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Gear Up and Go!

A Career Development
for Children (CD4C)
Toolkit

for Grade 2



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for Grade 2

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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



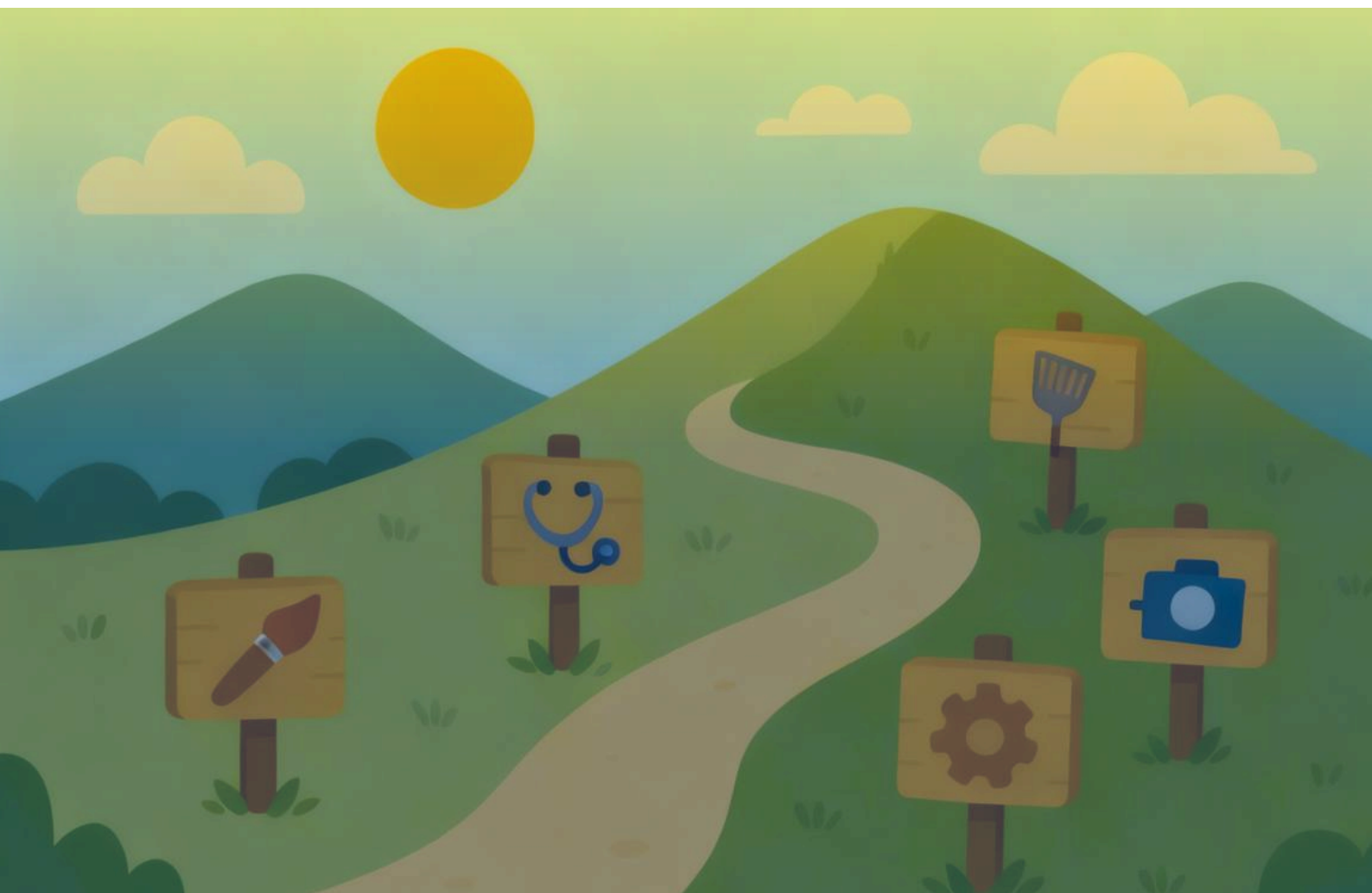
Introduction

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



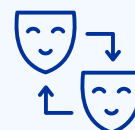
Career-related activities: Mostly informal, event-based, with limited classroom integration



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.



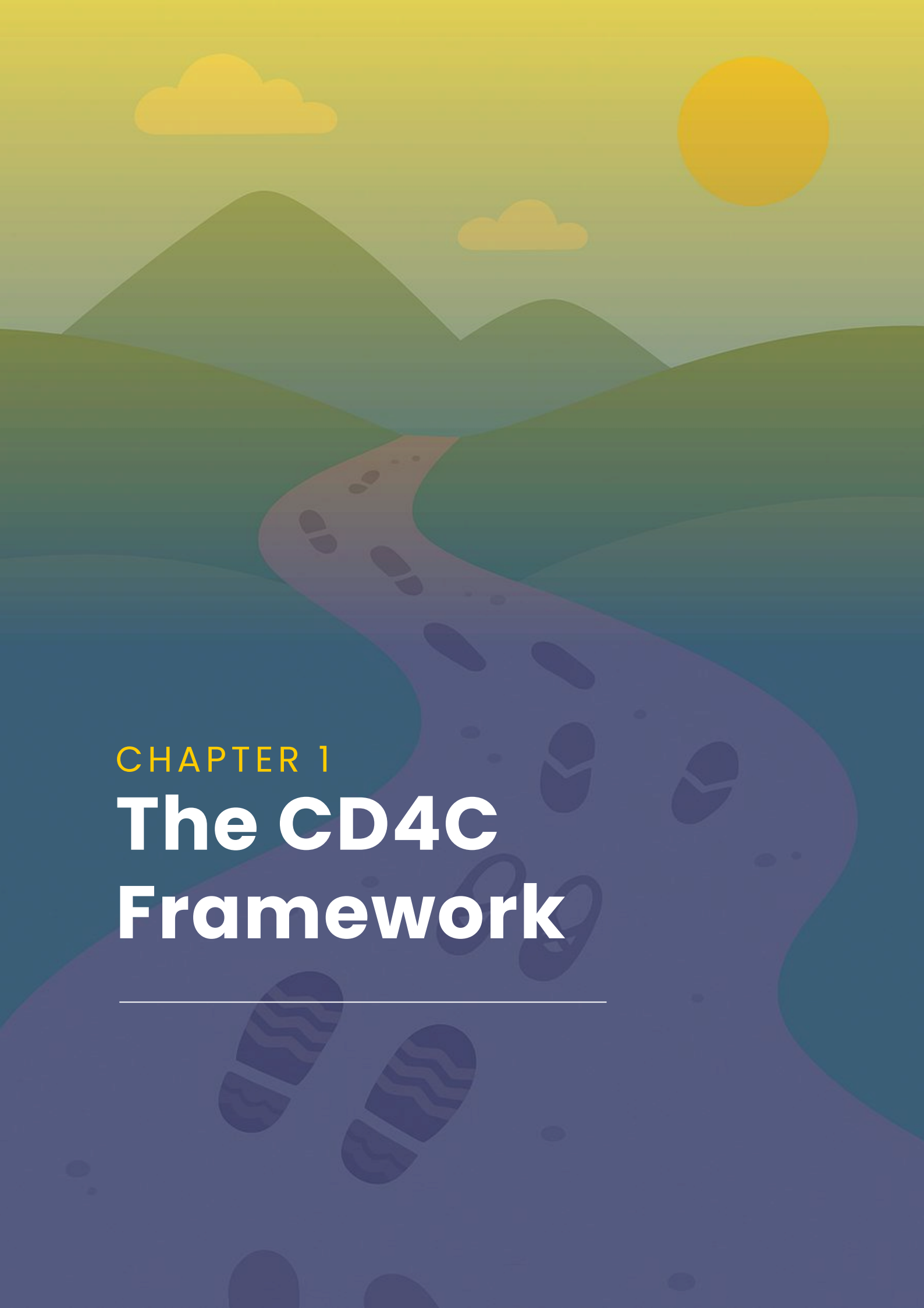
Home-School Opportunities encourage collaboration between teachers and families to reinforce learning, provide continuity, and engage parents/caregivers in school activities.



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:

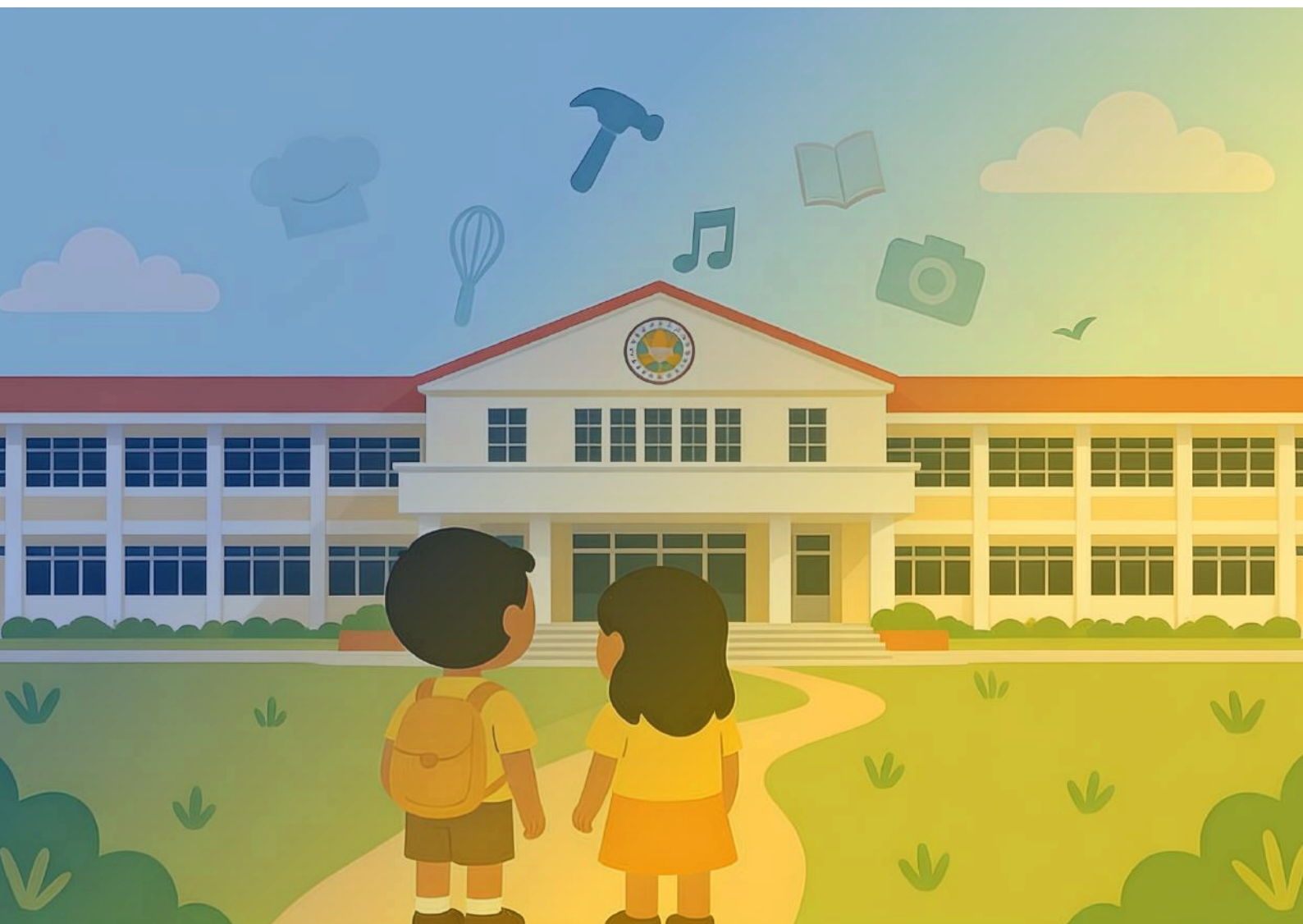
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SEAMEO INNOTECH. (2026). Discussion paper on career development for children (CD4C) in Philippine elementary schools. SEAMEO INNOTECH.

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 2 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 of 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 apron, holding a silver platter; a boy with light skin wearing a beret and holding a paintbrush and palette; and a girl with light skin wearing a purple hijab and holding a microphone. They are standing in front of a chalkboard. To the left of the chalkboard is a calendar, and to the right is a poster with a rainbow and photos of children. In the foreground, there are empty wooden desks and yellow chairs.

CHAPTER 3

School-Wide Career Events (SWCEs)

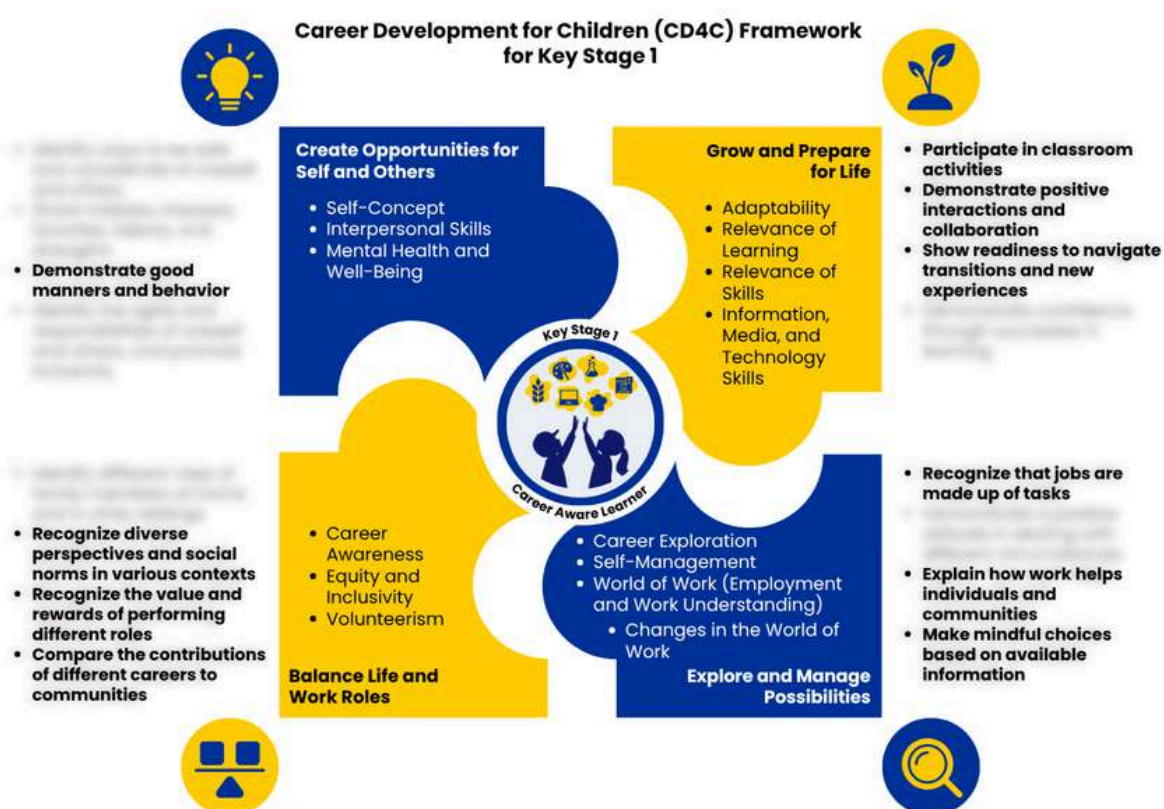
The research findings revealed that school-wide events are the most frequently occurring career-related activities. These are usually held once a year and involve the whole elementary school, engaging learners from Kindergarten to Grade 6. This chapter on SWCEs is designed to serve as your guide for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

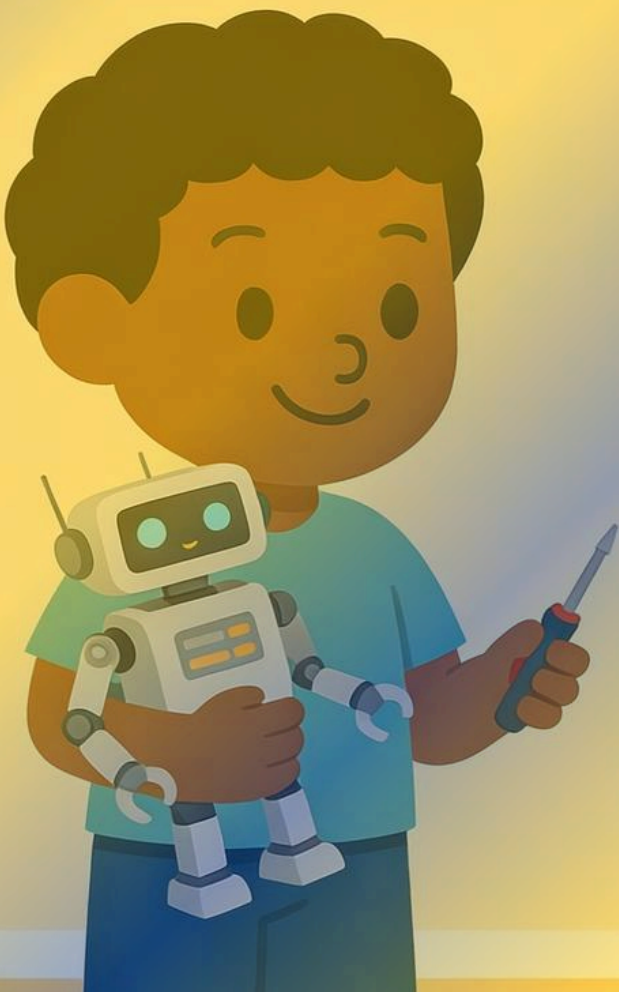




Must-Know

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.

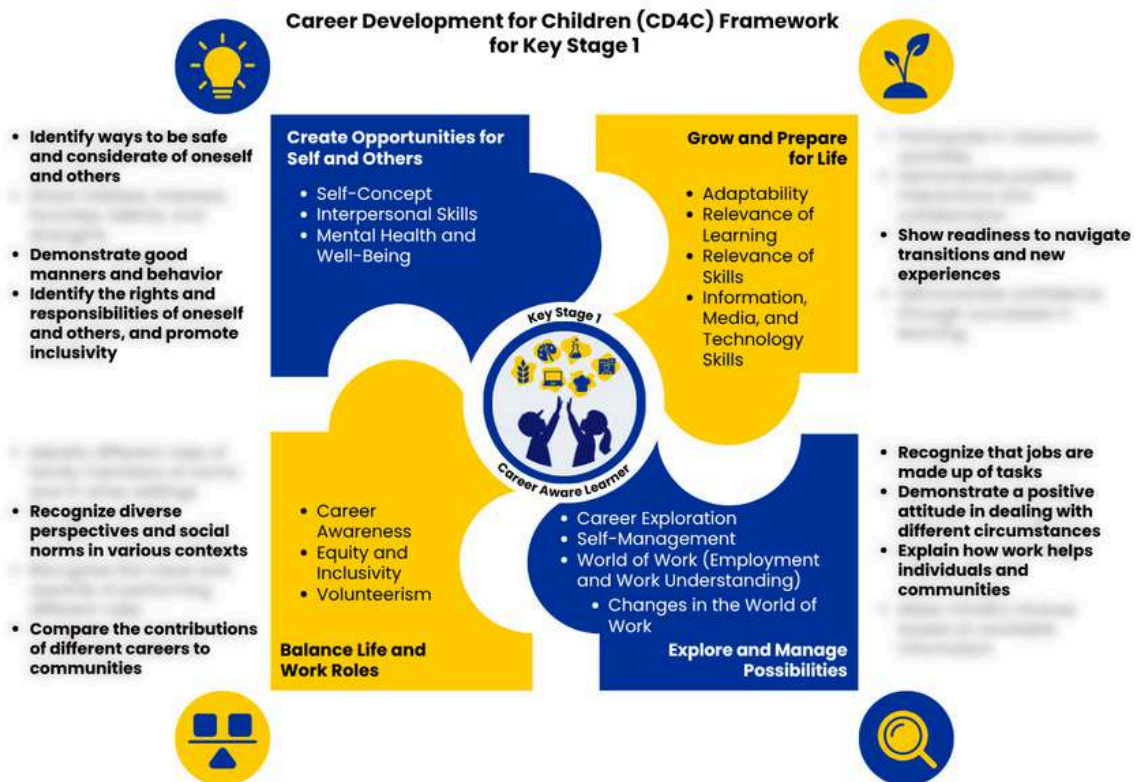
If this is your first career day, keep it simple. Focus on one or two of the possible career day events suggested in this lesson. After a few years, you will build a collection of regular speakers, activities, and career day ideas to help you expand your career day initiatives.



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 2 classes. Each activity suggests subjects where the lessons may be integrated, such as Homeroom Guidance or other areas within DepEd's Grade 2 curriculum.

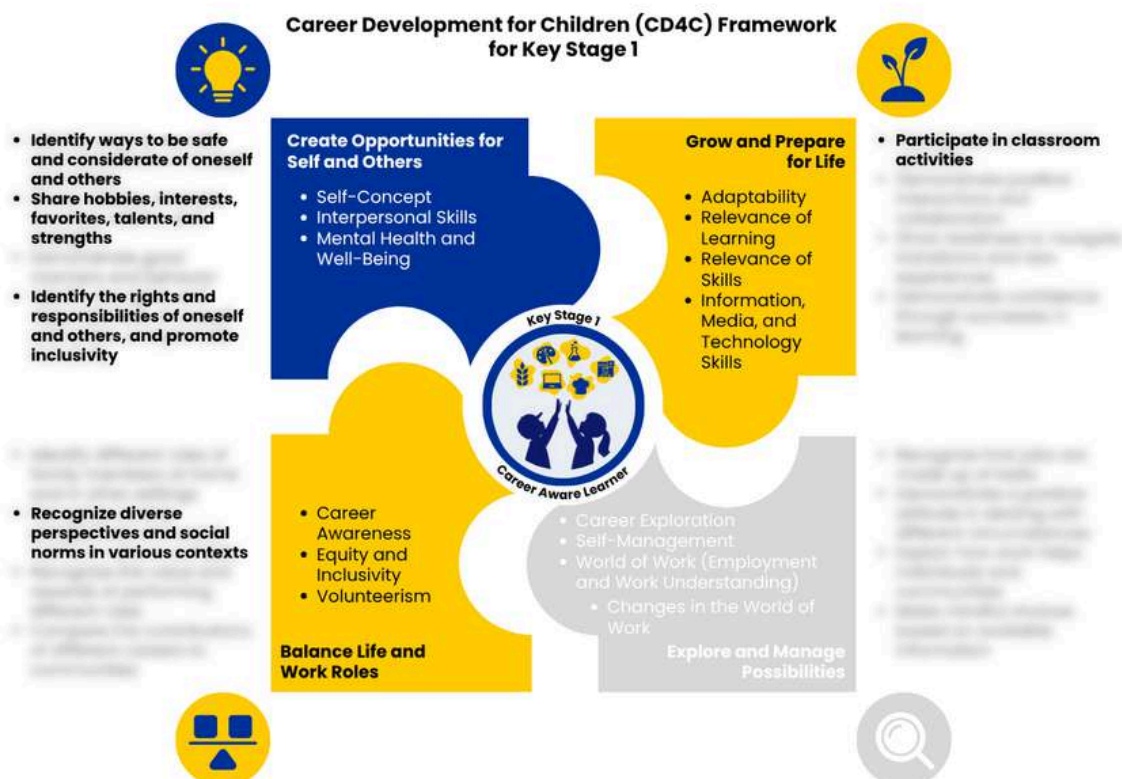
The seven CRCLs extensively cover the DepEd Homeroom Guidance Program (HGP) career development domain's learning competencies for identifying, determining, and recognizing interests, preferences, and skills needed to explore, pursue, or prepare for future jobs, or occupations, careers, and personal ambitions. 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 career literacy and growth mindset.

CRCL 1: We Are All Wonders

Learners sometimes exclude others because they feel comfortable with their current group or are unsure about how to include those different from them or those unknown to them. This activity will remind them that everyone has unique and special qualities, and that inclusion necessitates taking the time to get to know others.



Learning Competencies





Subjects

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



Target Objectives

- Describe the concept of inclusiveness or inclusion through storytelling and self-expression
- Make learners reflect on something that makes them unique and wonderful



Number of Sessions

1 Session



Materials

- Grammy's Book Nook. (2017). *We're All Wonders: Children's Books Read Aloud* [Video]. YouTube. <https://www.youtube.com/watch?v=cJurUTRt6as>
- *I Am A Wonder!* activity sheet found at the end of this lesson



Step-by-Step Procedure

- Begin by asking the learners what comes to mind when they hear the words "inclusiveness" or "inclusion." Then, encourage them to explain what the word means to them, how they include others in classroom or school activities, and whether they always include everyone. You may get a variety of answers. Explain further that individuals may sometimes leave others out because they do not know them. In certain situations—such as being in a large group of unfamiliar people—it may feel more comfortable to stay with one's acquaintances. Choosing to be with safe and trusted friends is important. However, in the school setting, especially within a Grade 2 classroom, it is good to befriend or at least get acquainted with other classmates so no one feels alone and excluded.
- Have the class watch the video on Grammy's Book Nook. (2017). *We're All Wonders: Children's Books Read Aloud* [Video]. YouTube. <https://www.youtube.com/watch?v=cJurUTRt6as>
- Facilitate a discussion on the video:
 - Begin with the question: "What have you learned about the main character in the video?"
 - After their responses, emphasize that other people did not take the time to know the character.
 - Encourage learners to reflect about the wonderful things they know about their classmates.
 - Emphasize that there are probably a lot of wonderful things they do not know about each other. Remind them that each one has something wonderful inside them: "We are all wonders!"

- Distribute the *I Am a Wonder!* activity sheet to each learner.
 - Briefly remind the class that in the video, the character used a helmet to show and protect what was special about him. Explain that the helmet on the activity sheet is like a space to show what is special inside each learner.
 - Ask the learners to write or draw something that makes them a “wonder”—ideally, something that their classmates do not know yet about them.
 - Explain that their work can be simple or short but should show something special about themselves. It can be something they enjoy doing, a talent they are proud of, a special gift they treasure, or something they do every day to stay healthy (such as wearing a retainer to keep their teeth straight or using an inhaler to help them breathe). It might also be a place they have been to or an experience that helped them grow or learn.
 - Remind the learners not to write their names on the worksheet. Explain that after they finish, everyone will participate in a fun guessing game to figure out the owner of the helmet. Say: “Spread out a little and try not to let others see your helmet!”
 - Once everyone is done, collect the activity sheets. Then, hold up the completed activity sheets one at a time and ask the class to vote on whose helmet they think it is.
 - After a quick vote, ask the “real wonder” to stand up.
 - Make this moment empowering by inviting the learners to say “I am a Wonder!”
 - Hand the completed activity sheet to the learner who claimed it and then move on to the next one.
- After the last handout (which could be yours, to help prevent learners from immediately knowing who the last drawing belongs to), remind the learners that everyone has unique and wonderful qualities. Emphasize that it is important to truly get to know others to make it easier to include them, because everyone is a wonder and deserves to be included.
- Facilitate a discussion using the process questions.





Process Questions

- What can you say about the video?
- How did you feel when you were writing and drawing on your helmet?
- How did you feel when the teacher was showing your work to the whole class to guess?
- Was it easy or difficult to guess your classmates' helmets? Why was it easy or difficult?
- Some of your classmates, family, or friends may have disabilities. What wonders do you think they have?
- What kinds of jobs can people with disabilities do well? Can you think of one?
- Do you believe that all of us are wonderful? Why or why not?



Word Bank

Phrase	Meaning Action	Example in Action
I am a Wonder!	I am special and amazing just the way I am. There are wonderful things about me.	"I can draw beautiful hearts!"
Unique	I am special and different from everyone else. No one else is just like me because I have my own special qualities that make me one-of-a-kind.	"I can whistle with my hands!"
Inclusiveness/ Inclusion	This ensures everyone feels welcome and a part of the group, no matter how different they may be. We demonstrate this when we show kindness to others by including everyone in classroom activities, inviting other kids to join in our games at recess, or making room for someone at lunch, among many other ways.	"I work with new friends in group activities."



Must-Know

Inclusiveness means showing kindness to others by including them in ongoing activities. The learners can practice inclusiveness by sharing materials with classmates, taking turns during group activities, listening when others are speaking, and welcoming classmates to group work even if they are different or new.

Stories, discussions, and guessing games offer a child-friendly approach to learning about inclusion and appreciating one's and others' unique qualities. These activities build students' understanding of themselves and others, foster respectful listening, invite expression of ideas, and nurture appreciation of differences. These are foundational skills for thriving in diverse workspaces in their future career paths (McMahon, M. & Watson, M., 2022).

Name: _____ Date: _____

Grade & Section: _____

I am a Wonder!

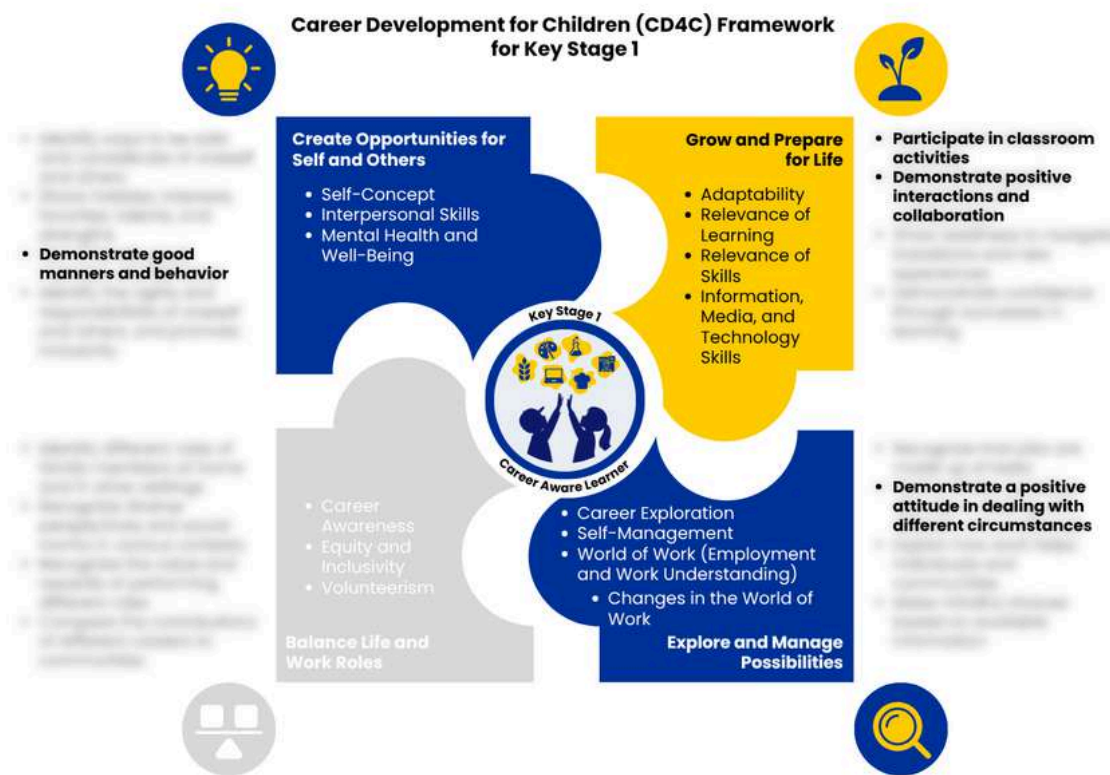


CRCL 2: Rock, Paper and Scissors Group Game (Bato-Bato Pik)

This group version of the popular Filipino game Bato, Bato, Pick is a fun and engaging way to discuss the concepts of cooperation and teamwork.



Learning Competencies



Subjects

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



Target Objectives

- Work cooperatively within a group
- Identify different skills and attitudes needed in working within a group



Number of Sessions

1 Session



Materials

None



Step-by-Step Procedure

- Inform the learners that they will play *Bato-Bato Pik* with a twist. Explain that, instead of playing one-on-one, they will play the game in groups.
- Explain that there will be two matches: Round 1 and a Final Round—so that only one group will be the overall winner.
- Divide the class into four (4) groups with equal members. Assign them as Group 1, Group 2, Group 3, and Group 4.
- Explain the match sequence clearly:
 - Round 1: Group 1 vs Group 2 and Group 3 vs Group 4 (played at the same time)
 - Final Round: Winner of Group 1 vs 2 vs Winner of Group 3 vs 4
 - The winner of the Final Round is the grand winner.
 - Explain that all four groups will play at the same time during Round 1, so no group has to wait for its turn.
- **Round 1 (Group 1 vs Group 2 and Group 3 vs Group 4):** Ask the members of each group to huddle with their backs to the opposing team. Each group must quietly decide, as a team, whether to show a *bato* (rock), *papel* (paper), or *gunting* (scissors). Encourage teamwork and agreement before deciding. Give a clear 5-4-3-2-1 countdown for each group to reach a decision—group members must quickly agree on their chosen action before the countdown ends.
 - Once all groups are ready, give a clear count of "one, two, three!" At the count of three, both teams should turn to face each other and simultaneously act out their chosen move at the same time. Check for coordination and teamwork.
 - If even one member performs a different action from the rest of their team, the point is awarded to the opposing team.
 - If both teams perform the same action, there will be no point awarded to either team.
- Apply the scoring mechanics:
 - Rock beats scissors
 - Scissors beats paper
 - Paper beats rock

- Repeat the process for each round. Encourage cheering and teamwork.
- The first team to reach three (3) points wins Round 1. Congratulate the winning team and highlight how teamwork helped them succeed.
- **Final Round (Round 1 Winners):** Have the two round winners compete using the same rules and scoring. The first team to reach three (3) points wins.
 - Declare the winner of the Final Round as the one final winner of the entire game.
 - Facilitate a discussion after the game using the process questions.



Process Questions

- What word describes how you feel about the activity?
- How did you feel while waiting for your turn to play?
- What were the problems you and your classmates encountered during the game?
- What happened when someone in the group had a different idea? How did you decide as a team what action to do in each round?
- Why is it important to work cooperatively with others?



Must-Know

Playing a game where each team member must perform the same action to win is valuable because it promotes teamwork, cooperation, and communication. These are skills essential for working effectively with others (Johnson & Johnson, 2019). Such games require the learners to listen attentively, coordinate their actions, and align efforts toward a shared goal, fostering a sense of unity and collective responsibility. The activity also encourages the learners to support their peers and recognize the significance of each member's contribution to the team's success. Early exposure to cooperative tasks helps develop communication, problem-solving, leadership, and conflict resolution skills. These abilities are foundational for future careers where collaboration and teamwork are often critical.

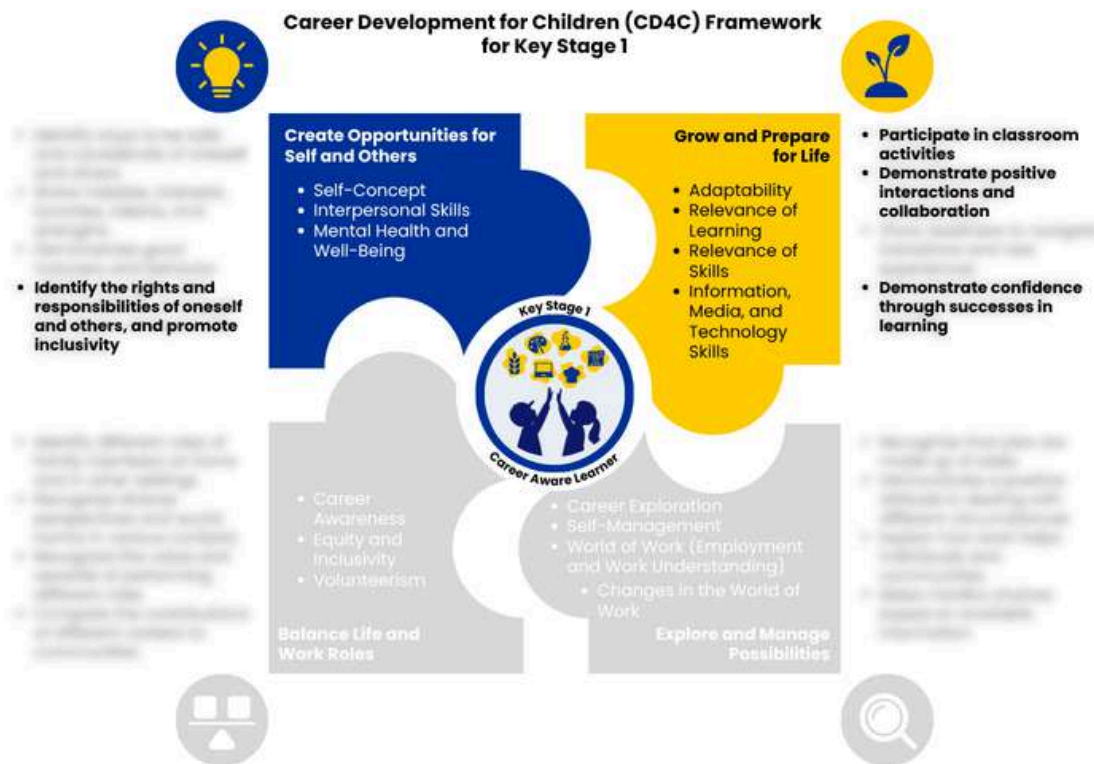


CRCL 3: Teamwork for the Win!

This activity focuses on fairness and inclusiveness through a fun team-building game that starts with pairs and builds to the entire class working together to win.



Learning Competencies



Subjects

Homeroom Guidance, Good Manners and Right Conduct (GMRC)



Target Objectives

- Practice cooperative activities and inclusiveness through group games
- Demonstrate an understanding of inclusiveness through paired, small group, and large group activities



Number of Sessions

1 Session



Materials

- Balloons (*manipulatives included in the CD4C Toolkit*)
- Timer



Step-by-Step Procedure

- Explain that the class will play a game that aims to practice fairness and inclusiveness in the classroom.
- Clarify that being fair means giving everyone a chance to share ideas and listening to each other before deciding on a strategy as a group. Being inclusive means making sure everyone belongs, everyone is included in the group, and everyone is allowed to participate and be heard—no one is left out.
- Explain the goal and rules to the class before starting any round:
 - The goal of each round is to keep the group's balloon off the ground for at least one full minute without letting it fall and without using hands. If the balloon falls before one minute, the group is eliminated for that round only—all groups still move on to the next round.
 - Players must hold hands throughout the game to stay connected as a team.
 - Groups may use only their arms, shoulders, or heads to keep the balloon in the air.
- **Round 1: Pairs**
 - Divide the class into pairs or small groups of three.
 - Provide each group with one balloon.
 - Instruct the groups to hold hands and use only their arms, shoulders, or heads to keep the balloon in the air.
 - Start the timer and allow each pair or group one minute to keep the balloon up in the air.



Photo by SEAMEO INNOTECH

- **Round 2: Small Groups**

- Combine two pairs (or small groups of three) to form larger groups. Each new group keeps one balloon; set aside the extras.
- Repeat the same rules: groups must hold hands and keep the balloon above ground using only their arms, shoulders, or heads for one minute.
- Encourage learners to cooperate and communicate more as the group grows.



- **Round 3: Two Large Groups**

- Combine the smaller groups until there are only two large groups. Each large group keeps one balloon.
- Repeat the game for one minute, using the same mechanics.
- Remind the learners that teamwork becomes more challenging but also rewarding as the group grows.



- **Round 4: Whole Class**

- Have the entire class form a large circle and hold hands.
- Drop one balloon in the middle of the circle and start the timer.
- The class must work together to keep the balloon from falling for at least one minute.
- If successful, continue timing to see how long the balloon can be kept up in the air.
- End the activity after 5 to 7 minutes if it becomes too time-consuming.
- Gather the class for a discussion using the process questions.





Process Questions

- Were you paired up with your friend(s) in class? If not, how did this make you feel?
- Did your partner help you succeed in the game?
- How did it feel to be included in another small group?
- How did it feel to work as an entire class to accomplish the same goal? Why?



Word Bank

- **Inclusiveness** is often associated with playtime and recess; however, ensuring that everyone is included during learning activities is equally important. Including others communicates that they are valued and that their presence matters. The term inclusiveness expresses the idea that everyone deserves to be included. Notice the similarity between the words include and inclusiveness. Including others is a direct expression of inclusiveness. You may encourage learners to help others feel included by inviting them to participate in group activities, acknowledging their correct answers, and offering positive nonverbal cues, such as smiling when they speak.
- **Fairness** means treating others in a way that does not favor some over others. It involves giving everyone an equal opportunity to participate and be heard.
- **Teamwork**. Whenever learners work with others, they have the opportunity to practice inclusiveness and demonstrate fairness through kind words and thoughtful actions. Teamwork occurs when individuals collaborate to complete a task or reach a goal. Teamwork cannot exist without inclusiveness; excluding someone means they are no longer part of the team. This exclusion is unfair and does not reflect kindness.



Must-Know

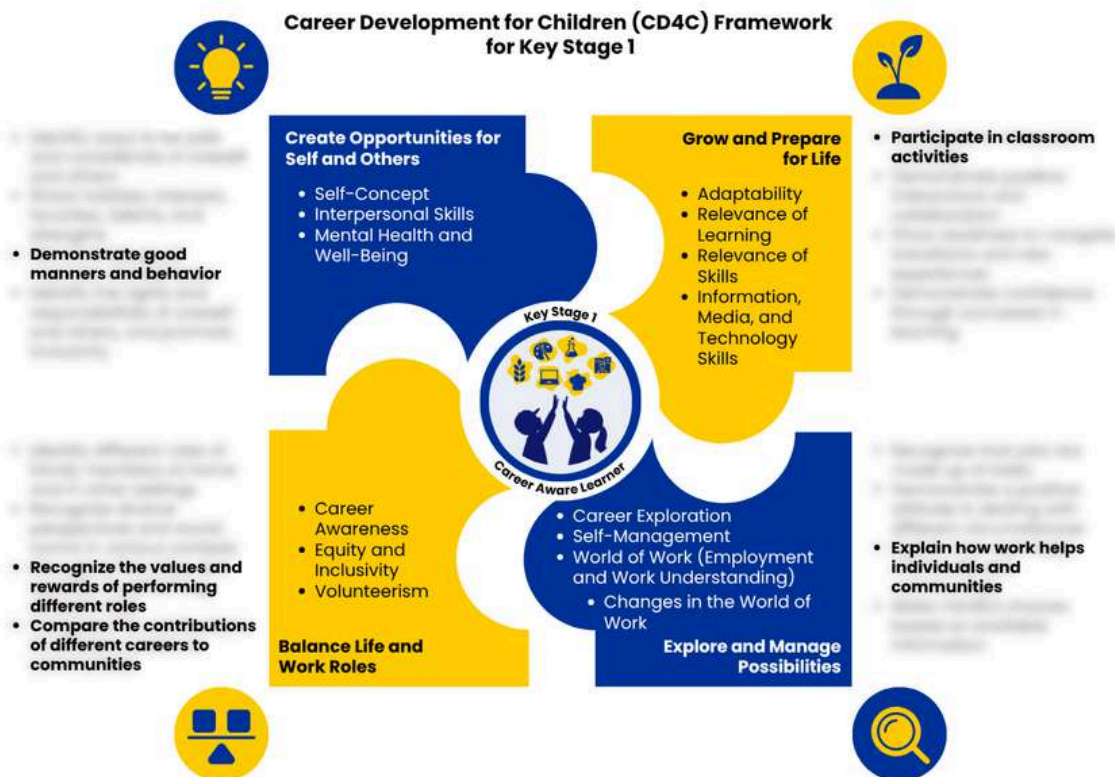
Working together in teams helps learners get ready not only for future jobs, but for everyday life. When learners team up for group activities, they learn how to talk and listen to others, share ideas, solve problems, and help each other (Johnson & Johnson, 2019). These are important skills that people use every day at work. Teamwork also makes learning fun, helps learners feel more confident, and teaches them how to get along with different people. By practicing these skills now, students will be better prepared for any path and will have broader career prospects in the future.

CRCL 4: Thank You for Helping!

This activity is designed to help learners express gratitude to school helpers. It will also make them realize that there are people who help out or provide services.



Learning Competencies



Subjects

Homeroom Guidance, Good Manners and Right Conduct (GMRC), *Makabansa*, English



Target Objectives

- Express gratitude to school helpers
- Recognize the contributions of people who do not expect anything in return



Number of Sessions

2 Sessions



Materials

- *Thank You* card template found at the end of this lesson
- Coloring materials



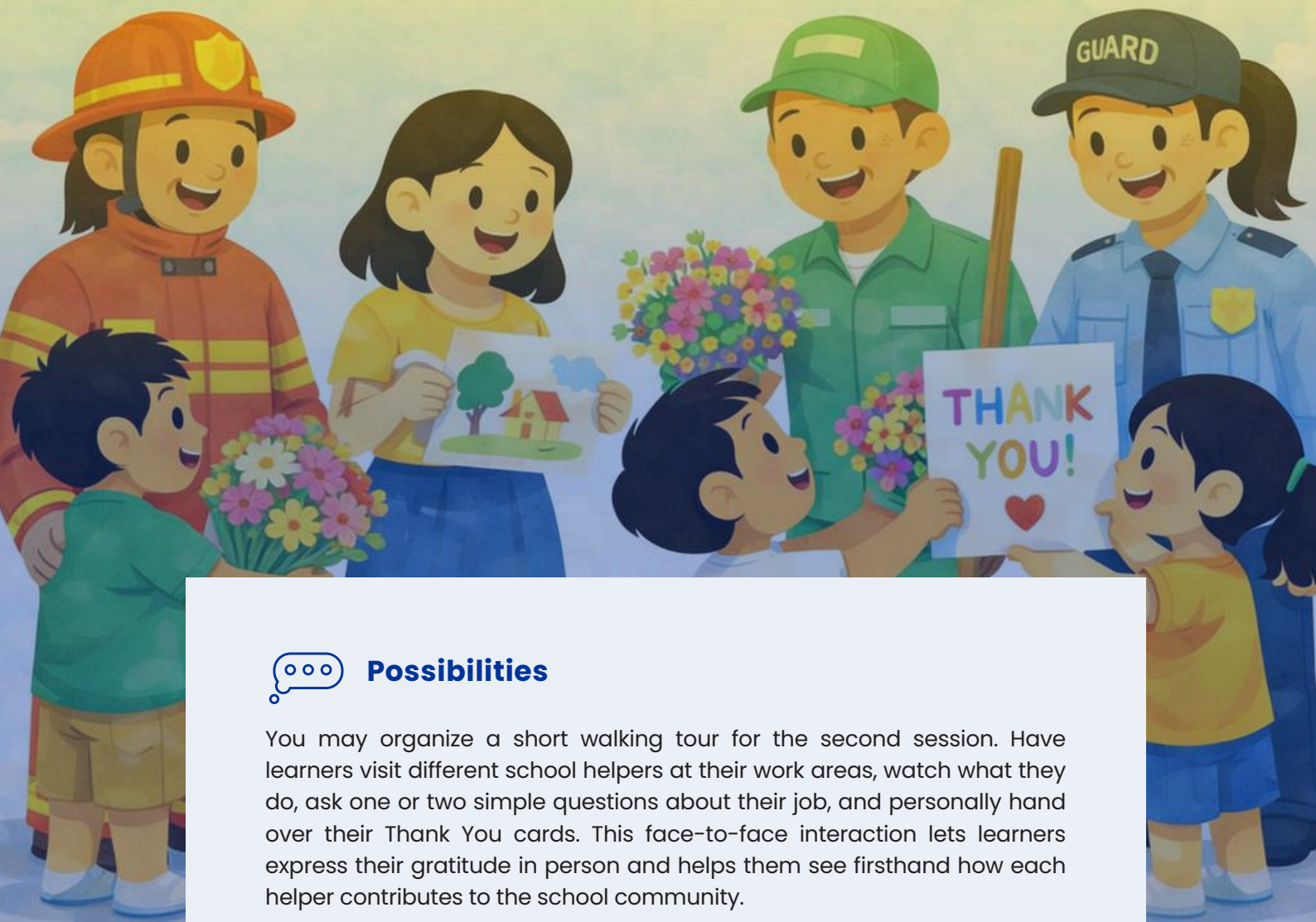
Step-by-Step Procedure

- Begin the session by asking learners to identify all the helpers in the school.
- List down the kinds of helpers they cited, which may include teachers, librarians, counselors, nurses, security guards, janitors, drivers, administrative officers, electricians, etc.
- Alternatively, you may use the *Jobs in our School* poster included as one of the manipulatives of the CD4C Toolkit for Kindergarten to support the discussion.
- Explain to the learners that they must choose one helper from the list to whom they will write a Thank You card. Encourage the learners to pick a helper they can relate to—for example, someone who has helped them before, someone they have previously met, or someone they like or want to talk to.
- Distribute the Thank You card templates to the learners.
- Encourage the learners to use the prompts on the card by writing one to two sentences thanking their chosen helper for how they support the school community.
 - Sentence #1 begins with, “Thank you for . . .”
 - Sentence #2 begins with, “You care for people by . . .”
 - The learners may be guided in thinking of ways these individuals contribute to school, if needed.
- Encourage the learners to draw a picture of their selected helper performing their job. Allow time for coloring and adding details.
- Remind the class that helpers can be of any gender—helping is not limited to boys or girls. Emphasize that everyone in the school plays an important role in helping others.
- Once all learners have turned in their Thank You cards, facilitate a short class discussion using the following process questions.



Process Questions

- Why did you choose helper _____?
- What does s/he do? How does he or she help you and other people in school?
- What are you thankful for _____?
- Would you be interested in doing his/her job in the future? Why or why not?



Possibilities

You may organize a short walking tour for the second session. Have learners visit different school helpers at their work areas, watch what they do, ask one or two simple questions about their job, and personally hand over their Thank You cards. This face-to-face interaction lets learners express their gratitude in person and helps them see firsthand how each helper contributes to the school community.



Must-Know

Writing a *Thank You* card to a school helper is significant for learners because it cultivates gratitude, empathy, and communication skills. This simple act encourages learners to recognize and appreciate the efforts of others. It fosters a positive and respectful attitude toward people who contribute to their learning environment. It is relevant to career development since it builds essential interpersonal skills valued in any workplace. It also introduces the learners to the idea of acknowledging others' contributions and making them feel "seen." Expressing appreciation strengthens relationships, promotes teamwork, and creates a positive community culture. These are positive qualities in the workplace.

At the same time, the lesson helps children practice expressing their thoughts through written communication, an important communication skill. It is a relevant skill that will carry them through school and in whatever career path they will choose in the future.

Name: _____ Date: _____

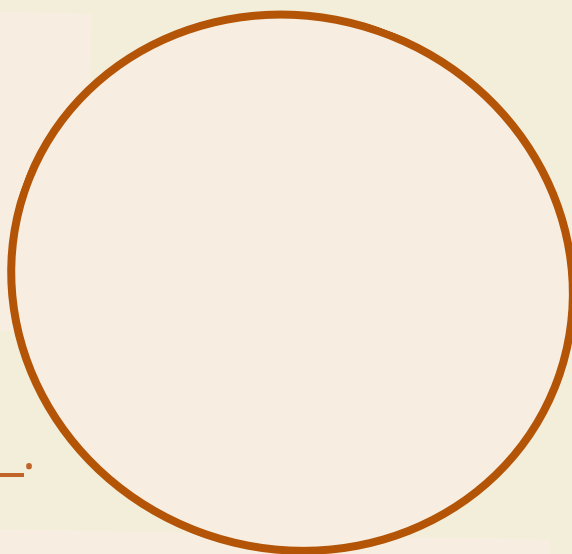
Grade & Section: _____

THANK YOU, SCHOOL HELPER!

Dear School Helper:

Thank you for _____

_____.



You care for people by _____

_____.



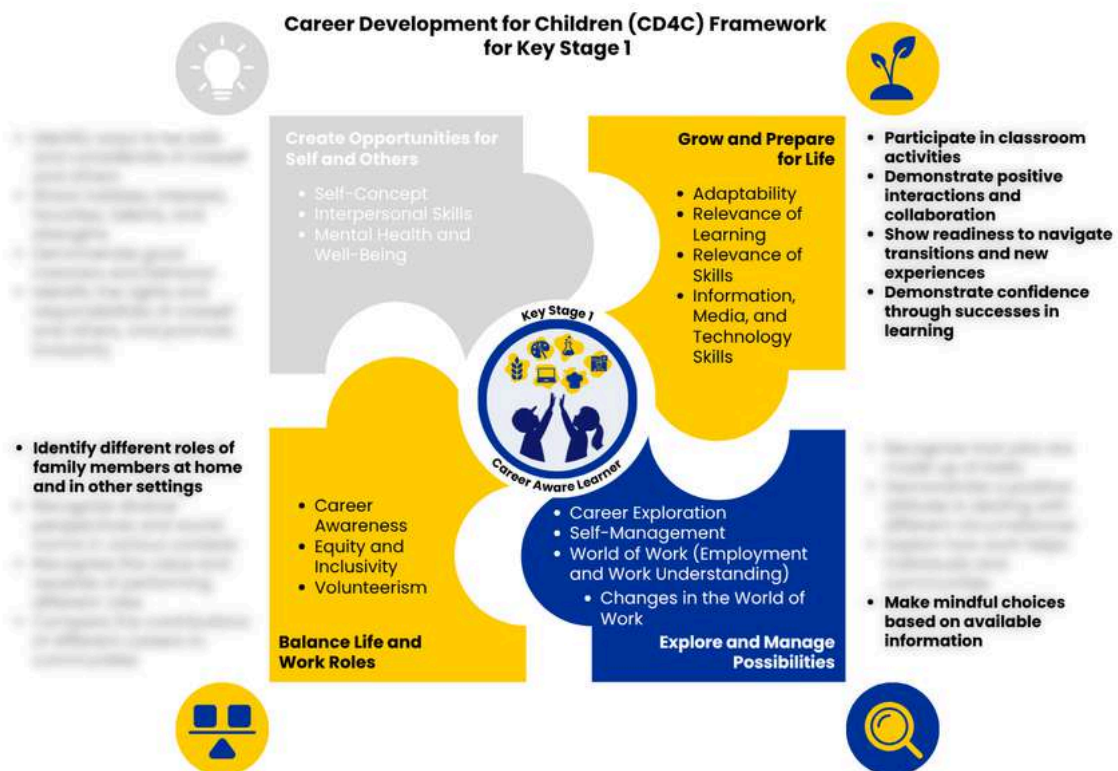
Your friend,

CRCL 5: Jobs Alphabet Game

This engaging activity improves learners' knowledge about jobs by matching each letter of the alphabet to a related career. It supports letter recognition and vocabulary building while introducing the learners to various professions. The game encourages curiosity and helps learners start thinking about the many kinds of work people do in their communities.



Learning Competencies



Subjects

Homeroom Guidance, *Makabansa*, English, and Filipino



Target Objectives

- Identify different jobs of family members
- Name new and emerging jobs



Number of Sessions

1 to 2 Sessions



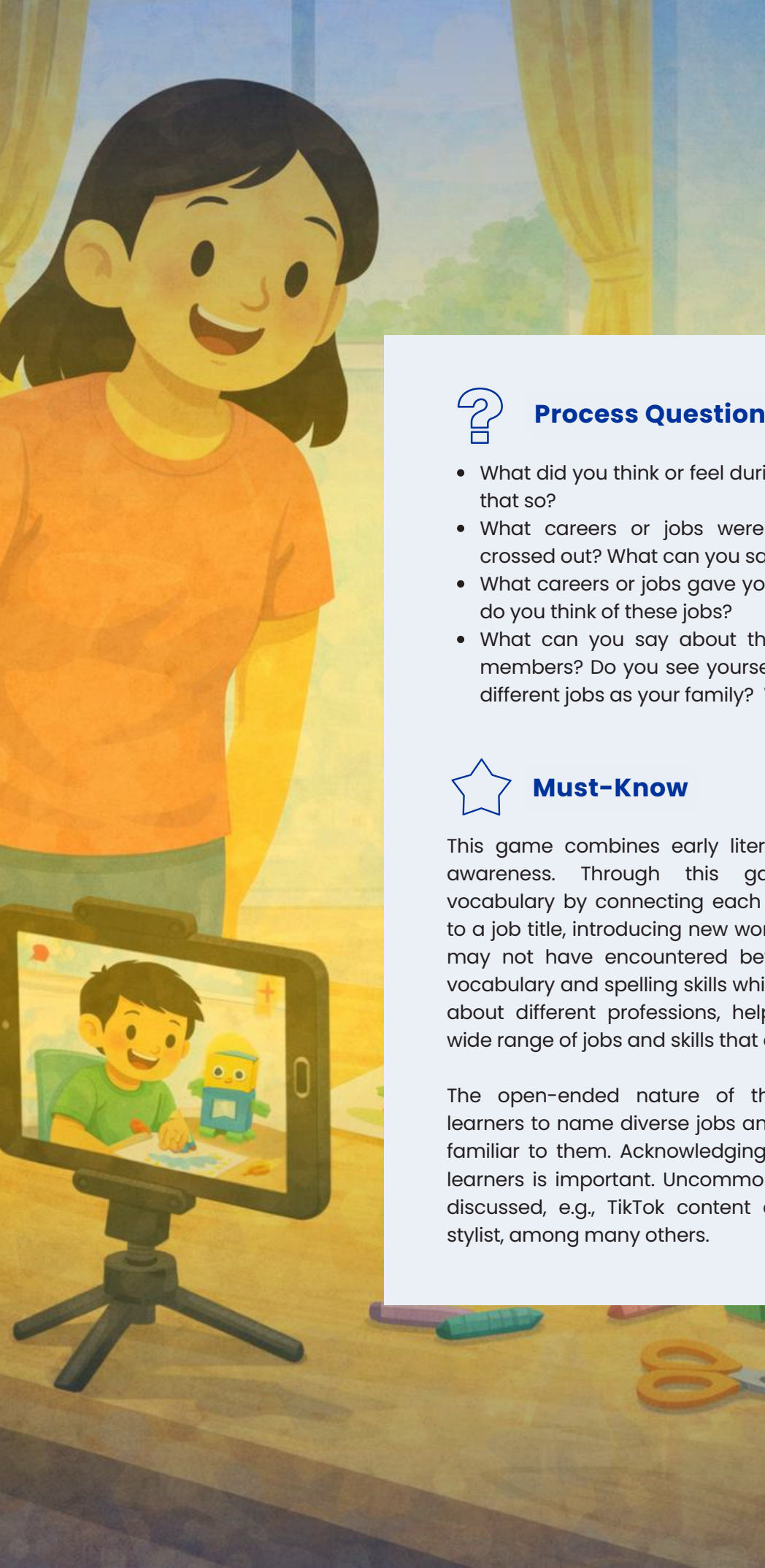
Materials

- *Jobs Alphabet* activity sheet found at the end of this lesson



Step-by-Step Procedure

- At least a day before the activity, tell the learners to interview their family members about their jobs or work. What exactly do they do? They can also research different jobs online and write about them in their notebooks. 
- Divide them into four to five (4 to 5) groups with four to six members in each group.
- Give each group one *Jobs Alphabet* activity sheet. Introduce the grammar connection.
 - Explain that lowercase letters are used for common nouns while uppercase letters are used for proper nouns.
 - For example, actor is a common noun, while Coco Martin is a proper noun. That is why the first letter of his name is capitalized.
 - Remind the learners that they may refer to the list they completed from their homework the previous day.
- Give the learners five to seven (5 to 7) minutes to write as many job names as possible, beginning with each letter of the alphabet.
 - Once a group has written a job for a particular letter, for instance, “A,” they will clap together three (3) times to signal that they are done, then, continue with the next letter until the end of the allotted time.
- Once the allotted time is up, score the groups’ outputs using the following procedure:
 - Begin with Group 1. Ask a representative to read each job title aloud, one by one.
 - If a job title also appears in another group’s list, ask all groups to cross it out.
 - Next, a representative from Group 2 reads only the jobs that have not been crossed out.
 - Continue this process until all groups have presented.
 - For each group, count the job titles that were not crossed out and that meet the spelling rule below. The group with the most unique entries earns the highest score.
 - Apply the spelling rule based on the subject under which the activity is being conducted:
 - If the activity is conducted under Homeroom Guidance, accept job titles even if the spelling is incorrect—the focus is on awareness of the variety of jobs, not spelling accuracy. The teacher may still check the spelling and discuss the correct forms with the class, but do not deduct points for misspellings.
 - If the activity is conducted under a language subject (English or Filipino), award points only for job titles with correct spelling. Entries with incorrect spelling do not earn points.
- Conclude the activity by presenting the results and conducting a discussion using the process questions.



Process Questions

- What did you think or feel during the activity? Why is that so?
- What careers or jobs were most common and crossed out? What can you say about these jobs?
- What careers or jobs gave your group points? What do you think of these jobs?
- What can you say about the jobs of your family members? Do you see yourself having the same or different jobs as your family? Why or why not?



Must-Know

This game combines early literacy skills with career awareness. Through this game, children build vocabulary by connecting each letter of the alphabet to a job title, introducing new words and concepts they may not have encountered before. This strengthens vocabulary and spelling skills while stimulating curiosity about different professions, helping children see the wide range of jobs and skills that exist.

The open-ended nature of the game allows the learners to name diverse jobs and professions that are familiar to them. Acknowledging the responses of the learners is important. Uncommon jobs may be further discussed, e.g., TikTok content creator, vlogger, food stylist, among many others.

Group Name: _____

Grade & Section: _____



Alphabet Game

Instruction: Name a job for each letter of the alphabet.

a _____

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

k _____

l _____

m _____

n _____

o _____

p _____

q _____

r _____

s _____

t _____

u _____

v _____

w _____

x _____

y _____

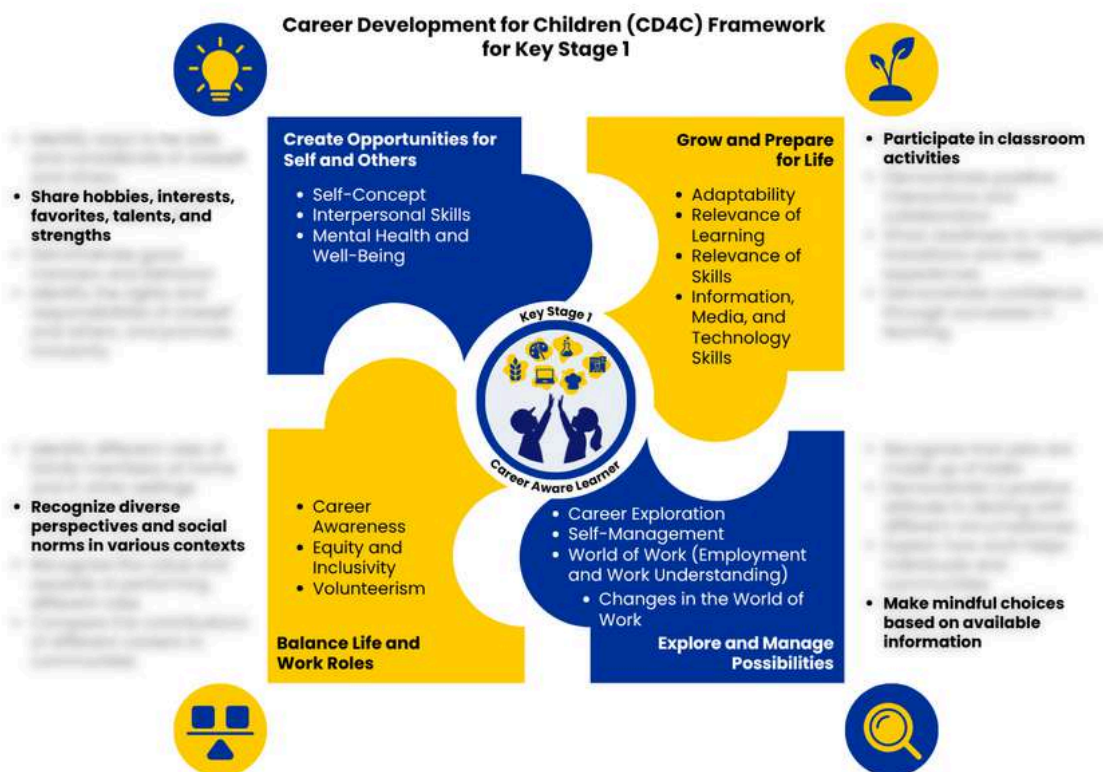
z _____

CRCL 6: Choose Your Superpowers!

This fun and creative activity invites learners to think about their special strengths or “superpowers.” It helps learners recognize what makes them unique and feel proud of their abilities. This activity encourages self-awareness and positive thinking.



Learning Competencies



Subjects

Homeroom Guidance, English, Filipino



Target Objectives

- Identify and appreciate one's personal qualities
- Examine abilities for career and future planning



Number of Sessions

1 Session



Materials

- *Superpowers* poster (**manipulatives included in the CD4C Toolkit**)
- *Career Clue* poster (**manipulatives included in the CD4C Toolkit**)
- *Choose Your Superpower!* activity sheet found at the end of this lesson



Step-by-Step Procedure

- Show and discuss the *Superpowers* posters one at a time. Introduce each character and describe their specific superpower. Encourage curiosity by inviting questions and clarifications from the learners to ensure they understand what each superpower represents.
- Distribute the *Choose Your Superpower!* activity sheet to each learner. Explain that they will choose one superpower, draw themselves using it, and reflect on their choice.
 - Ask the learners to select one superpower they would like to have.
 - In the designated space on the activity sheet, instruct them to draw themselves showing this superpower.
 - After drawing, ask them to write the reason for their choice and identify a career or job they aspire to have in the future.
- Once all the learners have completed their *Choose Your Superpower!* activity sheets, show the *Career Clues* posters. Explain that their chosen superpower corresponds to what could be their real-life strengths, interests, and qualities. These, in turn, hint at jobs that may fit them in the future.
- Encourage learners to make connections between their chosen superpower, the qualities it represents, and possible careers shown on the *Career Clues* posters. It is possible that the chosen career is not part of the list in the corresponding *Career Clues*. The learner's choice should still be affirmed and emphasize that career clues are examples and not limits. One superpower can relate to many different jobs and life roles. Conclude the session by leading a discussion guided by the process questions.



Process Questions

- What superpower did you choose? Why did you choose that superpower?
- Do the personal qualities of your chosen superpower match your own characteristics? Why or why not?
- Do your superpower career clues match your job preference or ambition? Why or why not?



Word Bank

- **Superpower** is a special skill or talent that makes one feel happy, confident, and strong. It can also help others, so it makes one feel good.
- Below are examples of superpowers, adapted from Kincher, J. L. (1995). *Psychology for kids: 40 fun tests that help you learn about yourself*. Free Spirit Publishing.

Superpower	Qualities	Career Clues
Ability to fly	• Likes to see the “big picture” of life and how things fit together. • May get impatient with small details; prefers the freedom to think big and take bold risks.	Jobs that involve large-scale thinking and the ability to influence systems or ideas such as pilot, astronaut, policy researcher, government or non-government leader, etc.
Super Strength	• Enjoys helping others and taking on challenges that require courage and power. • May be dependable and protective of others.	Careers that rely on strength, dependability, and physical resilience such as rescue worker, athlete, construction engineer, farmer, etc.
Super Speed	• Likes to move, think, and act quickly. • May enjoy being active and gets bored when things are too slow.	Jobs that value agility, time sensitivity, and fast thinking such as emergency responder, delivery rider, track athlete, sportscaster, traffic analyst, etc.
Invisibility	• Likes to watch and learn before acting, notices things others tend to miss and is a keen observer. • May be shy.	Careers that benefit from observation and subtlety such as writer, artist, private investigator, etc.
X-ray vision	• Likes to “see through” problems and uncover the truth. • May enjoy analyzing situations and finding hidden issues.	Careers that need skilled problem solvers and require precision and deep insights such as scientist, mathematician, researcher, doctor, government leader, etc.

Superpower	Qualities	Career Clues
Mind reading	• Empathetic and good at understanding what others are really thinking or feeling. • May notice people's moods or hidden messages.	Jobs that rely on strong listening skills and understanding how other people think and feel such as guidance counselor, psychologist, lawyer, teacher, etc.
Super hearing	• A good listener and enjoys staying updated. • May pay close attention to sounds and patterns and likes to be fully informed about the latest news.	Jobs that rely on sound sensitivity and strong listening skills, such as journalist, musician, podcaster, content creator, etc.



Must-Know

This activity builds self-confidence, encourages self-awareness, and nurtures creativity. By identifying a “superpower,” the learners are guided to recognize and express their unique strengths and talents. As learners identify what they enjoy and what they believe they are good at, they begin to develop a positive self-image and a sense of competence. The activity also teaches the learners to respect individual differences by showing that everyone has different strengths, interests, and ways of being capable.

Connecting learners’ “superpowers” to real-life qualities and career prospects can motivate them to hone their talents and skills, and encourage them to dream big and pursue these careers.



Name: _____

Grade & Section: _____



Choose Your Superpower!



Directions: Look at the list of superpowers from the poster. Choose one superpower that you want to have and draw a picture of yourself with that superpower.

My superpower is _____

I chose this superpower because _____

In the future, I would probably be a _____

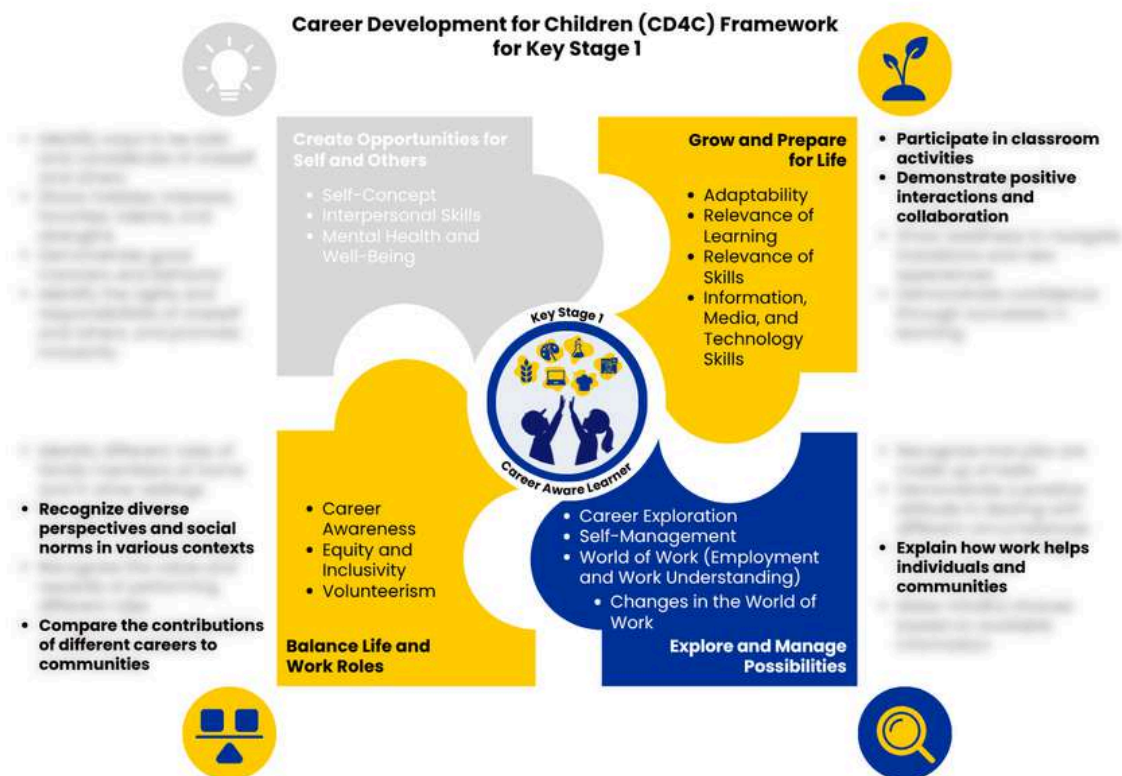


CRCL 7: Name That Career Song

Music is all around us. People hear it in the songs they listen to every day, on the radio, at school, at home, or in public places. But many popular songs mention different kinds of jobs and careers. In this fun and engaging activity, learners will explore how songs can help them learn about different careers and what people do at work while listening to and appreciating a variety of music.



Learning Competencies



Subjects

Homeroom Guidance, Music, Filipino



Target Objectives

- Name a range of common or familiar and unfamiliar jobs found in song titles or lyrics
- Identify words associated with jobs that are found in aspects of popular culture



Number of Sessions

1 Session



Materials

- Different types of songs featuring various jobs
- Below are some suggested songs that feature different jobs:
 - "Magtanim ay Di Biro" — Traditional Filipino Folk Song (farmer/ magsasaka)
 - "Bahay Kubo" — Traditional Filipino Folk Song (gardener/ hardinero)
 - "Leron, Leron Sinta" — Traditional Filipino Folk Song (farmer/ magsasaka)
 - "Si Pilemon" — Traditional Filipino Folk Song (fisherman/ mangingisda)
 - "Old MacDonald Had a Farm" — Traditional English Nursery Rhyme (farmer/ magsasaka)
 - "Row, Row, Row Your Boat" — Traditional English Nursery Rhyme (boat rower/ mananagwan)
 - "The Wheels on the Bus" — Traditional English Nursery Rhyme (driver/ tsuper)
 - "Miss Polly Had a Dolly" — Traditional English Nursery Rhyme (doctor/ doktor)
 - "Yellow Submarine" by The Beatles (1966) (sailor/ mandaragat)
 - "I Just Can't Wait to Be King" from "The Lion King" (1994) (king/ hari)
 - "I'll Make a Man Out of You" from "Mulan" (1998) (soldier/ sundalo)
 - "How Far I'll Go" from Moana (2016) (navigator/ manlalakbay)
 - "Astronaut in the Ocean" by Masked Wolf (2019) (astronaut)
 - "MAPA" by SB19 (2021) (parents/ magulang)
 - "The Astronaut" by Jin of BTS (2022) (astronaut)



Step-by-Step Procedure

- Start the activity by playing one song using a music app (e.g., Spotify, iTunes, Apple Music, etc.). Tell the learners that they will be listening to different songs and will need to write down the different jobs they can spot.
- Divide the class into four to five (4 to 5) groups with four to six (4 to 6) members in each group. Make sure each group has a sheet of paper or notebook to record their answers.
- Continue to play the songs. As they listen, each group should write the job titles or occupations mentioned or described in the songs.
- After playing a few songs, replay each song and ask the learners if they have written the jobs from each song.
- Ask if there were any jobs they did not list down because they were not familiar with them. Use this as an opportunity to clarify and explain these jobs.
- Conclude the session by facilitating a discussion using the process questions.



Process Questions

- What word best describes how you felt while listening to the songs and the jobs they refer to?
- What jobs are common in most of the songs you heard?
- What jobs are unfamiliar to you?
- What other jobs did you learn about from listening to the songs?



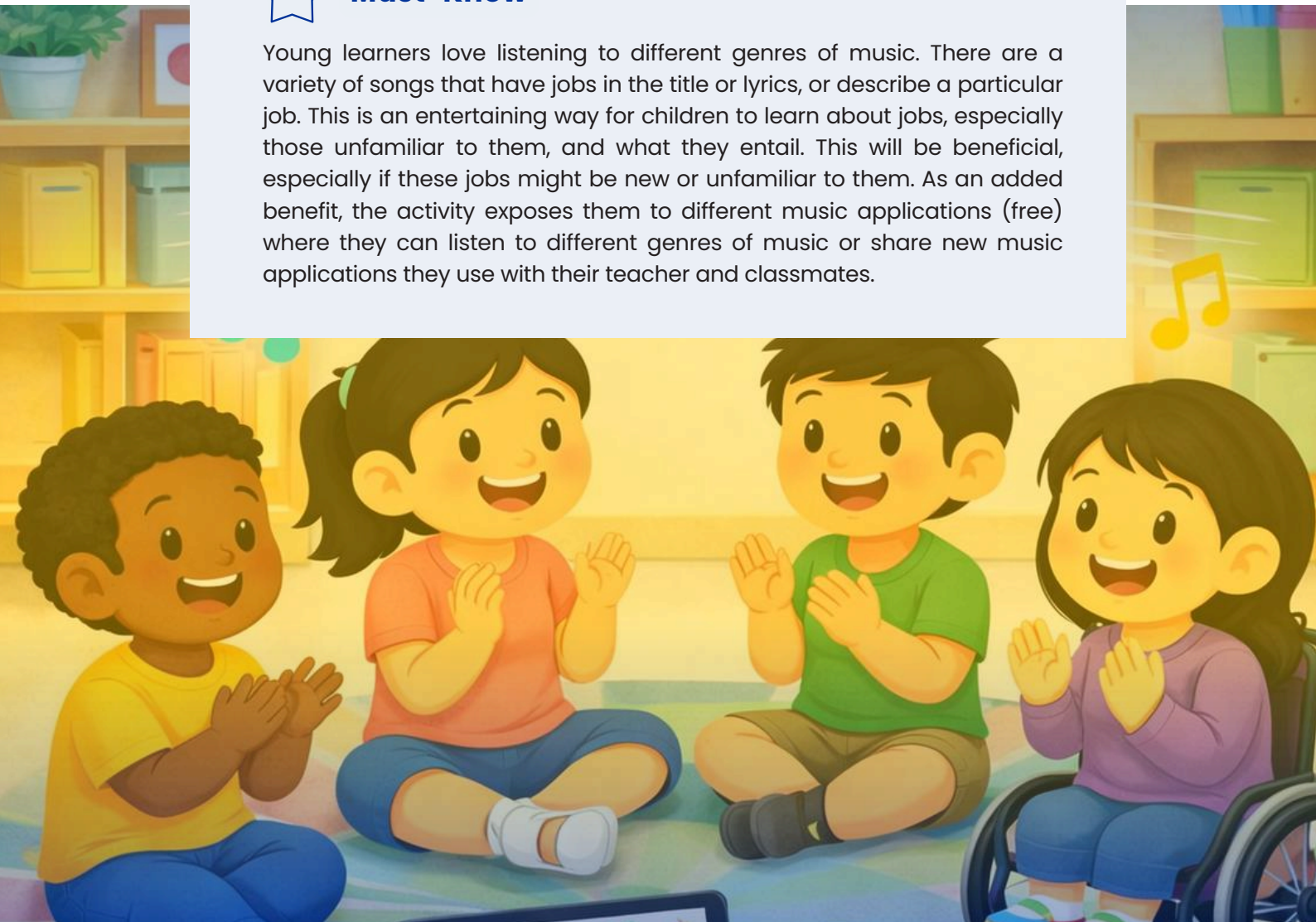
Possibilities

Ensure that you include songs that your learners are familiar with or enjoy listening to. To take the activity further, learners could also be asked to identify tasks and activities associated with jobs that are reflected in the songs. As an alternative, the class may be asked to find songs that refer to or mention specific jobs.



Must-Know

Young learners love listening to different genres of music. There are a variety of songs that have jobs in the title or lyrics, or describe a particular job. This is an entertaining way for children to learn about jobs, especially those unfamiliar to them, and what they entail. This will be beneficial, especially if these jobs might be new or unfamiliar to them. As an added benefit, the activity exposes them to different music applications (free) where they can listen to different genres of music or share new music applications they use with their teacher and classmates.



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