Competencies
Balance Life and Work Roles	• Career Awareness • Equity and Inclusivity • Volunteerism	• Identify different roles of family members at home and in other settings • Recognize diverse perspectives and social norms in various contexts • Recognize the value and rewards of performing different roles • Compare the contributions of different careers to communities
Explore and Manage Possibilities	• Career Exploration • Self-Management • World of Work (Employment and Work Understanding) • Changes in the World of Work	• Recognize that jobs are made up of tasks • Demonstrate a positive attitude in dealing with different circumstances • Explain how work helps individuals and communities • Make mindful choices based on available information



This following section outlines and describes the four career domains for Key Stage 1, detailing the focus of components within each domain.

Career Domain 1: Create Opportunities for Self and Others

This domain generally relates to the development of socio-emotional skills of young learners. It empowers young learners to begin forming a positive identity, relate effectively with others, and build emotional resilience. All these skills are essential for future educational and career success.

Self-Concept

In early childhood, self-concept refers to a child's emerging awareness and understanding of who they are—both as individuals and community members. This includes how they perceive their abilities, preferences, emotions, gender, culture, and roles within the family and peer groups. A healthy self-concept is foundational for career development, as it allows children to explore their interests, express themselves confidently, and begin forming a sense of identity and purpose.

Interpersonal Skills

Interpersonal skills refer to a young child's ability to interact positively and effectively with others, including peers, teachers, and family members. These skills are critical for collaboration, communication, resolving disagreements, and empathy. Early development of these skills lays the groundwork for building healthy relationships and contributing to group and community life.

Mental Health and Well-Being

Mental health and well-being in early childhood focus on a child's emotional development, resilience, and ability to manage stress and transitions. This component emphasizes the importance of helping children feel secure, valued, and capable. A strong foundation in mental well-being allows children to engage positively with their environment, take on challenges, and recover from difficulties. These are important traits for lifelong learning and personal growth.



Career Domain 2: Grow and Prepare for Life

This domain ensures young children develop flexible, practical, and foundational skills. Such skills will support lifelong learning, personal growth, and future readiness.

Adaptability

Adaptability in early childhood refers to a child's growing ability to manage change, adjust to new situations, and be flexible and resourceful in the face of challenges. Young children regularly encounter new environments, people, routines, and expectations. Building adaptability supports resilience and equips children to face their world confidently and creatively.

Relevance of Learning

Early career awareness helps children see the relevance of what they are learning. When early childhood learners understand how classroom skills apply to various professions, their motivation and engagement in school heighten. This makes learning more meaningful and encourages the development of learning-to-learn competencies. This sets them up for success in school and life.

Relevance of Skills

Foundational life skills in early childhood means being able to do tasks and solve problems using what they know. It is important since skills help children apply real-world knowledge, work with others, think critically, and become confident learners. Understanding this connection prepares them to handle new challenges and succeed in school and everyday life.

Information, Media and Technological Skills

Information, media, and technological skills are important for early childhood learners because they help children access, understand, and use digital tools and information effectively. These skills prepare them to learn differently, solve problems, and communicate. These are crucial as technology changes how we work and live. Early exposure to these skills builds children's confidence and adaptability, preparing them to navigate a technology-dominated future of work.

Career Domain 3: Balance Life and Work Roles

It is crucial to balance life with work and stay healthy. Having other interests and maintaining close and positive relationships with the family and community are important.

Career Awareness

Career awareness helps early childhood learners understand different jobs and how learning connects to real life. This early experience teaches children how to balance life and work by showing them the skills and attitudes needed to manage responsibilities, make good decisions, and work well with others. It builds confidence, motivation, and adaptability. It helps them prepare for future challenges in both their personal lives and future jobs. Career exposure helps young learners see the value of their education, which sets a strong foundation for success in life and work.

Equity and Inclusivity

Equity and inclusivity are important core values that guide early childhood learners' career exposure. They guide children to respect and value differences among people. Likewise, they help them understand that everyone deserves fair opportunities in school today and in the world of work later on. Learning about equity and inclusivity prepares children to balance life and work roles by encouraging social and gender fairness, cooperation, and respect for diversity. These values help them work well with others, handle different situations, and create a positive environment where everyone can succeed. In simple terms, equity and inclusivity help children grow into fair and understanding individuals while respecting and supporting others.

Volunteerism

Volunteerism is important in early childhood learners because it teaches them how to give their time and help others without expecting payment. This helps children learn responsibility, teamwork, and kindness—values useful in life and work. By practicing volunteerism, they understand how to balance their own needs with helping others. This is key to managing life and work roles well in the future. Simply put, volunteerism helps children grow into caring and responsible people who can balance their personal lives and work while making a positive difference in their communities.



Career Domain 4: Explore and Manage Possibilities

This encompasses the relationship between learning, the importance of goal setting, and having a positive attitude toward learning. Young learners can also explore new and emerging jobs and work opportunities.

Career Exploration

Career exploration from early childhood means discovering and learning about different jobs and what they involve. It helps children discover their interests, strengths, and skills, so they can begin to imagine the kind of work they can do someday. Career exploration ignites children's curiosity about a wide spectrum of jobs beyond what is immediately familiar to them. While it is too early for young children to decide on a career path, it plants the seeds of open-mindedness, self-confidence, and aspiration that will serve them as they grow.

Self-Management

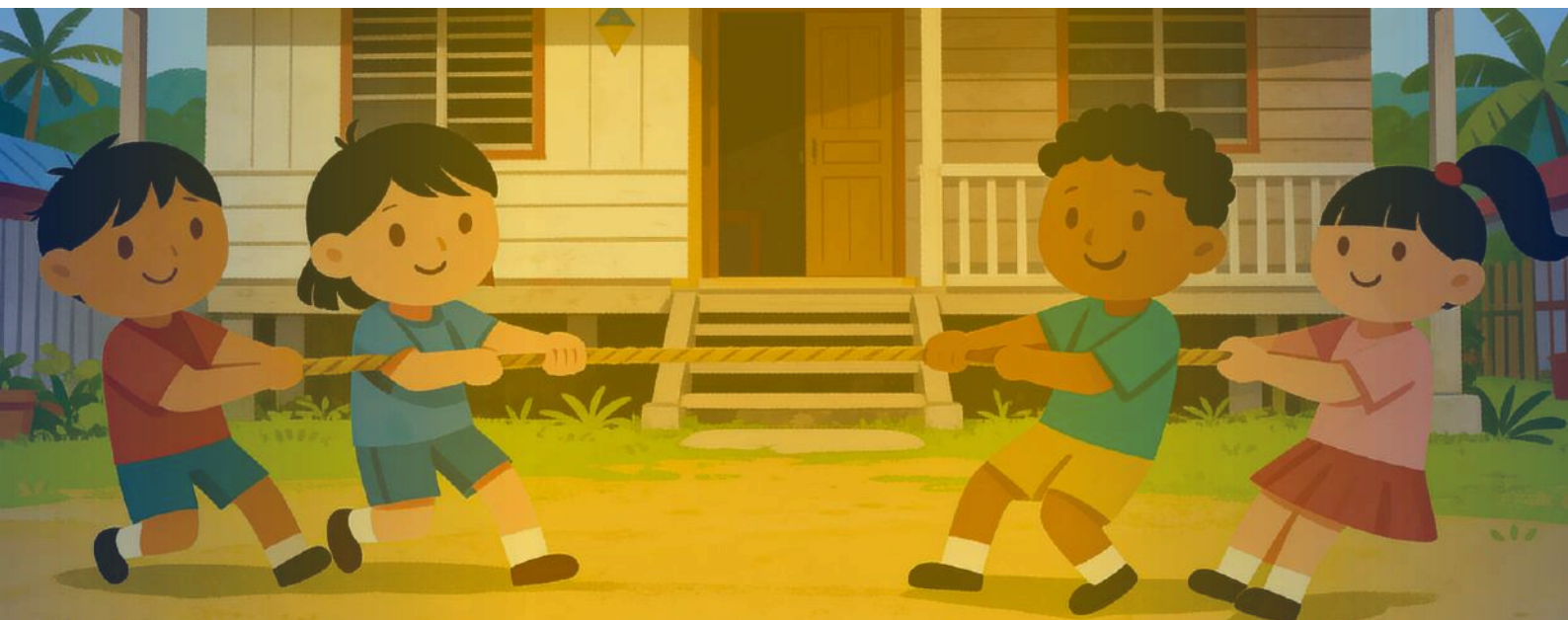
Self-management as an early childhood career development competency means young children learn to control their emotions, make decisions, plan, solve problems, and stay focused on tasks. These skills help them take responsibility for their actions and learning instead of relying on adults to guide them. Developing self-management early is important because it builds confidence, independence, and the ability to handle challenges. These abilities prepare children to manage their future career paths by helping them stay motivated, set goals, and adapt to new situations. It also supports social skills like working with others and asking for help.

World of Work

Helping young children learn about the world of work means more than just naming jobs. It means showing them that work is a real and ordinary part of life. Children begin to see that there are many ways people contribute, from full-time careers to part-time work and volunteering. When children are introduced to this early, they start to connect what they do in school to the world outside it. Early awareness encourages children to explore, ask questions, and imagine their future, laying a strong foundation for lifelong career development.

Changes in the World of Work

The world constantly changes: it will look vastly different by the time children start working. Awareness of the changes in the world of work in early childhood means helping learners understand that new technologies change how people do their jobs; some roles disappear while others emerge that nobody has thought of yet. This awareness teaches children to accept that change is normal. A child who grows up knowing that the world shifts and evolves is more likely to stay curious, try new things, adapt, and bounce back when something does not go as planned.





CHAPTER 2

Mapping CD4c Competencies



Each recommended event or activity in this CD4C Toolkit aims to contribute to the learners' career awareness and readiness. Table 2 summarizes the competencies tapped in the two (2) School-Wide Career Events (SWCEs) and seven (7) Career-Related Class Lessons (CRCLs). The first column identifies the four career domains in the CD4C framework, while the second column lists the relevant competencies under each domain. The succeeding columns refer to specific school-SWCEs and CRCLs. Thus, you will see that for the SWCE 1, which refers to Career Day, 10 corresponding CD4C framework competencies are activated across the four career domains. This shows that a single event or lesson has the potential to address quite a number of competencies. It is also evident which competencies are tapped to a greater or lesser extent in this Toolkit's different career-related learning opportunities.

Table 2 shows the competencies for each event (SWCE) and lesson (CRCL) in this Toolkit.

Table 2.*Grade 1 CD4C Toolkit Matrix of Competencies*

Career Domains	CD4C Framework Competencies	SWCE 1	SWCE 2	CRCL 1	CRCL 2	CRCL 3	CRCL 4	CRCL 5	CRCL 6	CRCL 7
Create Opportunities For Self and Others	Identify ways to be safe and considerate of oneself and others		✓	✓	✓	✓			✓	
	Share hobbies, interests, favorites, talents, and strengths				✓			✓	✓	
	Demonstrate good manners and behavior	✓	✓		✓	✓				
	Identify the rights and responsibilities of oneself and others, and promote inclusivity		✓			✓				
Grow and Prepare For Life	Participate in classroom activities	✓		✓	✓	✓	✓	✓	✓	✓
	Demonstrate positive interactions and collaboration	✓				✓				
	Show readiness to navigate transitions and new experiences	✓	✓							
	Demonstrate confidence through successes in learning			✓				✓	✓	✓

Career Domains	CD4C Framework Competencies	SWCE 1	SWCE 2	CRCL 1	CRCL 2	CRCL 3	CRCL 4	CRCL 5	CRCL 6	CRCL 7
Balance Life and Work Roles	Identify different roles of family members at home and in other settings									✓
	Recognize diverse perspectives and social norms in various contexts	✓	✓				✓			✓
	Recognize the value and rewards of performing different roles	✓								✓
	Compare the contributions of different careers to communities	✓	✓			✓				
Explore and Manage Possibilities	Recognize that jobs are made up of tasks	✓	✓							
	Demonstrate a positive attitude in dealing with different circumstances		✓	✓			✓			
	Explain how work helps individuals and communities	✓	✓							✓
	Make mindful choices based on available information	✓						✓	✓	

Legend: SWCE: School-Wide Career Event; CRCL: Career-Related Class Lesson

An illustration of four diverse children in a classroom setting. From left to right: a boy with dark skin and curly hair dressed as a doctor with a stethoscope and a medical bag; a girl with light skin wearing a chef's hat and holding a platter; a boy with light skin wearing a beret and holding a paint palette; and a girl with light skin wearing a purple hijab and holding a microphone. They are standing in front of a chalkboard with educational posters on the walls. The foreground shows the backs of several yellow school chairs.

CHAPTER 3

School-Wide Career Events (SWCEs)

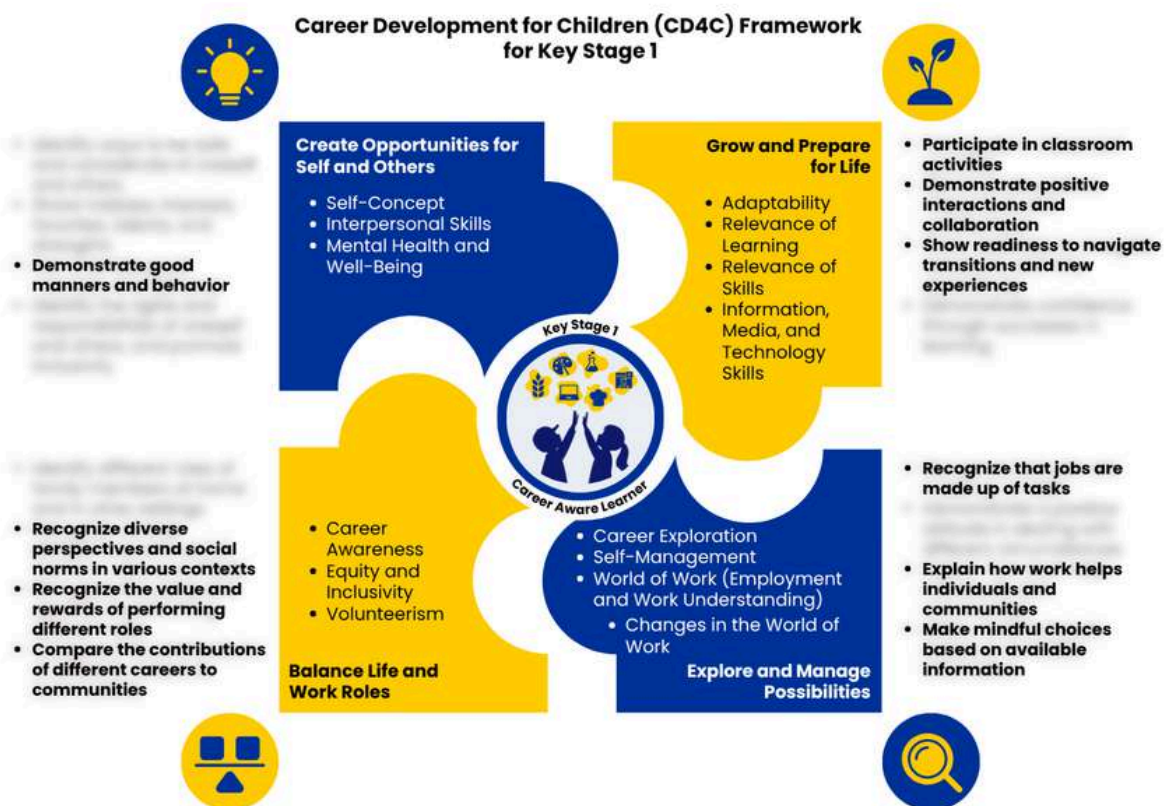
The research findings revealed that school-wide events are the most frequently occurring career-related activities. These are usually held once a year and involve the whole elementary school, engaging learners from Kindergarten to Grade 6. This chapter on SWCEs is designed to serve as your guide for preparing and conducting a school-wide career day and field trip for elementary learners.

These suggested school-wide events address key objectives, such as identifying jobs or work, connecting interests to career paths, observing work environments, and describing community helpers, by integrating a comprehensive set of competencies across all four developmental domains. The domains related to “Explore and Manage Possibilities” and “Balance Life and Work Roles” are the most emphasized.

SWCE 1: Career Day (K–6)



Learning Competencies



Target Objectives

- Identify and describe different jobs or work
- Recognize the connection between learners' interests and skills and their potential career paths



Step-by-Step Procedure

Below is a step-by-step guide for planning your School-wide Career Day:

- Discuss the possibility of having a school-wide career day with your school head and co-teachers.
- Identify and list different jobs or work in the learners' community. You may ask the parents/guardians, the school's alumni, or the community helpers about their jobs or work.
- Prepare a list of engaging career day activities that your school may be willing and able to undertake. Include pre- and post-career day activities that can be taken up in the classroom. You may go through the list of career-related class lessons in this Toolkit as options for your pre- and post-career day activities, depending on when you plan to conduct your Career Day. One example of a pre-Career Day activity is asking learners to interview family members about their jobs or work and present their findings in class. Provide interview prompts or guides, such as what their job is called, what they do all day, what tools they use, what they wear, what is their favorite thing to do at work, and part of the job makes them happy.
- Send letters of invitation to potential speakers and professionals. Include a brief for invited experts or professionals, which should describe young learners' characteristics and how to best engage them, such as using simple language and concrete, step-by-step demonstrations during the session, when applicable.
- Inform learners before the event of the range of activities available to maximize the learning opportunities during the event. Pre-event discussions may be held so they can make informed decisions on their selected activities.
- Prepare and engage all the stakeholders of the upcoming Career Day event through publicity materials and pre-Career Day activities.
- Conduct the Career Day event.
- Hold a post-Career Day classroom activity by facilitating the process questions found at the end of this SWCE lesson.



Following is a sample Gantt Chart in preparation for Career Day:

No.	Task	Person-Charge	Month					
			Jun	Jul	Aug	Sep	Oct	Nov
1	Discuss the possibility of having a school-wide career day with your school head and co-teachers.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
2	Identify and list different jobs or work in your community.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
3	Prepare a list of engaging career day activities that your school can undertake. Include pre- and post-career day activities that can be done in the classroom.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
4	Send letters of invitation to potential speakers and professionals. Include a brief for invited experts or professionals, which should describe young learners' characteristics and how to best engage them, such as using simple language and concrete, step-by-step demonstrations during the session, when applicable.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						

No.	Task	Person-Charge	Month					
			Jun	Jul	Aug	Sep	Oct	Nov
5	Inform learners before the event of the range of activities available to maximize the learning opportunities during the event. Pre-event discussions may be held so they can make informed decisions on their selected activities.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
6	Prepare and engage all the stakeholders of the upcoming Career Day event through publicity materials and pre-Career Day activities.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
7	Conduct the Career Day event.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						
8	Hold a post-Carer Day classroom activity.	Guidance Implementer (i.e., Guidance Counselor, Guidance Designate) or Homeroom Adviser						



Process Questions

- How did you feel during the career day?
- What was your favorite career day activity? Why did you like it?
- What career interests you, and why do you find it interesting?



Possibilities

Here are some possible Career Day Events:

For larger schools, conduct Career Day in staggered sessions organized by grade level to sustain learner attention, ease speaker scheduling, and give each group focused time with invited resource persons.

- **Show and Tell Items** — Encourage professionals to bring tangible items related to their work, such as tools, uniforms, or examples of their work.
- **Interactive Demonstration** — Invited speakers can offer a live demonstration of their profession, such as a chef cooking or a florist arranging a flower bouquet.
- **Hands-On Activities** — Invited professionals may engage the learners through hands-on activities, such as arts and crafts by an artist or dance activities by a dancer.
- **Career Skits** — Take imaginative career play to the next level by asking learners to write and perform simple skits set in different workplaces. They can play out a typical workday or show a worker tackling a special challenge or task.
- **Career Day Booklets** — Give each learner a blank booklet (around 2-4 pages). On each page, encourage them to draw and/or take notes about one career that interests them. The learners will go home with an individualized resource to talk to their families about their possible job interests for the future.
- **Career Day Pledge** — At the end of the day, invite each learner to sign a Career Day Pledge, in which they promise to stay in school, keep learning, and explore their interests so that they are ready for whatever path they choose.
- **Career Day Parade** — A school-wide activity in which learners make and wear costumes and/or tools related to a profession they would like to pursue.

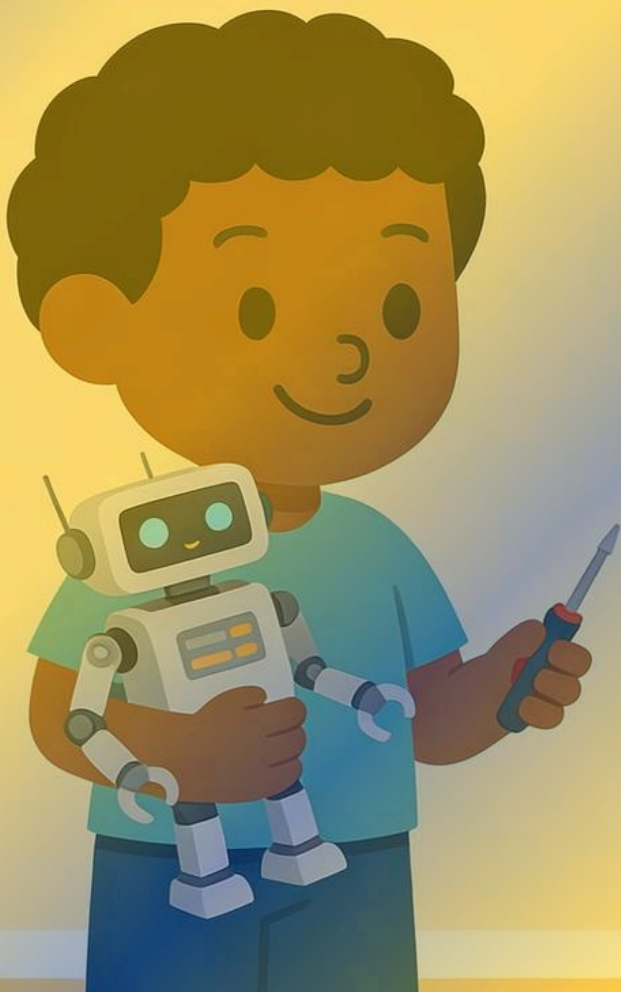




Must-Know

Career day events are valuable opportunities to foster career awareness and exploration for children. As they are exposed to a wide range of jobs or work, they make meaningful connections between their classroom learning and the world of work. Career Day also helps children become aware of jobs they might not have encountered before. Meeting real people holding distinct careers gives children a chance to ask questions (e.g. "What do you do all day?") and learn what they have to study or do to get the jobs they have. Through these conversations, children may start to notice what excites them, such as caring for animals, building things, or helping people, which can ignite early curiosity about what they might want to do when they grow up.

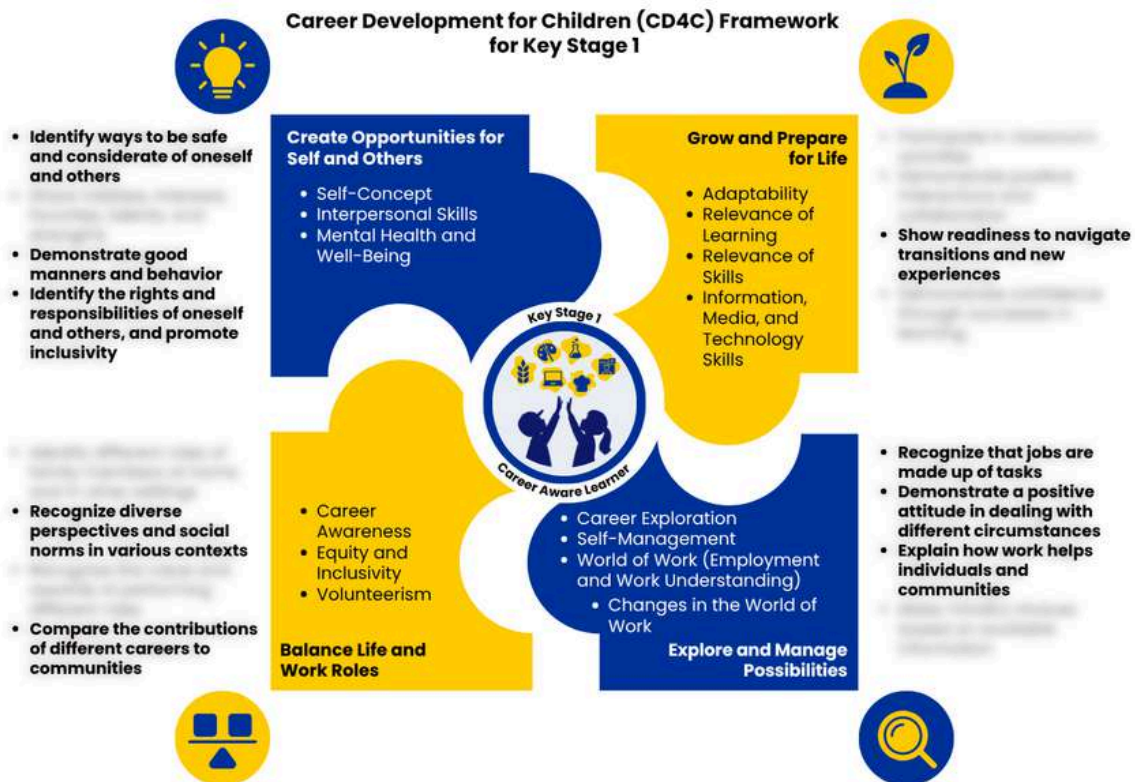
If this is your first career day, keep it simple. Focus on one or two of the possible career day events suggested in this lesson. After a few years, you will build a collection of regular speakers, activities, and career day ideas to help you expand your career day initiatives.



SWCE 2: Career Field Trips



Learning Competencies



Target Objectives

- Observe and learn what people do and how they act in real work settings
- Describe their community and community helpers



Step-by-Step Procedure

Here are the guidelines for conducting Career Field Trips:

- Coordinate with the relevant business establishments in your community or nearby area to see if they would welcome learners to come and visit their place.
- Schedule the Career Field Trip for the places you will visit.
- Inform the school administration of your Career Field Trip schedule and other important details regarding the trip.

- Send a letter to parents/guardians informing them about the Career Field Trip, including the schedule (e.g., assembly time, expected departure and arrival times, dismissal, etc.), items to bring (e.g., snacks, extra clothes, hygiene kit, etc.), and other important trip details.
- Seek assistance from your learners' parents as chaperones and transportation providers if needed.
- Conduct a post-field trip discussion by facilitating the process questions.



Process Questions

- How did you feel during the field trip?
- What was your favorite activity during the trip? Why did you enjoy it?
- What jobs or work did you observe during the field trip?
- Did one of those jobs seem interesting to you? Which one and why did you like it?



Possibilities

Here are some ideas for career field trips:

- Implementation may be school-wide, covering Kindergarten to Grade 6. This approach is more cost-effective and allows for organized groupings.
- It can be done for one or two grade levels, i.e., only Kindergarten learners or Kindergarten and Grade 1 learners, then a separate field trip for Grades 2 and 3 learners.
- As an alternative to off-site visits, invite resource persons such as alumni, community business owners, or local professionals to come to the school, allowing learners to gain similar exposure to different careers while addressing concerns around safety, transportation costs, parental consent, and scheduling logistics.



Must-Know

Career field trips let learners see real people doing real jobs up close. By visiting different workplaces, they get to discover all kinds of jobs they may never have heard of before—and get them to start wondering whether these are things they could see themselves doing someday.

Ensure your career day activities and destinations are appropriate for the age group. Key stage 1 learners prefer play and more engaging activities.

CHAPTER 4

Diving into Career-Related Class Lessons (CRCLs)

The research findings highlight the importance of strengthening early career development in the classroom. Career development is not a one-time event but a continuous process that can be supported through consistent, age-appropriate, and meaningful learning experiences. This chapter includes seven (7) activities that can be implemented in Grade 1 classes. Each activity suggests subjects where the lessons may be integrated, such as Homeroom Guidance or other areas within DepEd's Grade 1 curriculum.

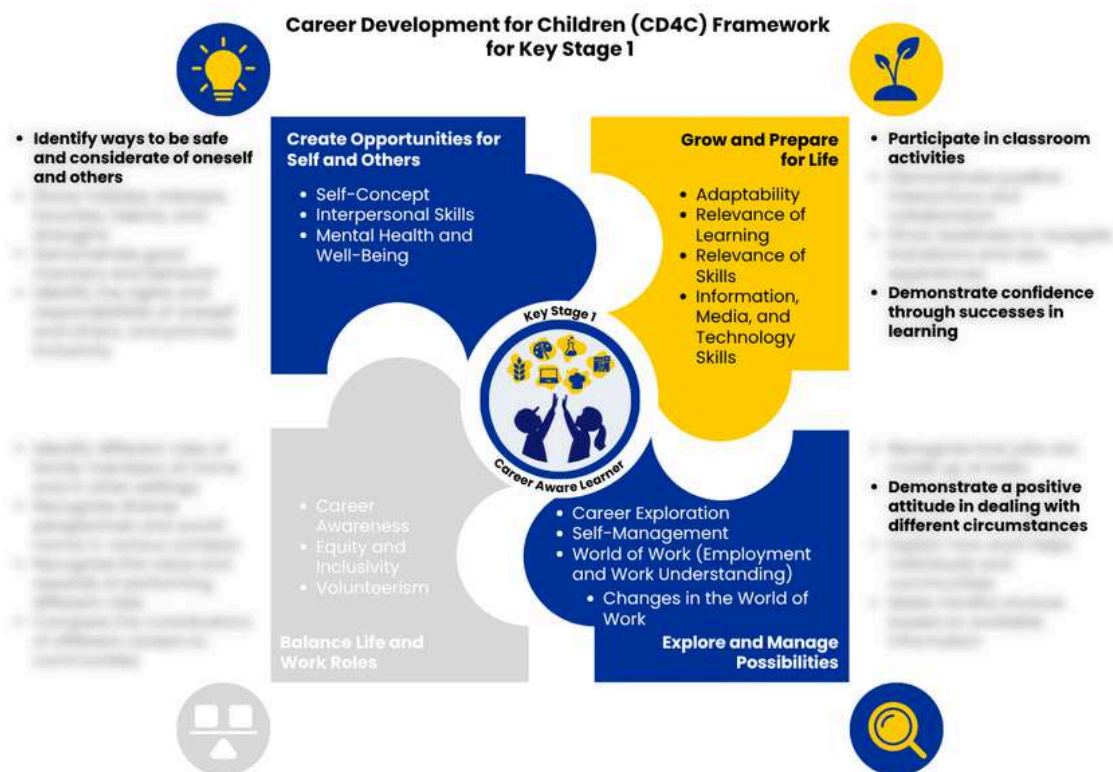
The seven CRCLs extensively cover the DepEd Homeroom Guidance Program (HGP) career development domain's learning competencies for identifying, determining, and recognizing interests, preferences, and skills needed to explore, pursue, or prepare for future jobs, or occupations, careers, and personal ambitions. The CRCLs, on the other hand, broaden the scope by incorporating foundational career developmental areas, in particular, personal and social development, transferable skills, civic responsibility and role integration, as well as exploring career possibilities.

CRCL 1: Traffic Light Game (How Big Is Your Problem?)

Traffic lights are important to every motorist. They are there to protect motorists and pedestrians alike. Everyone must know what the traffic light represents so that everyone can follow and be safe. In this activity, you will use the traffic light as an example or metaphor to help learners recognize the size of their problems and understand how to respond appropriately—just as each traffic light color signals what action to take.



Learning Competencies





Subjects

- Homeroom Guidance, Good Manners and Right Conduct (GMRC), Language



Target Objectives

- Name the different emotions they experience
- Identify and differentiate small, medium, or big problems and the proper ways to respond to them



Number of Sessions

1 Session



Materials

- *Traffic Light* poster (**manipulatives included in the CD4C Toolkit**)
- *Traffic Light* color circles (**manipulatives included in the CD4C Toolkit**)



Step-by-Step Procedure

- Begin by asking the learners if they have ever seen a traffic light. If not, show them the traffic light poster.
- Explain to the learners the overall purpose of the traffic light and its function in managing vehicle and pedestrian movement.
- Introduce this lesson's game by telling the learners that they will be playing a *Traffic Light* game.
- Instruct the learners to stand up and remain standing throughout the game.
- Show the traffic light colors and have them cite what each color signifies:
 - RED – Stop
 - YELLOW – Slow Down
 - GREEN – Go
- Using the traffic light color circles, explain that learners will do the same movement throughout the game, but change its speed based on the color called out.
- Instruct the specific actions:
 - When the RED color is called, they must stop or freeze completely;
 - When the YELLOW color is called, they must move or act slowly;
 - When the GREEN color is called, they must move fast.

- Start the activity by facilitating one to two practice rounds to ensure the learners understand the color-action relationship.
- Let the learners know the rule for incorrect actions, i.e., if they fail to follow the correct movement designated for the specific color called out, they must pause and remain still while the next color is called.
- Tell the learners that the goal is to follow all the color instructions correctly. Emphasize that there will be no winner in this game—the aim is to have fun, practice listening and self-control, and enjoy playing together as a class. Everyone who participates and follows the directions is a “Traffic Light Champion.”
- Once the game has concluded, ask the learners to take their seats. Then, facilitate a short discussion using the process questions.



Process Questions

- How did you feel about the activity?
- What were the problems you and your classmates encountered?
- Can you think of a situation where you needed to slow down or stop, just like in the game?
- Can you tell when the problem was small, big, or medium? How do you know?
- Why is it important to know the size of the problem before you decide what to do about it?





Possibilities

If learners are unfamiliar with traffic lights, you may use other familiar visuals or classroom tools that convey precise meanings. The same movement rules indicated in Procedure 2 may apply:

- **Thumbs Up / Sideways / Down.** Use simple hand gestures to represent readiness or need for support:
 - Thumbs Up – move fast (ready or confident)
 - Thumbs Sideways – move slowly or in slow motion (unsure or still thinking)
 - Thumbs Down – stop or freeze (needs help or unsure)
- **Emotion Faces or Emoji Charts.** Use simple visuals of facial expressions to help children assess their feelings about a problem and decide what to do next:
 - Happy Face – move fast
 - Unsure Face – move slowly or in slow motion
 - Upset Face – stop or freeze
- **Stoplight Fruits or Familiar Objects.** Use colored fruits or objects (e.g., red apple, yellow banana, green guava) to represent stop, slow, and go. Connect the colors to the same movement cues in the Traffic Light Game.
- **Emotion Thermometer.** A picture of a thermometer with colors or numbers showing how strong feelings are, helping kids recognize when to stop, think, or act calmly.

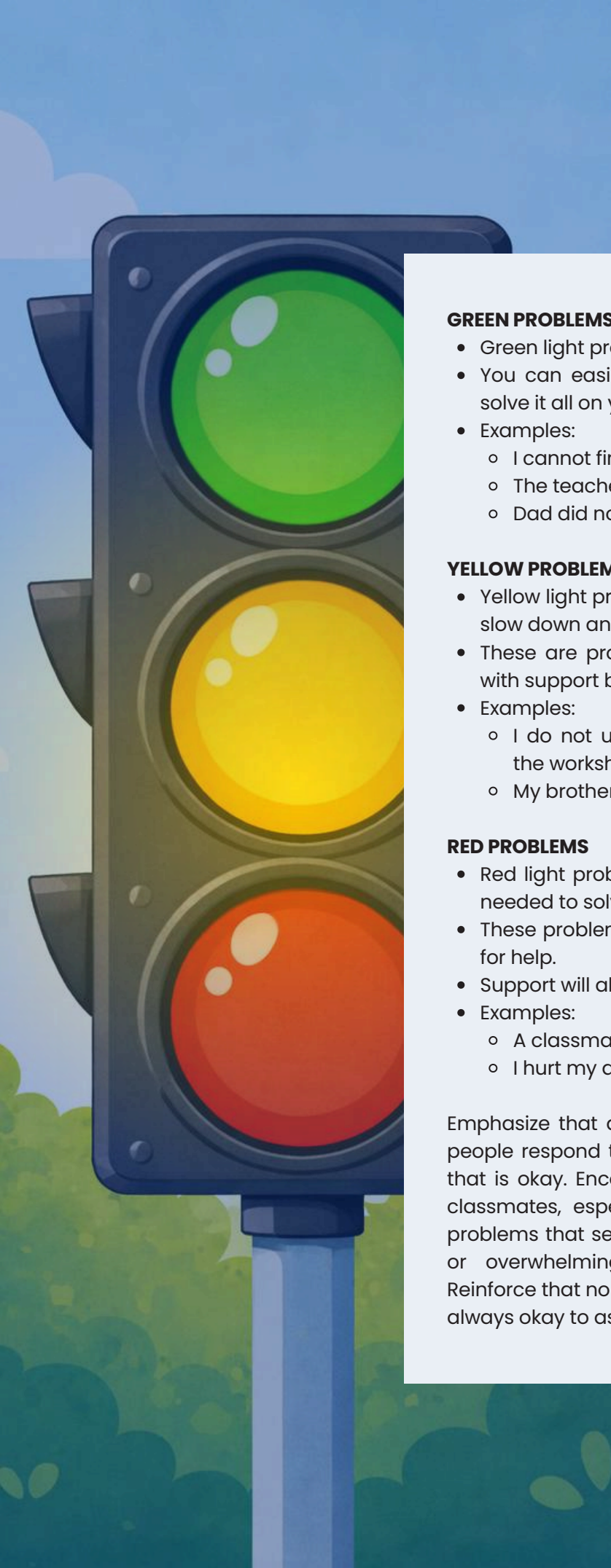


Must-Know

Resilience is the ability to cope with adversity. It is an essential trait that helps individuals navigate life's problems and challenges, especially during transitions such as starting at a new school, moving to a different community, or entering a new job or career.

An important part of building resilience is knowing that problems come in different sizes. When learners recognize whether a problem is small, medium, or big, they can better match it with a more appropriate response.

One way to help learners recognize and respond to challenges is to use a traffic light system: GREEN for small problems, YELLOW for medium ones, and RED for big problems that need adult support.



GREEN PROBLEMS

- Green light problems are no big deal at all.
- You can easily move forward by ignoring it, or you can solve it all on your own.
- Examples:
 - I cannot find my favorite toy.
 - The teacher did not call me even if I raised my hand.
 - Dad did not cook the food I wanted.

YELLOW PROBLEMS

- Yellow light problems are not a huge deal, but you need to slow down and think before you solve them.
- These are problems that kids can solve on their own or with support but should not be ignored.
- Examples:
 - I do not understand the lesson and I cannot answer the worksheet.
 - My brother took and hid my pencils.

RED PROBLEMS

- Red light problems are a big deal, and adult guidance is needed to solve them.
- These problems should not be ignored. Speak up and ask for help.
- Support will always be available as long as we ask for it.
- Examples:
 - A classmate said something mean to me.
 - I hurt my arm while going down the slide.

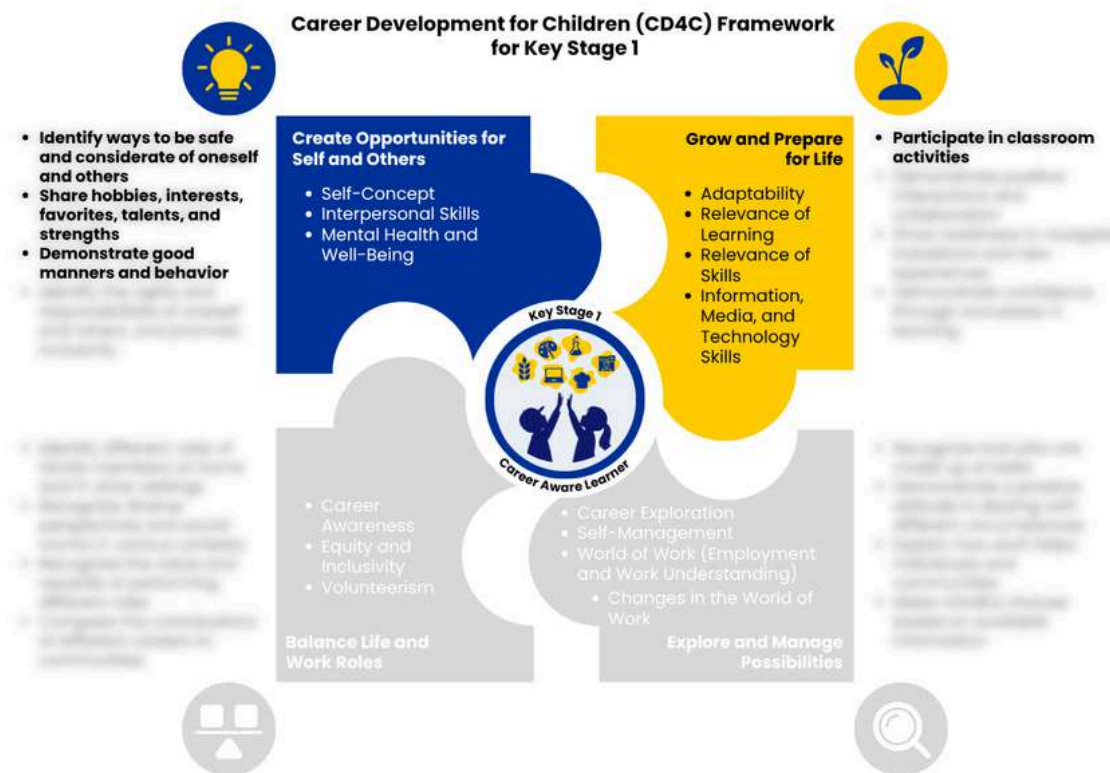
Emphasize that all feelings are valid and remind them that people respond to challenges and problems differently, and that is okay. Encourage patience and kindness toward their classmates, especially those who may be struggling with problems that seem “small” to some but feel genuinely “big” or overwhelming to the individual experiencing them. Reinforce that no one has to face big problems alone, and it is always okay to ask for help.

CRCL 2: I Choose This Because This Is Me!

Making a choice is one way people get to know themselves. It involves recognizing what they like or do not like and being honest with themselves and those around them. Since Grade 1 students may not be entirely sure of their favorites or preferences, they may be easily persuaded by a classmate about something or get upset when they feel different because of their choices. This activity introduces a fun, 'getting-to-know-you' game to help students navigate these experiences.



Learning Competencies



Subjects

Homeroom Guidance, Language



Target Objectives

- Identify something new about themselves and their classmates
- Explain why it is acceptable to have a different preference or opinion from others
- Examine what shapes or influences one's taste, preference, or opinion
- Highlight the importance of accepting and respecting these differences



Number of Sessions

1 Session



Materials

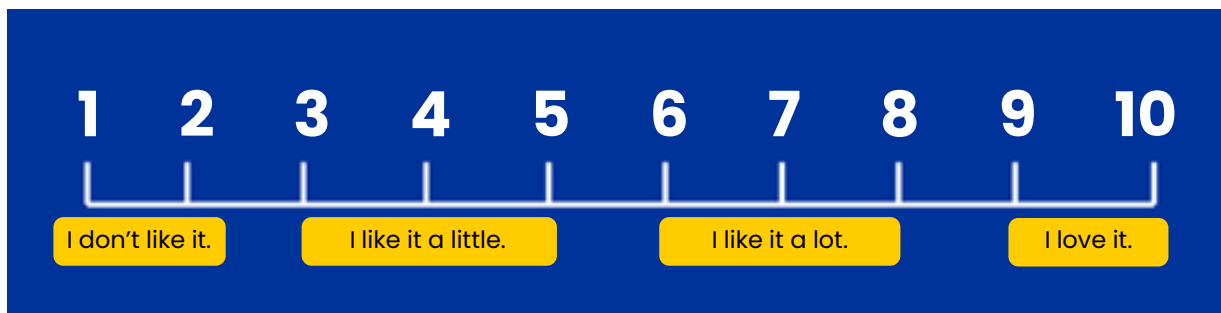
- Number cards 1-10 (one or two sets depending on class size; 1 set for a class of 30; two sets for a class of beyond 30 students) (**manipulatives included in the CD4C Toolkit**)



Step-by-Step Procedure

- Check the number of learners in your class.
 - If you have 30 or fewer learners, use one set of number cards (1 to 10).
 - If you have more than 30 learners, prepare two sets of the number cards (1 to 10).
- Post the number cards in a large, open space, such as a section of the classroom, the corridor, or another area within the school grounds.
 - Make sure that the numbers are spread out evenly with enough spaces in between for the learners to move around safely.
 - If you are using two sets of number cards, position these in two different areas so both groups can easily access them when the activity starts.
- Before the activity begins, instruct all learners to stand up facing the posted number cards. This will be their position for every round.
- Explain what the numbers stand for. The numbers 1-10 refer to a range of feelings, as shown below:

Number	Meaning
1 to 2	I do not like it.
3 to 5	I like it a little.
6 to 8	I like it a lot.
9 to 10	I love it.



- You may write the numbers and their meanings on the board for everyone to see.
- Give an example using items from the categories below. Say, "How do you like/feel about (superheroes)?"
- Point to the numbers and explain that they will choose their answer by moving to the posted number that best describes how they feel. Explain that the activity will help them learn something new or more about each other's likes and dislikes.
- Some learners may choose the same number. If more than one learner chooses the same number, they may fall in line.
- If the class is large, use both sets of number cards to avoid crowding.
- Remind them of safety rules like walking instead of running and avoiding pushing classmates when in line.
- Instruct learners to go to their chosen number only after they say, "Go!"
- When you say, "Back," instruct the learners to return to their original starting position and remain standing, ready to listen to the next category. :
- After several rounds, return to the classroom and facilitate a short discussion using the process questions.
- The categories below are only suggestions. You are encouraged to substitute, adapt, or create your own based on your learners' culture, community, and current interests. Some classrooms may respond more to Filipino dishes, traditional games, or local festivals; others may relate more to colors, weather, or school subjects. Choose categories that will spark genuine conversation about who your students are, and rotate them across rounds so different learners get a chance to shine.

FOOD	SUPERHEROES	HOBBIES	SPORTS
Fried chicken Hotdog Bitter gourd or <i>Ampalaya</i> Fish Squash or <i>Kalabasa</i> Ice cream Peanut Banana	Catwoman Superman Batgirl Ironman Wonder woman Darna GagamBoy Captain Barbel	Watching TV Pretend play Story time Reading YouTube Computer Games Drawing Crafts	Swimming Soccer Taekwondo Gymnastics Basketball Biking Frisbee Badminton
ANIMALS	PLACES TO VISIT	JOBS THEY WANT IN THE FUTURE	OTHER CATEGORIES
Dog Cat Rabbit Snake Dinosaur Fish Bear Monkey	Beach Park Zoo Museum Shopping mall Restaurant Cinema Church	Teacher Forest ranger Vlogger Entrepreneur Soldier Farmer Scientist Artist	Type of friends Movies Subjects



Process Questions

- What did you notice about the activity? How did you feel?
- How does most of the class feel about _____?
- Which items/fruits/subjects is loved/least liked by the class?
- Did you learn something new about yourself or your classmates? What did you learn?
- What would you do if what you want differs from what others want? Or if what your classmates prefer is different from yours?



Must-Know

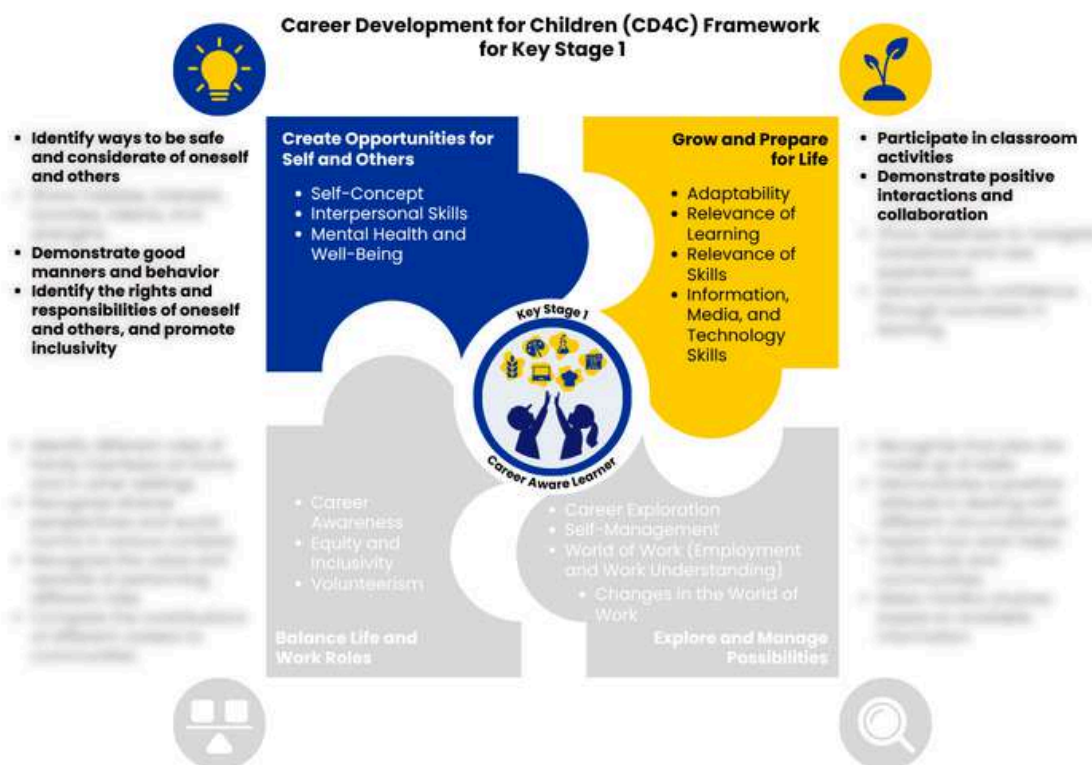
Even learners as young as Grade 1 may already experience peer pressure. They often observe their peers and tend to imitate what the majority does or follow what others tell them to do. It is important to remind students that staying true to themselves and their preferences is more honest, potent, and desirable than simply going along with the crowd. Their happiness and well-being are just as important as those of their classmates. Learning to speak up for what they want while accepting and respecting others' choices is a valuable lesson that everyone should remember and practice consistently.

CRCL 3: Cooperative Musical Chairs

At this age, the topic of inclusiveness and fairness is best explained through social situations and games. This lesson will approach these new concepts through an interactive game of cooperative musical chairs.



Learning Competencies



Subjects

Homeroom Guidance, Good Manners and Right Conduct (GMRC)



Target Objectives

- Describe the importance of fairness when playing games
- Identify ways to be fair and to include others



Number of Sessions

1 Session



Materials

- Classroom chairs



Step-by-Step Procedure

- Arrange chairs in a circle, using one fewer chair than the number of players.
 - Keep the path around the chairs clear of bags, books, and other obstacles to prevent tripping.
- Before you start the game, discuss personal space or boundaries with the class.
 - Ask: “Are you comfortable sharing a chair with another person, or holding a classmate’s hand?”
 - Alternatively, ask: “Would you prefer touching a classmate’s shoulder or arm instead?”
 - Agree as a class on what forms of contact are acceptable to ensure everyone feels comfortable and safe.
 - Remind learners to respect every “no” — if a learner is not comfortable with a form of touch, find another way to include them.
 - Set safety rules: walk (do not run), no pushing or shoving, no standing on chairs, and no more than two learners on one chair without the teacher’s permission.
 - Stop the game immediately if anyone gets hurt or upset.
- Explain to the learners that they “win” a round when everyone finds a way to be included. Play the music as the class calmly and quietly marches around the chairs.
- Once the music stops, everyone must quickly find a chair.
- Since there will not be enough chairs for everyone, one person will be left standing.
 - Encourage the class to practice fairness by finding ways to include the person without a chair.
 - They can make space by making room on their chair or, depending on the class agreement, allow the person to touch a classmate’s shoulder or arm to be part of the group.
 - Throughout the activity, the teacher stays outside the circle to supervise everyone’s safety.
- Repeat this activity to see how inclusive and cooperative your class can be.
 - You can set a goal of reducing the number of chairs to 10, five (5), or one (1), while ensuring safety and cooperation
- As the number of chairs gets very low, add the following instruction:
 - A person is considered to be included if they are touching any classmate’s shoulder or arm who is sitting on a chair.
- After the activity, facilitate a short discussion with the class using the process questions.



Word Bank

- **Inclusiveness** means inviting everyone to be part of a game or group. It is about making everyone feel welcome and happy. Learners are encouraged to include others during group tasks and collaborative work. By practicing inclusiveness and treating others fairly, learners demonstrate kindness and respect. When everyone feels included, it becomes easier for all to work, learn, and succeed together.



Process Questions

- How was this game different from the regular musical chairs? Did anyone have to leave the game when the music stopped?
- Did you share a chair with a classmate? If so, was he or she your friend?
- Did someone include you when you did not have a chair? What was the experience like? How did it make you feel when your classmates treated you fairly and made sure you are not left out? Was it more fair that everyone got to stay in the game?
- In the regular game, only one person wins. Today, you all won together. How does it feel to win as a team instead of winning alone?
- What do you think it means to "work together"?
- What does cooperation mean to you after playing this game?
- How can you work together and play fairly to make sure no one is left out—whether you are playing during recess, or when you are playing with your siblings, cousins, and friends at home?



Possibilities

For classes without enough chairs, with limited space, or simply to add variety across sessions, you may run a chair-free variation based on the game, "The Boat is Sinking." It teaches the same lesson—cooperative inclusion over competitive exclusion—without requiring chairs.



Must-Know

Showing fairness to everyone is an admirable and valuable trait. This soft skill is essential in all areas of life—whether in school, at work, or in the community—because learners will encounter people with different personalities, including those who may be challenging to work or interact with. It is important to help create a respectful and welcoming environment where everyone feels safe and valued.

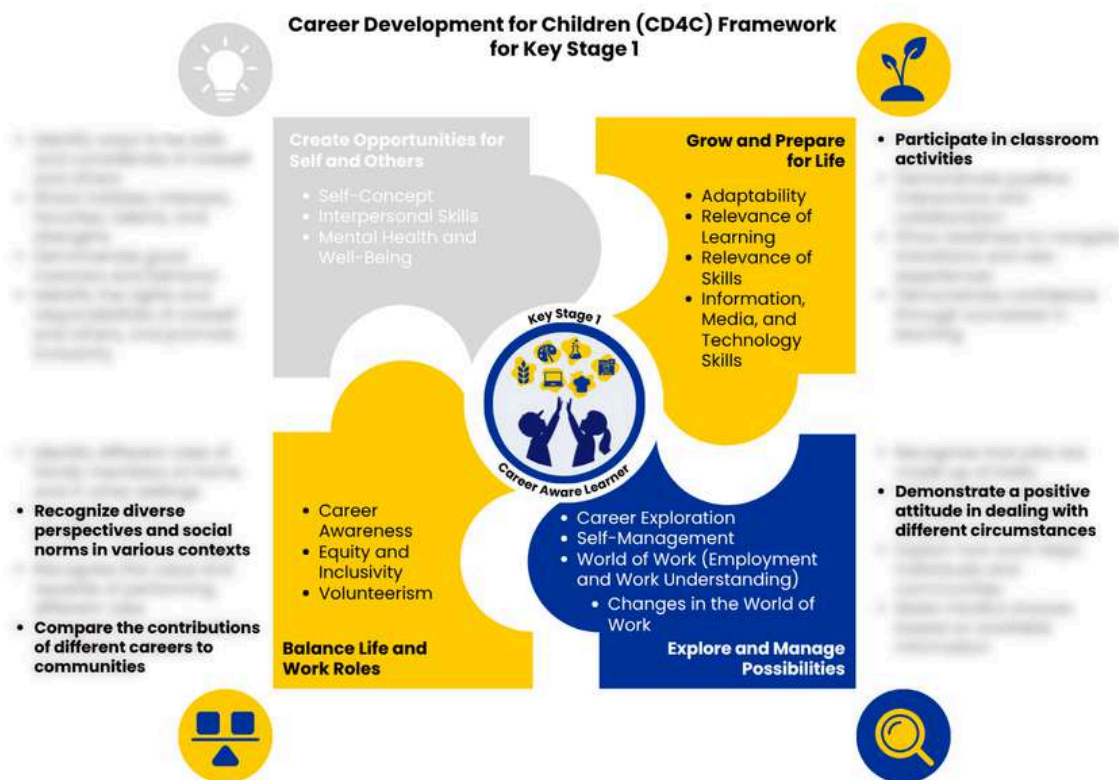
Inclusiveness is not just for games and making friends. Learners are encouraged to practice inclusiveness in their daily activities, such as inviting classmates who feel left out and actively interacting and seeking connection with others. Being inclusive and treating others fairly make school and other places more enjoyable, safe, and supportive for everyone.

CRCL 4: A Burger of Responsibility

This lesson focuses on the importance of responsible action and their impact on others. In this lesson, the learners will examine how community helpers and workers play a vital role in providing the goods people use and consume daily, with a focus on food. When people fail to fulfill their responsibilities, the effect or impact extends far beyond themselves.



Learning Competencies



Subjects

Homeroom Guidance, Language, Reading and Literacy, Makabansa



Target Objectives

- Explain how actions have consequences and how these affect others, even if the effects are not immediately seen
- Demonstrate the importance of fulfilling one's responsibilities



Number of Sessions

2 Sessions



Materials

- *Burger of Responsibility* activity sheet found at the end of this lesson
- Burger ingredients: sliced bread, washed lettuce, sliced cheese, cooked burger patties (one set per group)



Step-by-Step Procedure

- Begin by explaining what being responsible means (refer to the Word Bank). Mention that responsible choices are made throughout the day, every day.
 - Give examples: "You chose to wake up, get dressed, come to school, and learn today. Choosing to be kind and respectful to classmates and teachers is also a sign of responsibility."
 - Ask the learners: What did you do to get yourself ready for school this morning? What are the ways to help your family when you get home from school?
 - Emphasize that each of these actions reflects responsible behavior, and that a community functions well when everyone does their part.
- Tell the learners that they will use a basic burger to explore what happens when people act irresponsibly.
 - Divide the class into groups (or assign individual learners if there are enough materials).
 - Give each group or learner one set of the burger-making ingredients: bread, lettuce, cheese, and burger patty.
 - Guide the class in making their own burgers by reading out the following instructions one by one:
 - Open the bread.
 - Place the lettuce on one slice of bread.
 - Place the cheese on top of the lettuce.
 - Place the burger patty on top of the cheese.
 - Close the burger with the second piece of bread.
 - You just made your snack or lunch!
- Review what goes into each ingredient in the burger. Say, "We do not usually spend much time thinking about how this food gets made and reaches our home. Let us talk about who is responsible for making each ingredient."
 - A **baker** kneaded the dough and baked the bread.
 - A **farmer** plowed the field, sowed the seeds, and harvested the lettuce.

- A **dairy farmer** milked the cows and made the cheese.
- A **rancher** raised and cared for the cow or pig that became meat.
- Ask each group (or learner) to place their completed burger in front of them.
- Explain that they will now see what happens when some community members do not fulfill their responsibilities. Read the following statements one by one and ask the learners to follow the given instructions:
 - The **farmer** took a year off and did not plant any lettuce. Remove the lettuce from your burger.
 - The **rancher** forgot to care for the cows, and they became too sick to be sold for meat. Remove the meat from your burger.
 - The **baker** did not pay his electricity bill and cannot bake the bread. Remove the bread.
 - Say: "What are you left with? (Cheese) Do you even have a burger anymore?" This shows that when one person fails to be responsible, it affects everyone in the community."
- Reinforce the lesson by emphasizing that each community helper's role is important.
 - Because the baker, farmer, dairy farmer, and rancher were responsible for their part, you were able to enjoy a full burger.
- Gather your class in your circle time area.
 - Distribute the *Burger of Responsibility* activity sheet and have the class complete it together.
 - Guide the discussion by asking, for each community helper, what they do to make sure we get their ingredient (baker → bread; farmer → lettuce; dairy farmer → cheese; rancher → meat). Learners draw or write their answers.
- Facilitate a class discussion using the process questions.



Word Bank

Being "**responsible**" means fulfilling one's commitment or assigned tasks, e.g., helping with chores at home, doing homework, or putting away toys. It is about making the right choices, since personal choices and actions affect others. Being responsible also means owning up to one's mistakes and being accountable.



Process Questions

- How was your experience making the burger and having each of you playing a part to make it happen?
- What could happen if you do not do your responsibilities?
- What could happen if you always forgot to feed your pet fish? What would happen if you did not have enough copies of our Math worksheet?
- What do you think are your responsibilities as a learner at home, in school, and in your community?
- How can you fix things when you forget to do your tasks?



Possibilities

- If real burger ingredients are not available—due to budget, dietary restrictions, or food-safety concerns—use paper cutouts instead. Prepare labeled cutouts of bread slices, lettuce, cheese, and a burger patty for each group or learner. Run the lesson exactly the same way, with learners assembling their paper burger and "removing" each cutout when the corresponding community helper fails to do their job. The teaching points and discussion remain identical.
- Take a class field trip to visit one of the community helpers explored in the lesson (baker, farmer, dairy farmer, and rancher). Ask them to explain their responsibilities and how they affect the community they serve.



Must-Know

Responsibility and accountability go hand in hand. Knowing one's responsibilities and owning up to one's mistake or negligence is an exceptional character trait. Learners should not be afraid to make mistakes—they must be honest and open to learn from them. In the workplace, there may be times when a person falters or makes a wrong decision. However, admitting the mistake, saying sorry, and taking immediate steps to correct it demonstrate true courage. A responsible person is someone people can trust and rely on, in whatever setting or situation.

Name: _____ Date: _____

Grade & Section: _____

Burger of Responsibility

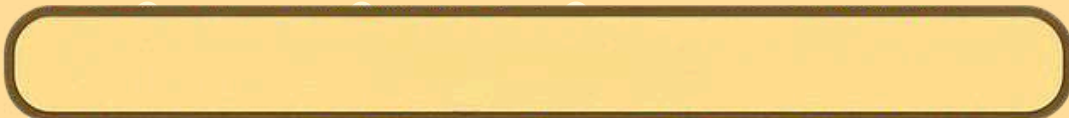
Bread



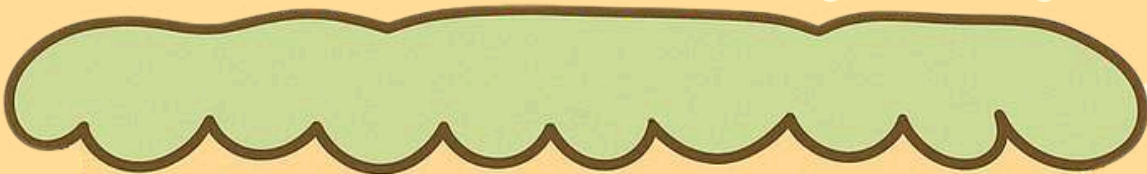
Burger Patty



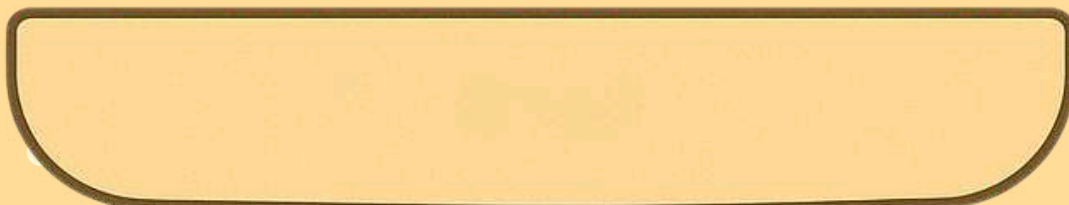
Cheese



Lettuce



Bread

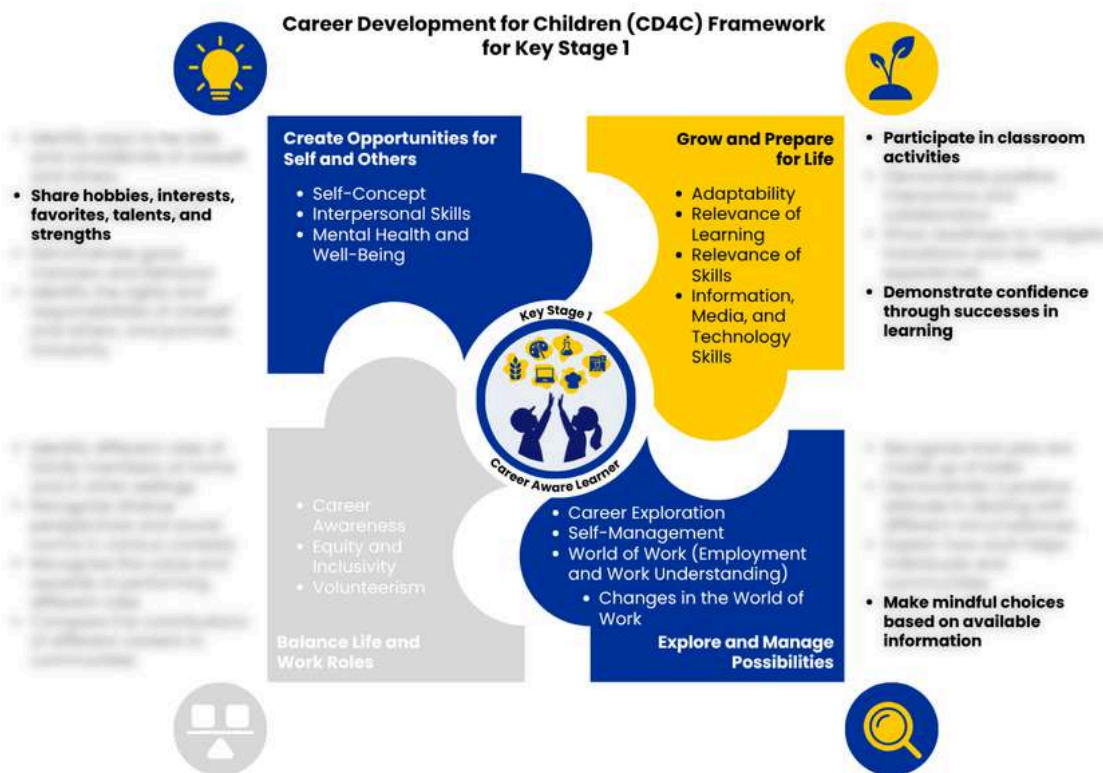


CRCL 5: Make a Career Match

Young learners can easily tell you what they like to do or enjoy doing. They might not be aware, though, that their favorite activities or hobbies can lead to careers in the future. This activity offers them a glimpse of those possibilities and encourages them to further develop their interests.



Learning Competencies



Subjects

Homeroom Guidance, Language, Makabansa



Target Objectives

- Identify their favorite hobbies or pastimes
- Underscore that hobbies or pastimes can lead to future careers



Number of Sessions

1 Session



Materials

- YouTube videos of people who made their hobbies into their careers
- *Make a Career Match* activity sheet (found at the end of this lesson)



Step-by-Step Procedure

- A few days before the activity, assign a short homework: ask the learners to discuss with their families what they like to do at home or recall the activities they liked to do when they were younger (from three to five years old). 
- Begin the lesson by asking the class to share what they like to do or enjoy doing when they are at home—their hobbies or pastimes.
 - Ask them if they think their current hobby is something that they can keep doing until they are grown, and perhaps, turn into a full time job.
 - If possible, show short videos of Filipinos who turned what they enjoy doing into careers. Examples include:
 - Carlos Yulo, Olympic Gold Gymnast
 - Lea Salonga, World-renowned singer
 - Alex Eala, International Tennis Champion
- Next, show the learners the *Make a Career Match* activity sheet (found at the end of this lesson).
- Explain that on the left side are pictures of children doing their favorite hobbies or pastimes. On the right are pictures of people doing different jobs.
- Instruct the learners to draw a line connecting each hobby to a job it could lead to in the future.
- Then, distribute the activity sheet to each student.
- Once everyone has completed the activity sheet, facilitate a discussion using the process questions.



Word Bank

Career match means thinking about hobbies, interests, or activities worth spending time on, then relating these to a future career path.



Process Questions

- How did you feel about the activity?
- What career is related to your favorite hobbies or pastimes now?
- Do you also use digital tools or applications for your favorite activities? If yes, what are they, and how do you use them?
- Can you name jobs that use these digital tools?
- Are there any rules at home regarding the use of these digital tools or applications? If yes, what are these rules, and do you follow them?
- Can you see yourself with a job that matches your current hobbies? Why or why not?



Possibilities

This lesson on **Career Match** helps learners see that the things they enjoy doing, such as drawing, singing, playing games, or making videos can grow into a full-time occupation one day. The lesson is also an opportune time to discuss the learners' use of digital technology as a hobby and how their digital literacy and immersion can both be beneficial and harmful. On one hand, learners can merge their interests, creativity, and knowledge of digital tools to build a career in technology, such as game development or content creation.

On the other hand, excessive use of technology at a young age could also be harmful to learners. Many parents observe that their children spend much time using their mobile phones, tablets, or personal computers for social media or online gaming.

To help learners understand this better, you may explain digital tools in simple and familiar terms, i.e. digital tools are special helpers designed to make tasks faster and more efficient. You may cite examples of digital tools, like mobile phones, tablets, computers, and apps such as TikTok and games. You may use the following talking points for learners to understand further:

- Digital tools may be used to draw on a tablet or mobile phone, or when playing a game.
- Songs with pictures and on-screen movements are digital tools.
- When classes meet online using Google Meet, Zoom, or other platforms, those involve digital tools as well.
- When the teacher shows videos using YouTube or other formats, that is another example of a digital tool.
- Many jobs use digital tools. Some workers use computers, tablets, or mobile phones to do their work. Others use emails, Zoom, Google Meet, or text messages to communicate and send information.



Must-Know

There is an adage that if you choose work that you enjoy, you never have to work at all. People who succeed in their careers are often those who are passionate about their chosen fields simply because they love what they do. Learners should be able to recognize that the things they enjoy can also be similar to their job in the future. They need to see what jobs are related to what they enjoy doing now. Since they are still young, it is essential to remind them to be open to trying different activities so they can discover what they truly like or may grow to love for many years.



Name: _____ Date: _____

Grade & Section: _____

Make A Career Match!

Our favorite hobbies and pastimes can lead to exciting future careers!
Match the hobbies on the left to the future jobs on the right!

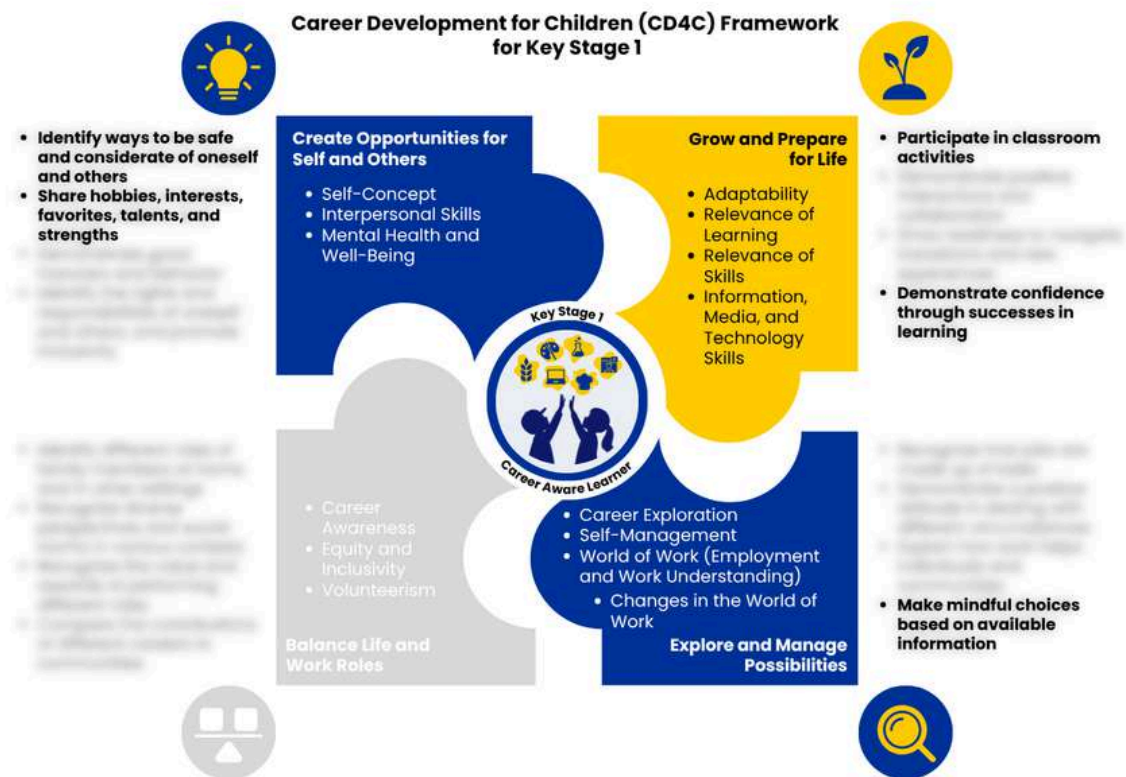


CRCL 6: Draw a Career

The Knowledge Channel song, *May K Ako!* is about children's abilities and dreams of possible careers in the future and is a fun and inspiring way to introduce them to Grade 1 learners. This can also be a good class presentation for Career Day.



Learning Competencies



Subjects

Homeroom Guidance, *Makabansa*



Target Objectives

- Identify a possible career in the future
- Participate and perform as a class



Number of Sessions

1 Session



Materials

- Knowledge Channel. (2010). *May K Ako*. YouTube. <https://www.youtube.com/watch?v=WAJ3cJolgyk>
- *May K Akong Maging _____!* activity sheet found at the end of this lesson
- Pencils, Pens, and Crayons or Markers



Step-by-Step Procedure

- Show the Knowledge Channel YouTube video of the song *May K Ako* (link: <https://www.youtube.com/watch?v=WAJ3cJolgyk>).
- After watching this, discuss what the song means to the learners and what jobs are mentioned in the song. Emphasize that the song inspires the Filipino children to believe that with effort and determination ("*may K ako*"), they can achieve their dreams and contribute meaningfully to their family and community. Show the *May K Akong Maging _____!* activity sheet. Tell the learners that they will draw a picture of themselves doing a job they think they would like to do in the future.
- Let the learners work on their drawings for fifteen (15) minutes. Tell them to think of a job they admire or are interested in.
- For learners who may struggle to express their ideas through drawing, show sample career drawings as visual guides before they begin. Refer to CRCL 5: Make a Career Match, for sample drawings.
- Use the drawings to start the discussion. The drawings are indicative of the following:
 - What the learners' aspirations are and what jobs they know about. This can also help you raise important discussions about stereotyping. For example, girls can also be engineers, or boys can also be nurses. Emphasize the lines on the song about every Filipino learner having the ability to be whomever they wish to be.
 - What tasks and activities learners are associating with jobs. This helps learners think about what types of activities are interesting to them.
- When every learner has completed their drawings, lead the discussion about the images students have chosen. Explore where the students got their ideas from (e.g., parents, *May K Ako!* song, friends, watching television shows, etc.).
- Ask some students to share their drawings in class.
- After sharing their drawings in class they will say, "*May K Akong Maging _____!*" and the whole class will say, "*May K si (students name)!*"
- Facilitate a discussion using the process questions.



Process Questions

- How did you feel about the activity?
- What career did you draw yourself doing in the future? Why did you think of that career?
- What qualities do you need to become what you drew yourself to be in the future?



Possibilities

- During Career Day, the learners' drawings can be displayed on the classroom bulletin boards or other displays. They can also have a class presentation during Career Day, and this can be one of the songs that the learners sing and dance to.
- You might also like to repeat the drawing exercise over time to see how the learners' perceptions have changed. This can be especially useful after you have engaged in career-related learning to determine its impact on the learners.



Must-Know

Drawing-based activities can be used to provide learners with opportunities to think about their skills, values, and interests in a holistic and creative way. It also encourages learners to develop their self-reflective skills, which are essential for lifelong learning and career growth.

Name: _____ **Date:** _____

Grade & Section: _____

**Draw
yourself
doing a job
you would
like to do.**



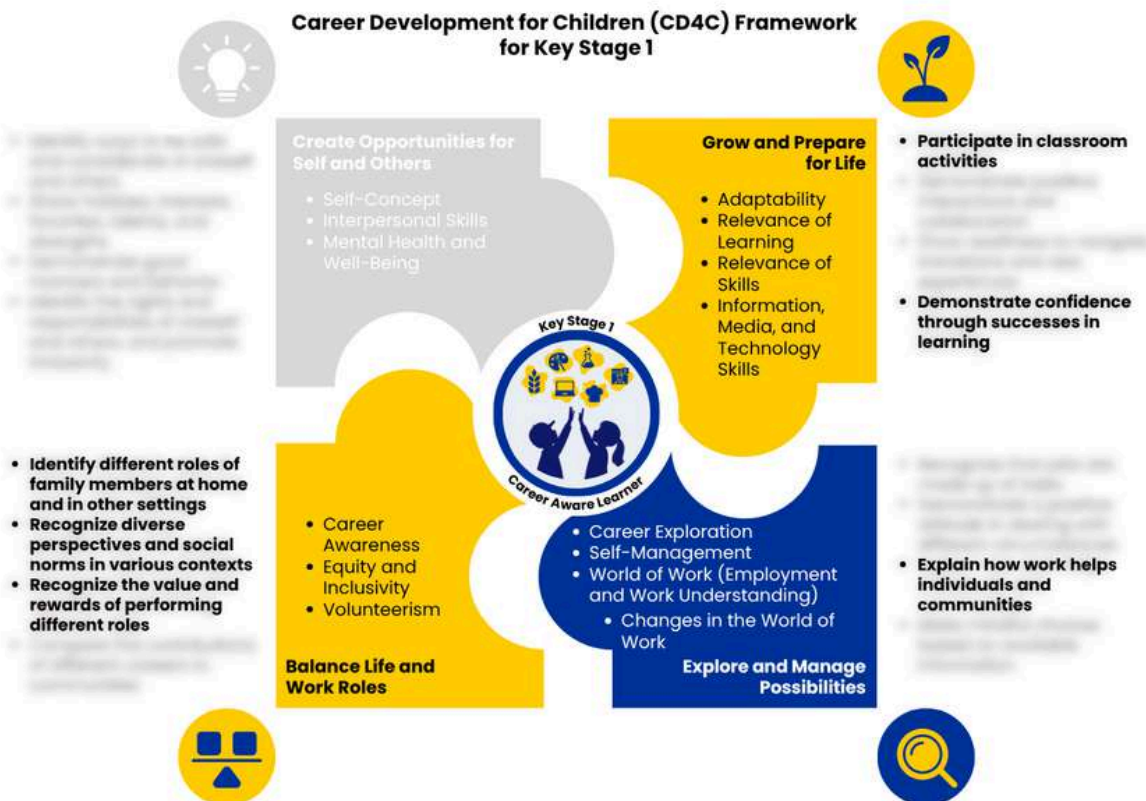
May K Akong Maging...

CRCL 7: Career Family Tree

This is a fun bonding activity for the whole family. It is a great way to discover which careers are present on each side of the family. Are aunts on the child's father's side mostly teachers, accountants, or doctors? Are uncles on the child's mother's side mostly vloggers or artists? The learners will enjoy talking and learning new things about their Career Family Tree.



Learning Competencies



Subjects

Homeroom Guidance, Language, *Makabansa*



Target Objectives

- Identify the careers of their nuclear and extended family
- Create a project with the whole family



Number of Sessions

1 to 2 Sessions



Materials

- *Career Family Tree* template (found at the end of this lesson)



Step-by-Step Procedure

- Open the discussion by talking about families, specifically the different kinds of families, such as nuclear and extended families. Encourage the learners to share and describe their own families. 
- Tell them that they will make a *Career Family Tree* with the help of the whole family.
 - Show the *Career Family Tree* template and Guidelines (found at the end of this lesson).
 - Explain that the project will help them learn about the different jobs, careers, or roles in their families.
 - Distribute the Letter for Parents (found at the end of this lesson).
 - Give each learner a copy of the letter to take home and share with their parents or guardians.
 - Read the letter aloud and explain that it contains the project guidelines and instructions for their family's participation.
- Inform the learners that they will be given a month to complete the *Career Family Tree* project.
 - They will interview their parents, aunts and uncles, and even grandparents about their careers and record the information on the *Career Family Tree*.
 - Encourage creativity by allowing the learners and their families to design their projects using art materials or digital applications such as Canva to make their designs.
- Once all the learners have submitted their *Career Family Tree* projects:
 - Invite volunteers to present their projects with the class.
 - You can also display all their *Career Family Tree* sheets on the class bulletin boards or corridors to celebrate the learners' work and family contributions
- End the session with a discussion using the process questions.



Process Questions

- Did you enjoy working with your family in creating your *Career Family Tree*? Why or why not?
- Are there career areas that several of your relatives have pursued? If yes, what are these careers?
- How have your family members' career choices changed over time?
- What do your relatives tell you about reasons to choose or not to choose careers like theirs?



Possibilities

- You can turn the Career Family Tree into a poster to be displayed during Career Day. Invite family members and choose a few of them to talk about their careers during your event.
- The family can also use Canva or other applications, when possible, to create a more interactive Career Family Tree to show in class.



Must-Know

Families are important in Filipino culture. Children value what their parents and elders say, from simple advice to choosing a course to take in college and eventually our careers in the future. Through the family project, the subject matter will be discussed in an informal way and the young child will be able to observe and learn their family values—for instance, continuing the family legacy by having the same careers, or letting each member discover what they are truly passionate about, and encouraging them to pursue this as a career.



Sample Letter to Parents on Career Family Tree Project

Date:

Subject: Career Family Tree Guidelines

Dear Parents,

Good Day!

We have a project for your family called *Career Family Tree*. A template is provided, but you can be as creative as possible. We encourage you to use recycled materials in your projects. Here are a few guidelines to help your family with the project:

1. You have a whole month to do this project.
2. Discuss among your immediate family members—father, mother, siblings, and other members already working. If you have an extended family, let your child ask their grandparents, aunts, and uncles about their work. Provide a small notebook to write this down or help your child write each family member and their specific career. The *Career Family Tree* may include the careers of the learner's parents, siblings of both parents, grandparents, and the learner's siblings.
3. You can also interview older relatives, like great-grandparents or distant family, to learn about past generations for your Career Family Tree.
4. It is time to design your *Career Family Tree*. You can use a ¼ size illustration board. Be sure to write the name, relation to the learner, and each person's career in your *Career Family Tree*. You can add pictures, caricatures, or the learner can also draw their family members' faces. Again, be creative! If possible, wrap it with a plastic cover to be sturdier when we post it in class or during Career Day.

Thank you so much for your participation. We hope you enjoy creating the Career Family Day Project with your child.

Sincerely,
(Signature over Printed Name)
[Teacher's Full Name]

Class Adviser

Grade Level and Section: _____

Contact Information: _____

Halimbawang Liham para sa mga Magulang tungkol sa Proyektong Career Family Tree

Petsa:

Paksa: Mga Alituntunin para sa Career Family Tree

Mga Mahal na Magulang,

Magandang araw po!

Mayroon po tayong proyekto para sa inyong pamilya na tinatawag na Career Family Tree. May nakalaang template para dito, subalit hinihikayat po namin kayo na maging malikhein sa paggawa ng proyekto. Inaanyayahan din po namin kayo na gumamit ng recycled materials o mga kagamitang maaaring muling gamitin. Narito po ang ilang mga alituntunin upang gabayan ang inyong pamilya sa pagsasagawa ng proyekto:

1. Bibigyan po kayo ng isang buwang panahon upang matapos ang proyektong ito.
2. Talakayin po ito sa inyong mga kasaping pamilya—ang ama, ina, mga kapatid, at iba pang miyembrong may hanapbuhay na. Kung kayo po ay may pinalawak na pamilya (extended family), hikayatin ang inyong anak na tanungin ang kanilang mga lolo, lola, tiyuhin, at tiyahin tungkol sa kanilang mga trabaho. Maaaring gumamit ng maliit na kuwaderno upang isulat ang mga sagot o tulongan ang inyong anak na isulat ang pangalan ng bawat miyembro ng pamilya at ang kani-kanilang propesyon o hanapbuhay. Maaaring isama sa *Career Family Tree* ang mga hanapbuhay ng mga magulang ng mag-aaral, mga kapatid ng parehong magulang, mga lolo at lola, at mga kapatid ng mag-aaral.
3. Maaaring isama rin ang mga lolo't lola sa tuhod o mga kamag-anak sa malayong angkan na may kaalaman sa inyong mga ninuno upang madagdagan ang mga henerasyon sa Career Family Tree.
4. Panahon na upang idisenyo ang inyong Career Family Tree! Maaaring gumamit ng $\frac{1}{4}$ na sukat ng illustration board. Tiyaing isulat ang pangalan, kaugnayan sa mag-aaral, at ang trabaho o propesyon ng bawat miyembro ng pamilya sa inyong Career Family Tree. Maaari ring magdagdag ng mga larawan, caricature, o ipaguhit sa mag-aaral ang mukha ng kanilang mga kamag-anak. Maging malikhein! Kung maaari, balutan ng plastic cover ang natapos na proyekto upang maging mas matibay kapag ito ay ipapaskil sa silid-aralan o ipapakita sa Career Day.

Maraming salamat po sa inyong pakikiisa at suporta. Nawa'y maging masaya at makabuluhan sa inyong pamilya ang pagbuo ng Career Family Tree Project kasama ang inyong anak.

Lubos na gumagalang,

(*Lagda sa ibabaw ng pangalan*)

[Buong Pangalan ng Guro]

Tagapayo ng Klase

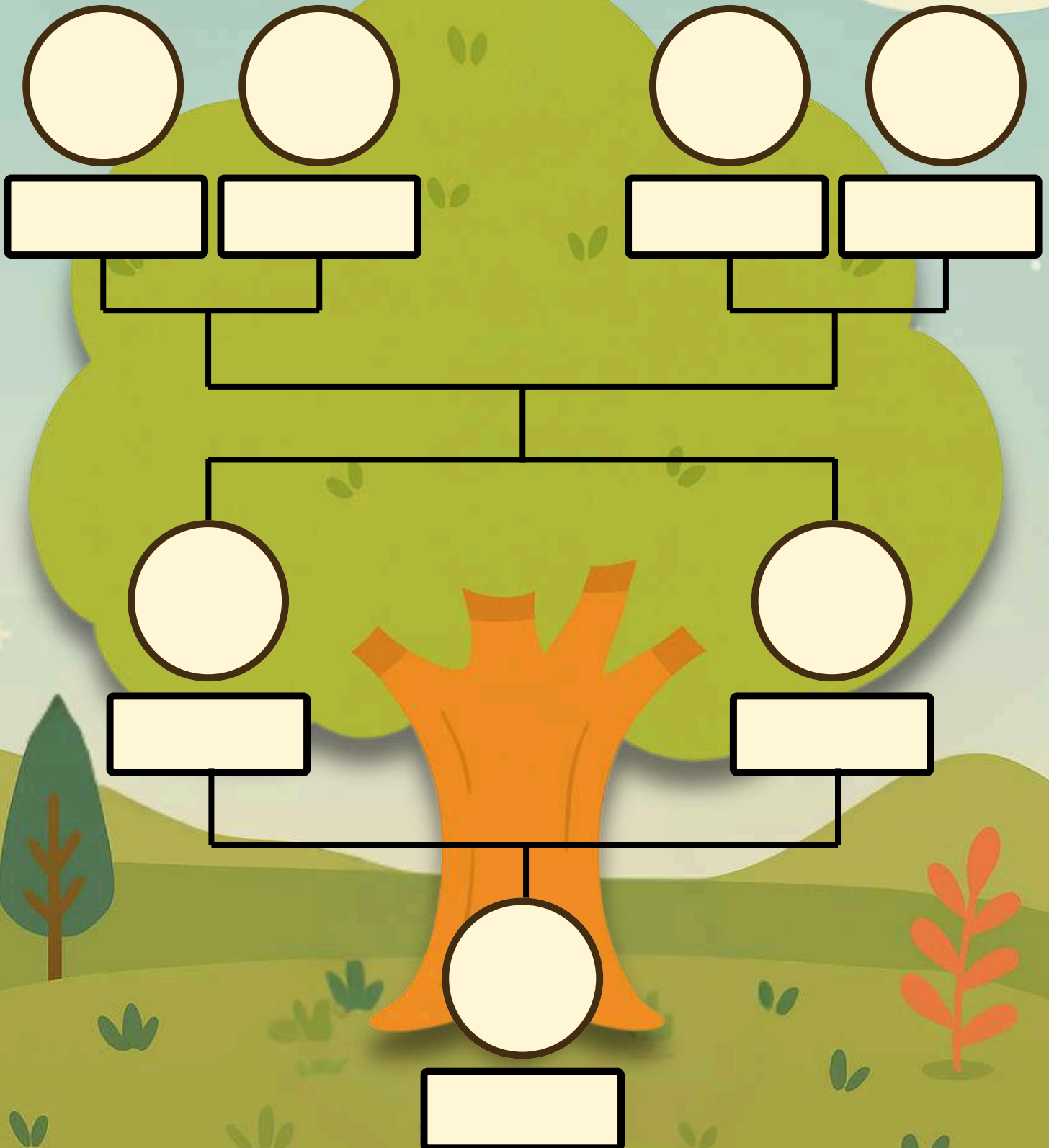
Baitang at Seksyon: _____

Impormasyon sa Pakikipag-ugnayan: _____

Name: _____ Date: _____

Grade & Section: _____

Career Family Tree



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**Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology
(SEAMEO INNOTECH)**

Commonwealth Avenue, Diliman, Quezon City 1101, Philippines

Tel: (+632) 8-924-7681 to 84

Email: info@seameo-innotech.org

Website: www.seameo-innotech.org

