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Ready, Steady, Explore!

A Career Development
for Children (CD4C)
Toolkit

for Grade 3



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for Grade 3

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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



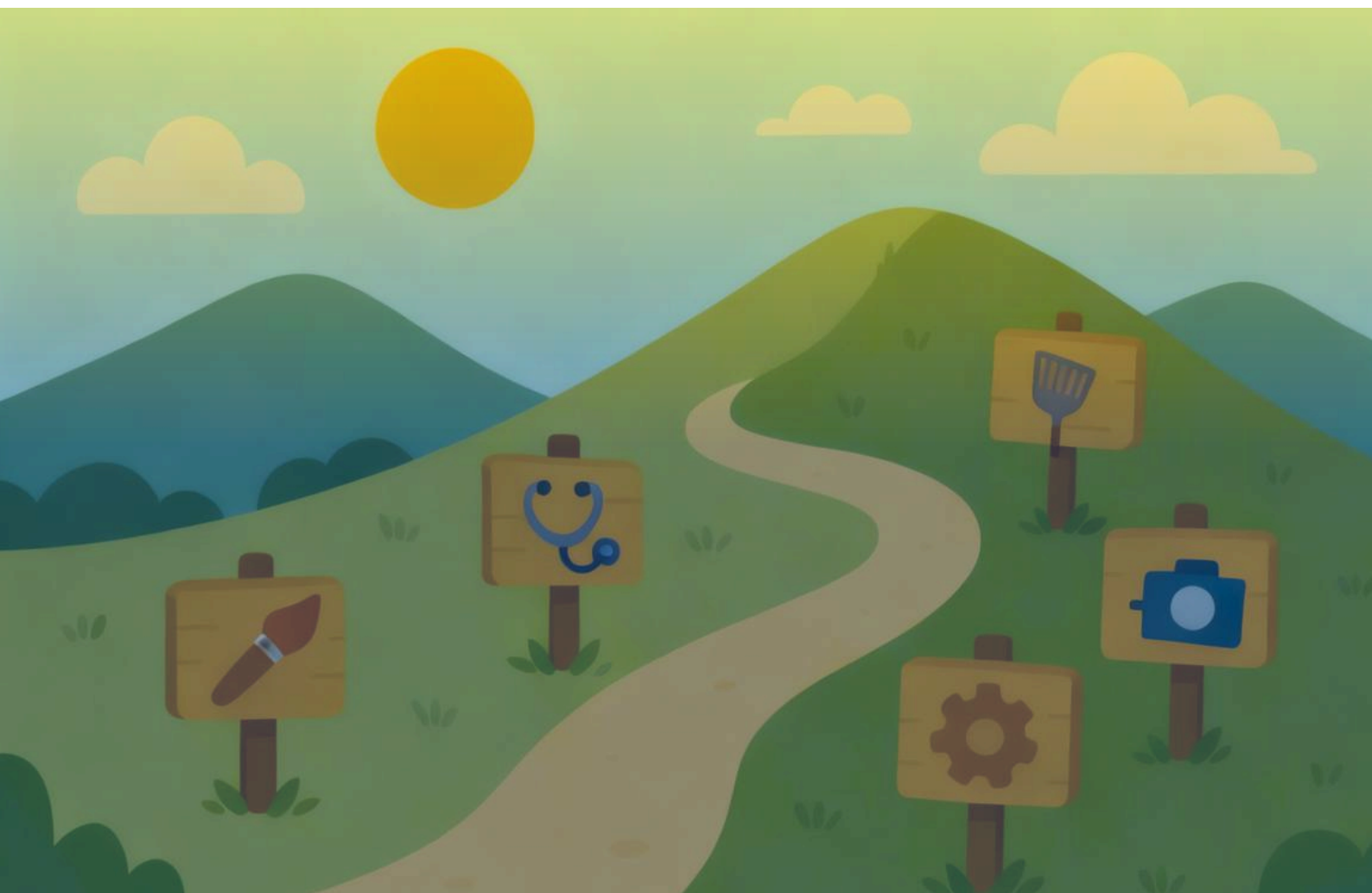
Introduction

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



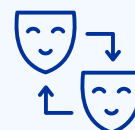
Career-related activities: Mostly informal, event-based, with limited classroom integration



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.



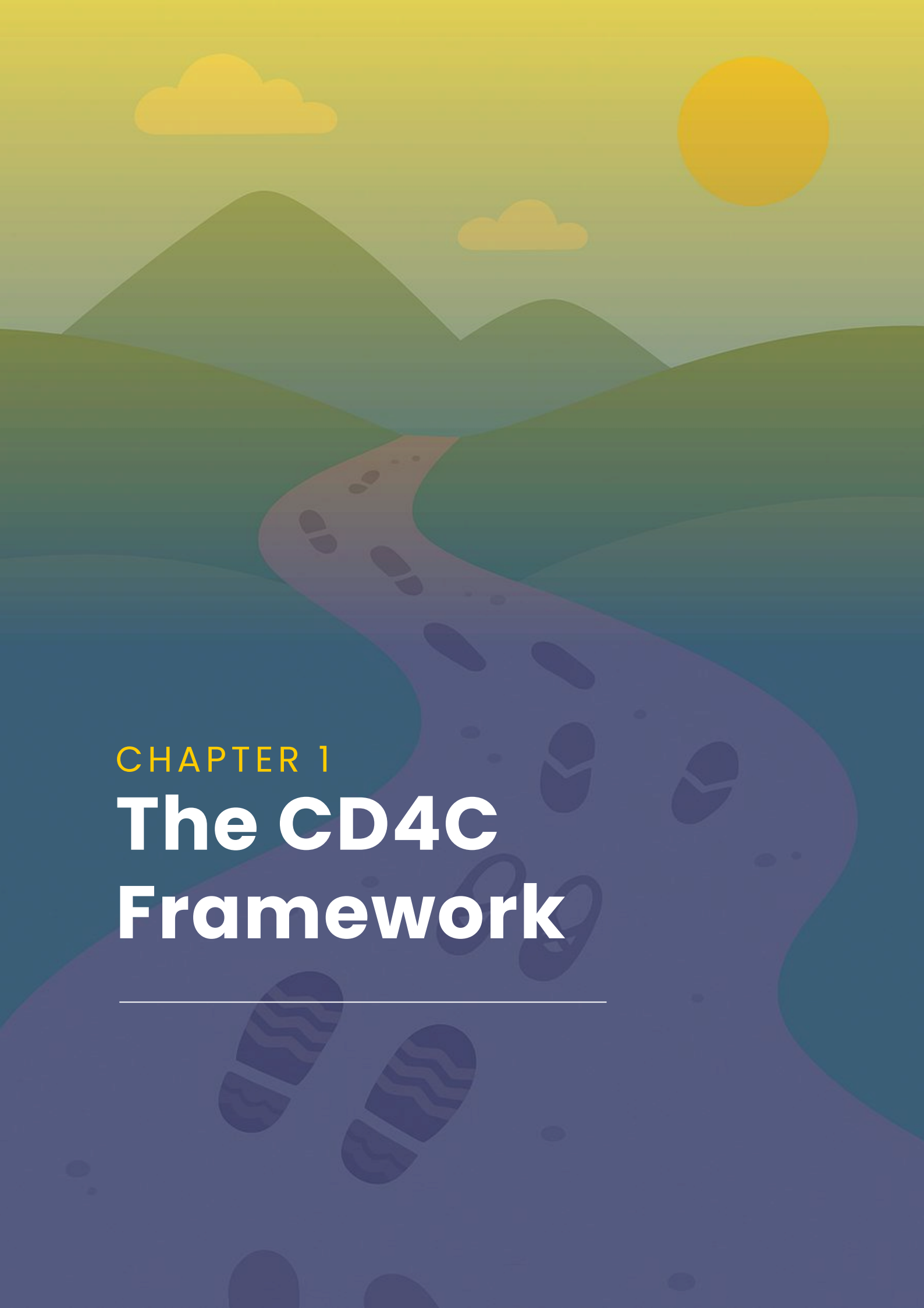
Home-School Opportunities encourage collaboration between teachers and families to reinforce learning, provide continuity, and engage parents/caregivers in school activities.



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.

The background is a stylized landscape illustration. It features rolling green hills in the foreground and middle ground, with a winding path that leads towards the horizon. The path is marked with dark, stylized footprints. In the sky, there is a large, bright yellow sun in the upper right corner, and two smaller, fluffy yellow clouds are positioned in the upper left and center. The overall color palette is warm and natural, with shades of green, yellow, and brown.

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:

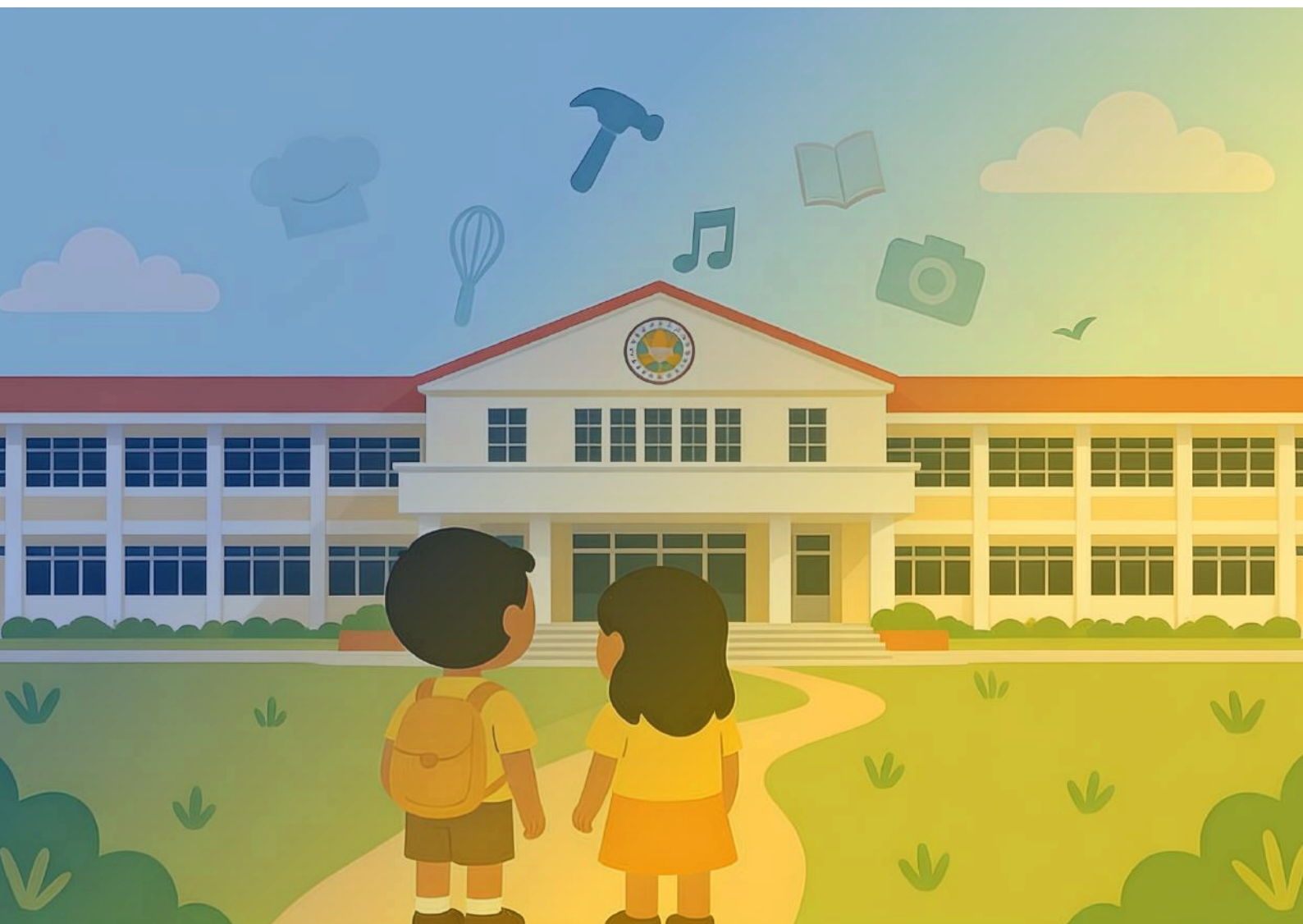
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SEAMEO INNOTECH. (2026). Discussion paper on career development for children (CD4C) in Philippine elementary schools. SEAMEO INNOTECH.

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

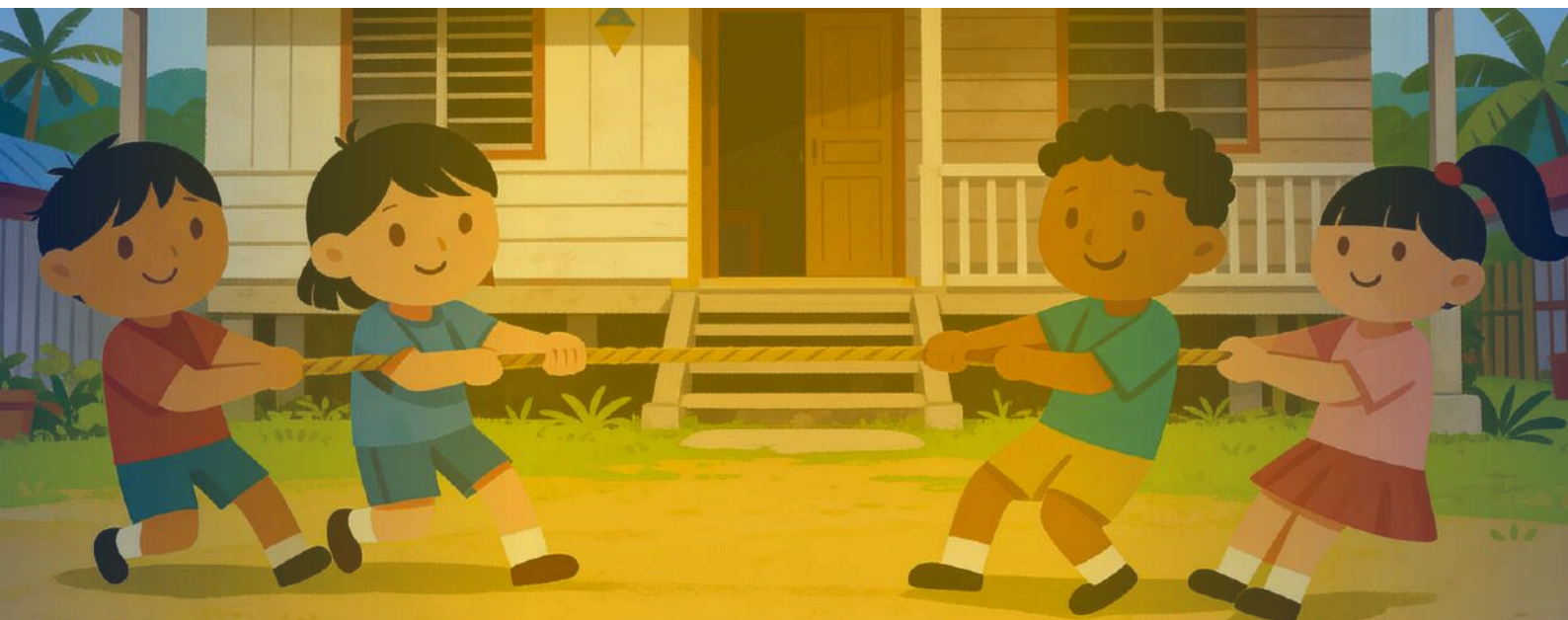
Self-management as an early childhood career development competency means young children learn to control their emotions, make decisions, plan, solve problems, and stay focused on tasks. These skills help them take responsibility for their actions and learning instead of relying on adults to guide them. 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 3 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

CHAPTER 3

School-Wide Career Events (SWCEs)

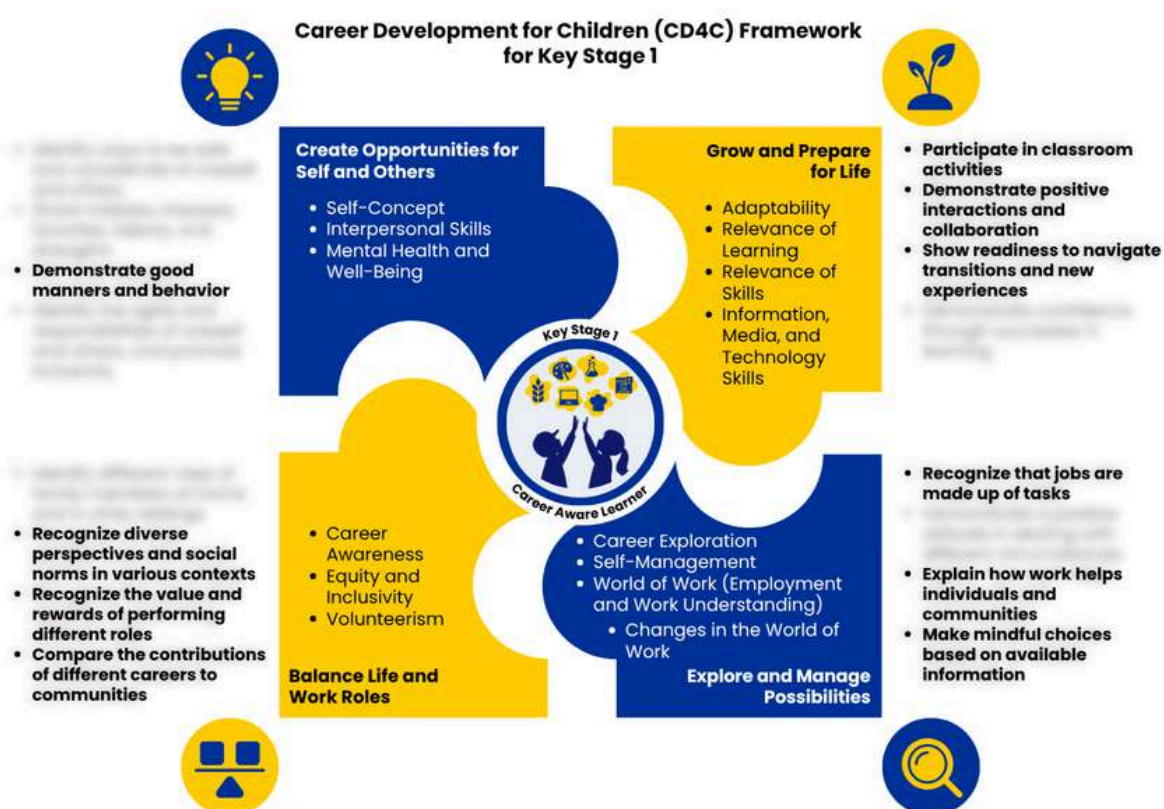
The research findings revealed that school-wide events are the most frequently occurring career-related activities. These are usually held once a year and involve the whole elementary school, engaging learners from Kindergarten to Grade 6. This chapter on SWCEs is designed to serve as your guide for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

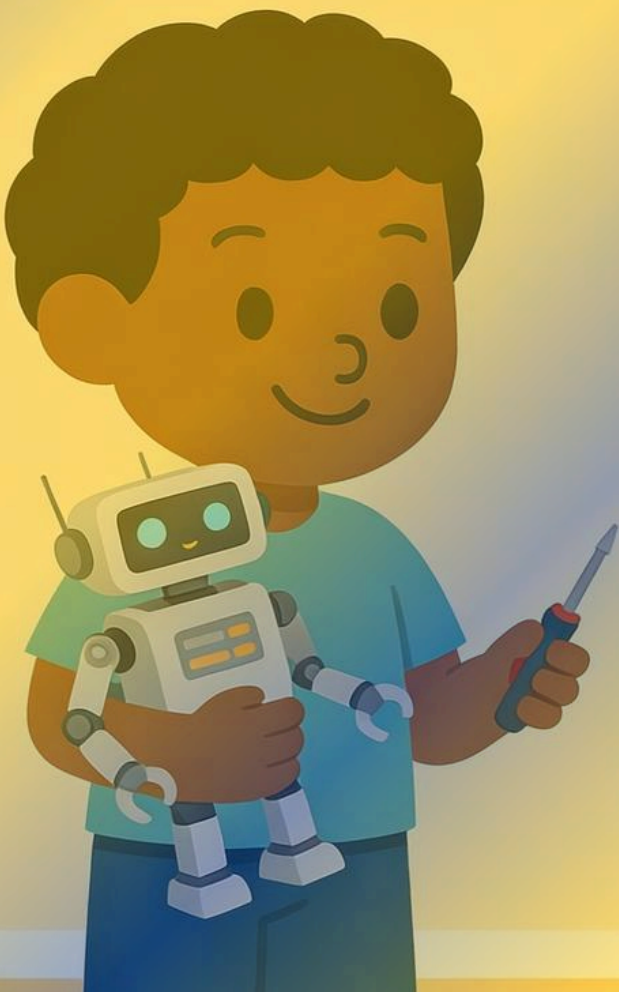




Must-Know

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.

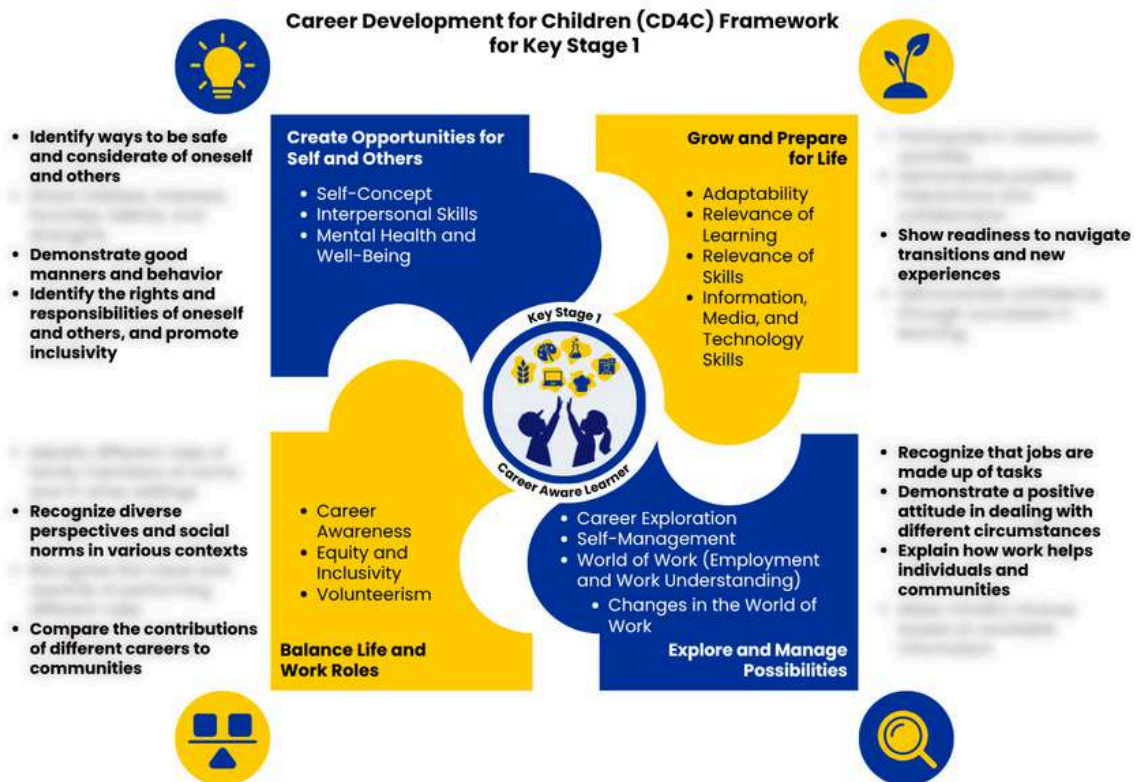
If this is your first career day, keep it simple. Focus on one or two of the possible career day events suggested in this lesson. After a few years, you will build a collection of regular speakers, activities, and career day ideas to help you expand your career day initiatives.



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.

A stylized illustration of a young child with dark hair, wearing a brown fedora-style hat, a green t-shirt, and tan pants with a brown backpack. The child is walking across a stream by stepping on large, flat stones. The background features rolling green hills, blue mountains, and evergreen trees under a blue sky with soft clouds. The overall color palette is warm and natural, with greens, yellows, and blues.

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 3 classes. Each activity suggests subjects where the lessons may be integrated, such as Homeroom Guidance or other areas within DepEd's Grade 3 curriculum.

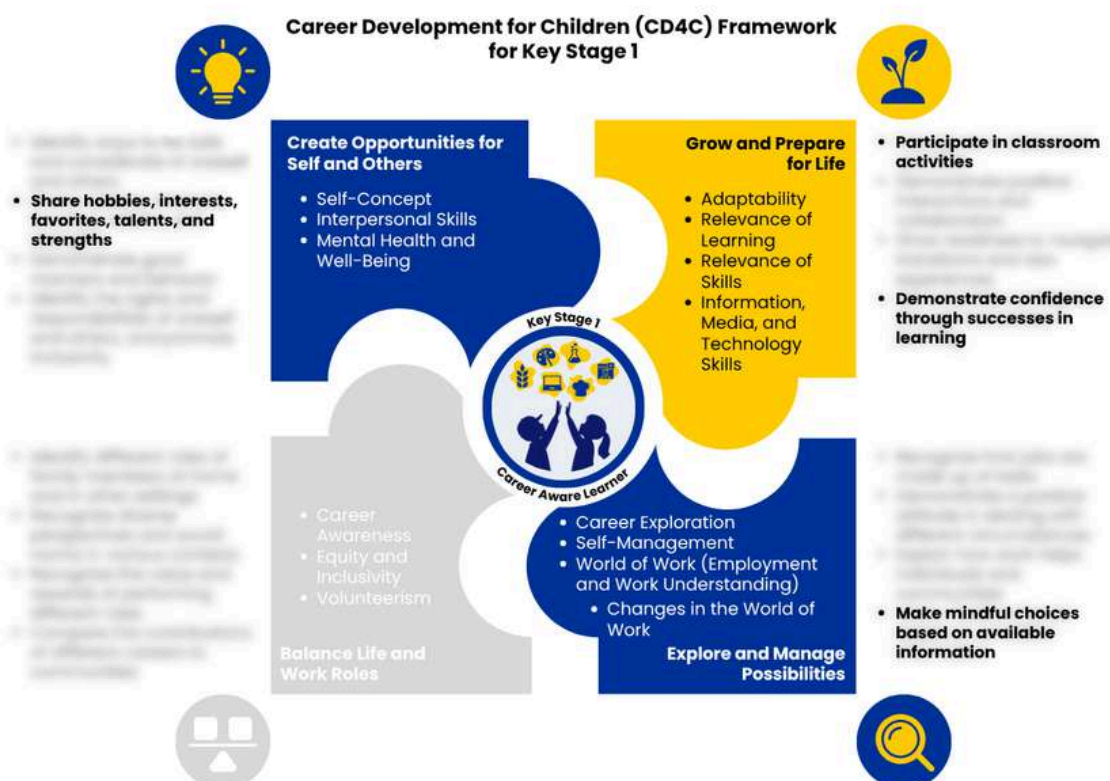
The seven CRCLs extensively cover the learning competencies of the DepEd Homeroom Guidance Program (HGP) career development domain. These include identifying, determining, and recognizing interests, preferences, and skills needed to explore, pursue, or prepare for future careers and personal ambitions. The CRCLs, on the other hand, broaden the scope by incorporating foundational career developmental areas: personal and social development, transferable skills, civic responsibility and role integration, and career literacy and growth mindset.

CRCL 1: Dream On!

Children are naturally imaginative and enjoy dreaming about what they want to do in the future. Instead of asking questions about what they want right now, this activity asks learners to imagine what their future selves would be like. Inspire and gently guide them while they answer questions about their dreams for the future.



Learning Competencies





Subjects

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



Target Objectives

- Describe the idea of envisioning one's future and preparing for it
- Categorize possible future careers based on their likes, talents, and skills



Number of Sessions

1 Session



Materials

- *Dream On!* activity sheet found at the end of this lesson



Step-by-Step Procedure

- Open the discussion by asking the learners if they have ever dreamed or thought about what they would be years from now. Specifically, you may ask them, "How do you picture yourself in 20 years' time? What career do you think you would have?" Show the *Dream On!* activity sheet found at the end of this lesson and explain what they will write in each part. You can give some examples to help them understand and respond.
- Give each learner the *Dream On!* activity sheet and allow 15 minutes for them to complete it.
- Let learners know they may answer as many of the prompts as they wish—they are free to skip any item they are unsure about or do not feel comfortable answering, and there is no need to fill in every blank.
- Once they finish, ask questions from the activity sheet and invite volunteers to share their answers. Each learner may read one item from their output.
- Observe learners' reactions while volunteers are sharing. If needed, gently remind the class that everyone has the right to make their own choices, and that kindness and respect for others' preferences and decisions are important.
- Facilitate a discussion using the process questions.



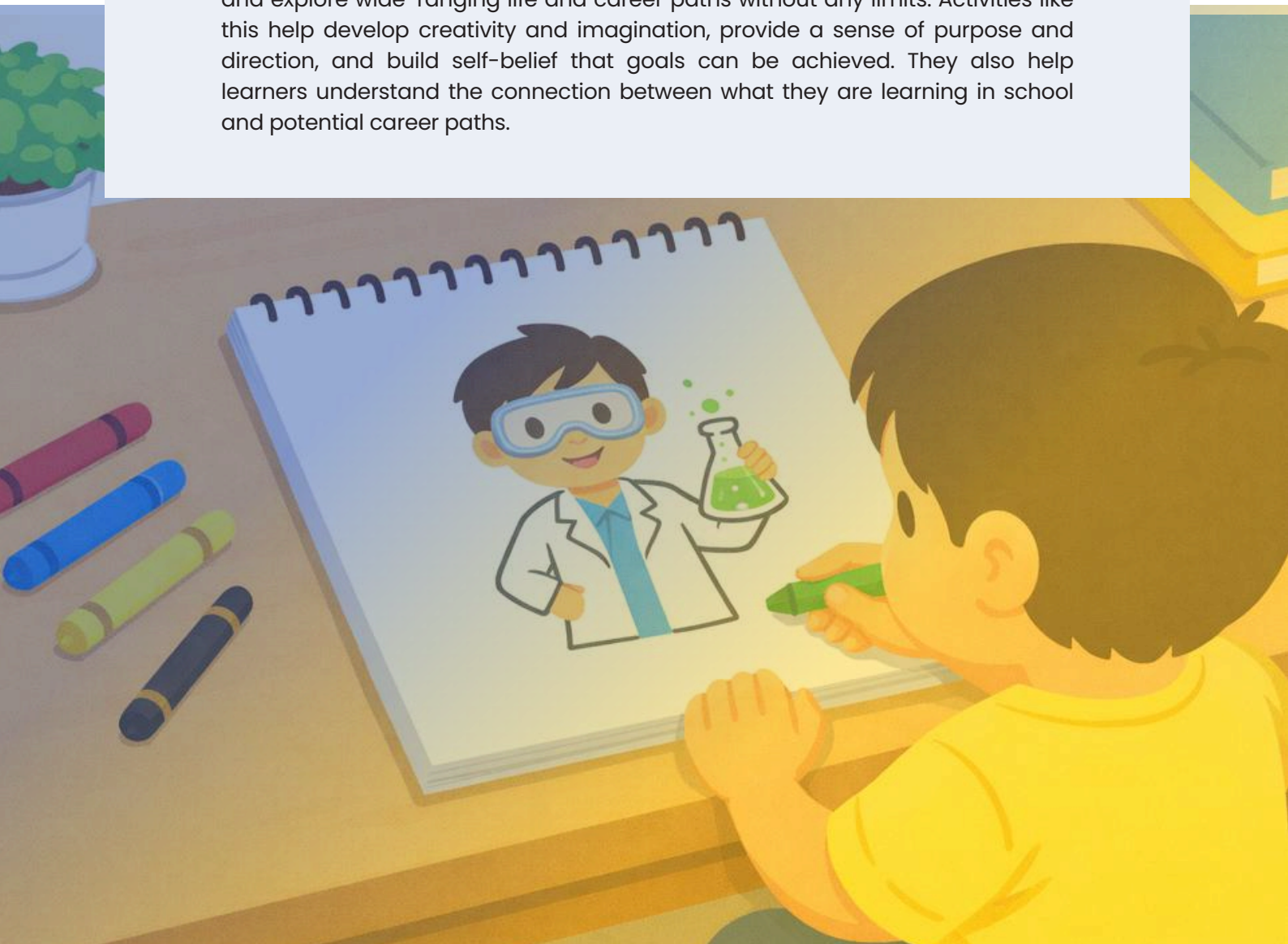
Process Questions

- How did the activity make you feel?
- How did you feel when you were answering the activity sheet? Which part of the activity was easy or hard for you to answer? Why was it easy or hard?
- What do you need to do, starting now, to help achieve your dream?



Must-Know

This activity encourages learners to imagine themselves in the future and dream about what their lives would be like—where they would likely live, what they would be doing. It stirs them to visualize themselves in many different roles and explore wide-ranging life and career paths without any limits. Activities like this help develop creativity and imagination, provide a sense of purpose and direction, and build self-belief that goals can be achieved. They also help learners understand the connection between what they are learning in school and potential career paths.



Name: _____ Date: _____

Grade & Section: _____

Dream On! | What are your dreams? What do you want to do? Fill in the blanks below. Answer only the ones you'd like to.

If I could play any instrument, it would be:

If I could be a writer, I would write:

If I could learn anything I want at school, it would be:

If I could perform on stage or in front of people, I would like to be a:

If I could play any sport professionally, it would be:

If I could help anyone or anything in the world, it would be:

The best talent I could ever have would be:

If I could live anywhere in the world, it would be:

If I could have any career, it would be:

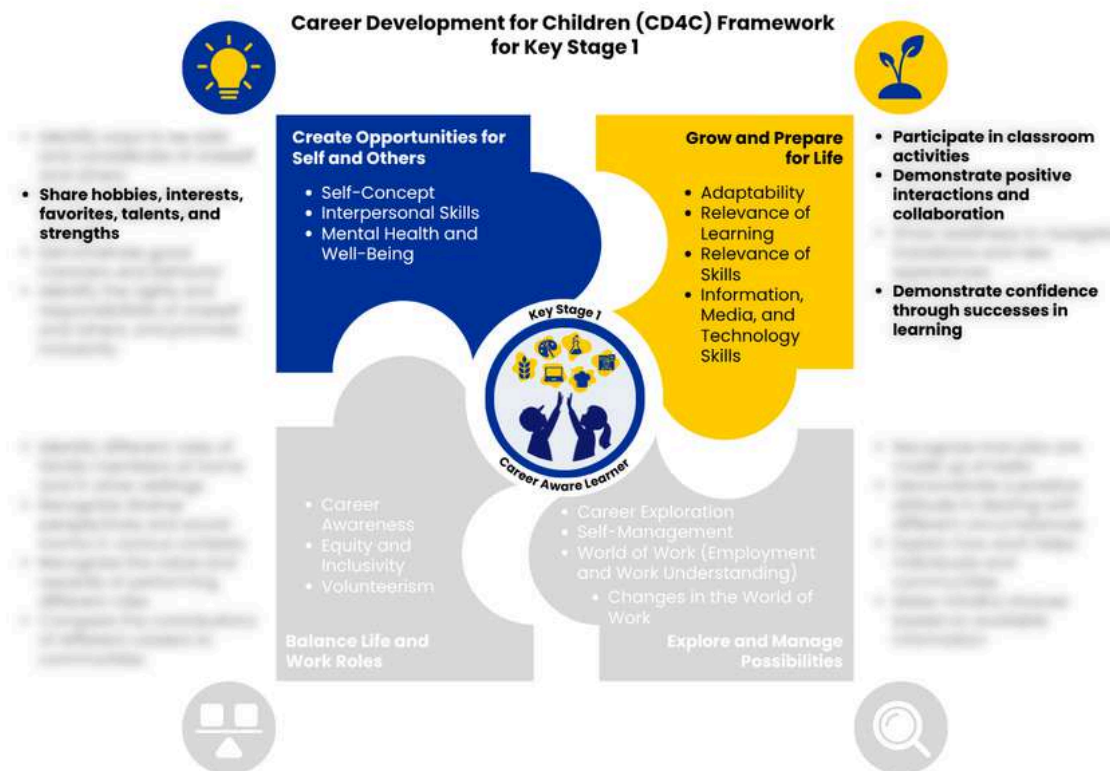
The best thing I could ever do in my whole life would be:

CRCL 2: A Look into My Skills: A Showdown

In third grade, learners are more aware of what they can do and what they are good at. Some may know this but are unsure about their strengths or skills. “A Look Into My Skills: A Showdown” is an eye-opening activity that helps learners identify their areas of strength and learn how this strength or ability helps them in other aspects of their lives.



Learning Competencies



Subjects

Homeroom Guidance, Good Manners and Right Conduct (GMRC)



Target Objectives

- Work cooperatively within a group
- Identify different skills and abilities needed to work with a group or team



Number of Sessions

3 Sessions



Materials

- Oslo papers or bond papers
- Markers
- Meta cards (or small sheets of papers)
- Skill Cards (***manipulatives included in the CD4C Toolkit***)
- Heart Markers (***manipulatives included in the CD4C Toolkit***)



Step-by-Step Procedure

Session 1: Discovering My Abilities

- Open the session by telling the learners that for the next three meetings, they will explore what they are good at and the skills that help them do those things well.
- Begin by explaining to the class that they will have to think about their individual abilities or things they are good at doing. This ability may be related to school or outside the school (e.g., swimming, math, arts and crafts, playing the piano, etc.). Give them 5 minutes to do so.
- Ask the learners to illustrate the ability or abilities they identified. Allow about 10 minutes for this.
- Divide the class into five (5) groups.
- Assign or invite a leader from each group. Explain that the role of the group leader is to ensure that everyone in the group gets the chance to speak. Remind the class that all members should listen when someone is speaking.
- Assign or invite an assistant leader from each group. Explain that the role of the assistant leader is to write down every ability that will be shared in the group on meta cards—one ability per meta card—and post these around the room.
- Each group member will take turns sharing their drawings within their group. Encourage them to explain:
 - what they are good at;
 - how they became good at it; and
 - why they think it is one of their strengths.
- Close the session by collecting the drawings and meta cards from each group for safekeeping. Let the learners know that in the next session, the groups will share what they discovered with the rest of the class.



Session 2: Sharing Our Abilities with Classmates

- Open the session with a short recap of Session 1. Return each group's drawings and meta cards, and give the assistant leaders a few minutes to post their group's meta cards around the room.
- Once the meta cards are posted, ask each group leader to present their group's abilities to the class using the meta cards posted by the assistant leader. The group leader may also show the drawings by their group members.
- Invite the class to do a short gallery walk to view the different abilities found in the classroom.
- After the gallery walk, lead a brief discussion about the different abilities found in the classroom. Emphasize that people have different strengths and that everyone contributes to their community in different ways. You may refer to the examples in this lesson's Word Bank.
- To close the session and prepare for Session 3, tell the learners that in the next meeting, they will look at the skills that help people become good at these abilities.
- Next, form the learners into trios so they know their groupings ahead of the next session. If the number of learners is not divisible by three, add the remaining one or two learners to other groups so that some groups have four members. Avoid forming a group of only two.



Session 3: From Abilities to Skills

- Begin the session by asking the learners to sit with their assigned trios. Briefly review the abilities that are still posted around the room from the previous session.
- Explain to the class that this time, the focus is on skills.
- Say, "While your ability is something you are naturally good at doing, like drawing, singing, playing sports, or solving math problems, your skills are the things you learn and practice to perform an ability well, like creativity or the ability to come up with new ideas. So, abilities are what you can do naturally, and skills are things you do to improve your ability."
- Distribute a set of prepared skill cards (**manipulatives included in the CD4C Toolkit**), including a few blank skill cards for skills they think are missing. Also distribute the heart markers (**manipulatives included in the CD4C Toolkit**).
- Explain the matching task:
 - Learners will place one skill card beside each ability they think it supports.
 - If a skill card is already placed beside an ability and they agree it is important, they may add a heart marker instead of placing another card.
 - More hearts beside a skill mean that more learners think the skill is needed for that ability.
- To model the task, you may give examples, such as:
 - Drawing calls on two skills: creativity, or thinking of new ideas, and innovation, or turning ideas into something better.
 - Playing badminton calls on two skills: physical fitness, or moving your body to stay strong and healthy, and healthy habits, or taking care of your body and mind.
- Ask each trio to walk around the room and:
 - Place a skill card beside an ability, or
 - Add a heart marker if the skill has already been posted.
- Once all skill cards and hearts have been placed, regroup as a class and observe the results together.
- Facilitate a discussion using the process questions.



Process Questions

- What can you say about the activity?
- Why is it important to identify our own abilities and learn about our classmates' abilities as well?
- Which skills have many hearts (used in many abilities)?
- What skills can be applied to different abilities?
- How can we improve our identified skills?



Word Bank

- **Ability** is something one is good at doing, like drawing, singing, solving math problems, or playing sports.
- A **skill** is something you learn and practice to perform an ability well—for example, collaboration, or working with others, is a skill that supports many abilities.
- **List of Skills³:**

Skill	Filipino Translation
Written communication or writing your ideas clearly	<i>Pagpapahayag ng ideya o kaisipan gamit ang pagsusulat</i>
Verbal communication or sharing your thoughts by speaking	<i>Pagpapahayag ng ideya o kaisipan gamit ang salita</i>
Collaboration or working with others	<i>Pakikipagtulungan at pagbabahagi ng mga ideya sa iba</i>
Setting goals or making simple plans for yourself	<i>Pagtakda ng mga layunin</i>
Creativity or thinking of new ideas	<i>Pagiging malikhain</i>
Innovation or using ideas to make things better	<i>Husay sa paggawa ng bagong solusyon o paraan</i>
Healthy habits or taking care of your body and mind	<i>Malusog na gawi</i>
Reading	<i>Pagbabasa</i>
Physical fitness or moving your body to stay strong and healthy	<i>Kalusugang pisikal</i>
Asking good questions	<i>Angkop na pagtatanong</i>
Using computers and different applications	<i>Paggamit ng kompyuter at iba't-ibang aplikasyon</i>
Being responsible	<i>Pagiging responsable</i>
Adaptability or adjusting when things change	<i>Kakayahang umangkop</i>
Good with numbers	<i>Magaling sa numero at pagbilang</i>
Being organized	<i>Pagiging organisado</i>

^[3] Adapted from Multiple Career Development Pathways (MCDP) Toolkit (SEAMEO INNOTECH, 2018).

Skill	Filipino Translation
Problem solving or thinking of ways to fix problems	<i>Kasanayan sa paglutas ng problema</i>
Having empathy for others or understanding how others feel	<i>Pagkakaroon ng malasakit sa iba</i>
Being a good leader	<i>Pagiging mabuting lider</i>
Self-motivation or encouraging yourself to try	<i>Pagganyak sa sarili</i>
Persuading or explaining your ideas to help others understand	<i>Panghihikayat sa ibang tao</i>
Time management or using your time well for study, play, and rest	<i>Pamamahala sa oras</i>



Possibilities

- Instead of using the provided list of skills, you may also allow students to explore and identify foundational skills through independent research. They can do this by visiting the school library, using online search engines or artificial intelligence tools, or interviewing their parents or guardians.



Must-Know

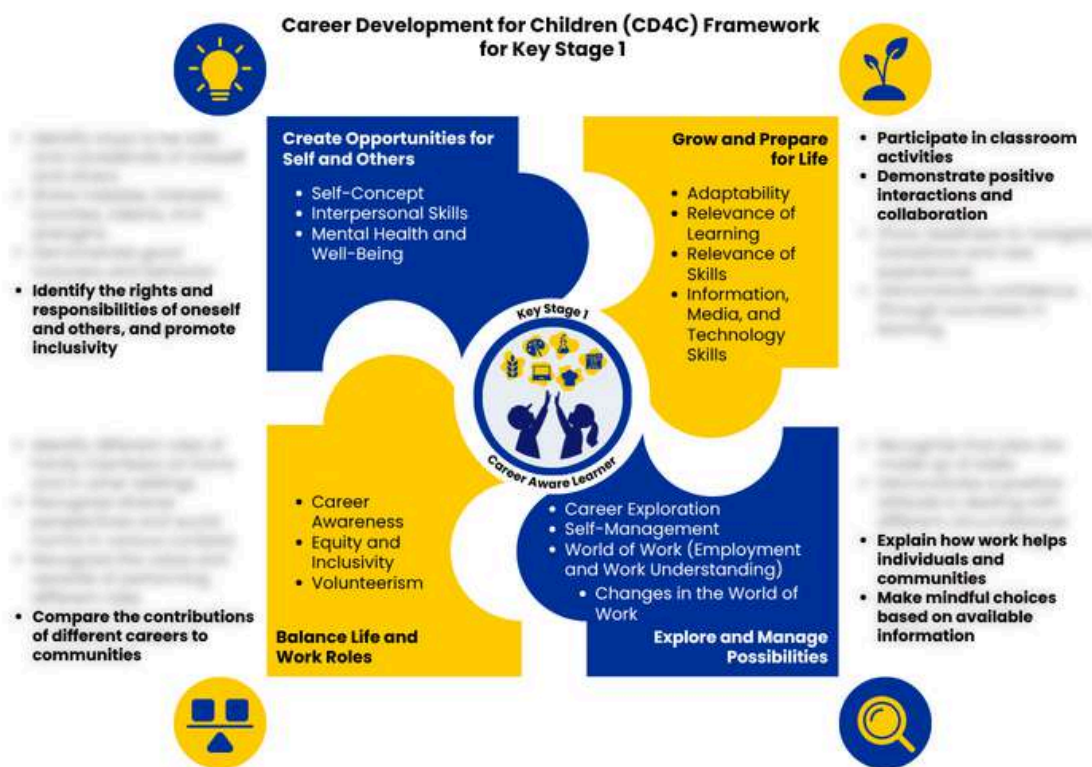
This activity is an excellent opportunity to acknowledge and celebrate the different abilities and skills that learners bring to the class. It encourages learners to recognize that the skills they use at school, at home, and in the community are interconnected and can be applied across different situations. Emphasize that abilities grow through practice and continued use of these skills.

CRCL 3: Career Exploration: Finding a Match

Career awareness involves helping learners connect their abilities to career possibilities to inspire them to keep honing their abilities. In this activity, learners with similar abilities explore career options that align with their strengths and interests. They are introduced to the idea of setting goals and having a to-do list to achieve the jobs they want in the future.



Learning Competencies



Subjects

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



Target Objectives

- Work cooperatively within a group
- Identify relevant information about different careers



Number of Sessions

2 Sessions



Materials

- Career Exploration activity sheet found at the end of this lesson
- Job Posters (**manipulatives included in the CD4C Toolkit**)
- Skill Cards (**manipulatives included in the CD4C Toolkit**)
- Heart Markers (**manipulatives included in the CD4C Toolkit**)



Step-by-Step Procedure

Session 1: Matching Skills to Careers

- Begin by reminding the learners of the previous lesson, CRCL 2: A Look Into My Skills.
- Ask the class: “What abilities do you remember that use the same skills?”
- Allow a few learners to share their answers to activate prior learning.
- Explain that today’s lesson will help them understand how abilities and skills connect to different careers, and that the lesson will be taken up in two sessions.
- Introduce the activity by showing the skill card set used in CRCL 2: A Look Into My Skills (**manipulatives included in the CD4C Toolkit**).
- Place the job posters around the classroom (**manipulatives included in the CD4C Toolkit**).
- Group the learners based on similar abilities identified in the previous activity.
 - For example, learners who said they are good at drawing or arts and crafts may form one group.
 - Learners who said they are good at sports or physical activities may be in another group.
 - It is okay if a group has only two members, or even just one learner. Emphasize that everyone’s ideas are important, regardless of group size. If a learner is alone in a group, the teacher joins as the learner’s partner to provide support and ensure inclusion.
- Place the skill cards as well as the heart markers at the center of the room.
- Explain the matching game to the class before starting:
 - Each group will choose one member at a time to pick one skill card and place it under the job poster they think matches the career.
 - After putting in the skill card, the learner returns to the group, and another group member takes the next turn.
 - On their turn, a learner may place the card under the same job poster or a different one, depending on where they think the skill fits best.
 - If a skill card is already placed under a job poster and they agree with the match, they may add a heart marker instead of placing another skill card.
 - Explain that more hearts mean more learners believe the skill is important for that job.

- Clarify the rules:
 - A skill card may be matched to more than one job.
 - The game continues until all group members have placed a skill card or heart marker.
- Begin the game and allow the groups to take turns until all skill cards have been placed. Once the game is finished, discuss the activity using the Session 1 process questions.
- Close the session by letting the learners know that in the next session, they will use what they have discovered to choose a career that matches their group's abilities and skills. Leave the job posters with the skill cards and heart markers up on the walls for use in Session 2.



Session 2: Exploring Careers That Fit Us

- Open the session with a brief recap of Session 1. Point to the job posters still on the walls and remind learners which skills they matched to each career.
- Keep the same groups from Session 1 and distribute the *Career Exploration* activity sheet found at the end of this lesson.
- Explain the task: "Choose a career that matches or lets you apply your group's abilities and skills." Note that learners may choose the same career from the game in Session 1 or identify a different career that they believe is a better match for their abilities and skills. Give them enough time to write their answers on the activity sheet.
- Ask each group to choose a rapporteur or reporter.
- Invite each reporter to share with the class what career they have chosen and why. Give them at least 2 minutes to do so.
- Facilitate a discussion using the process questions for Session 2.



Process Questions

Session 1

- Give a word that describes how you feel about the activity.
- Which skill card did your group place most often?
- Why do you think that skill is important for many jobs?
- Was there a skill that matched more than one job?
- What does this tell us about how skills are used in different careers?

Session 2

- Give a word that describes how you feel about the activity.
- What careers were shared by each group?
- Do you think the chosen career fits the students' skills and abilities in that group? Why do you think so?
- What can you say about the connection between our abilities, skills, and future careers?



Possibilities

More photos and videos of new and emerging jobs can be shown to the learners so that they can be aware of more jobs other than jobs they see around their community.



Must-Know

Learning more about different careers can be exciting for students, especially when they discover interesting or “cool facts” about jobs or careers they have not heard of before. Exploring careers helps learners understand that people use different skills for each job.

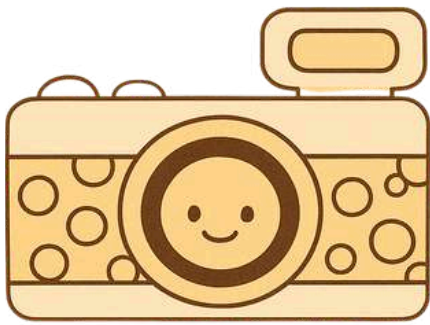
Looking closely at the skills matched to each job also helps learners think more deeply. When a skill seems mismatched, discussing which job might need that skill encourages careful thinking and reflection. Noticing skills that are needed in more than one career helps learners understand that particular skills, such as number skills, can be useful across different jobs.

Doing simple research, such as finding information about a career they are interested in, helps third grade learners build critical thinking, decision-making, and career awareness skills that they can use in school and in life.



Group Name: _____ Members: _____

Grade & Section: _____



CAREER EXPLORATION

Snapshots of career I am interested in.

CAREER: _____

CAREER DESCRIPTION

Write or draw what a person with this job does every day.

EDUCATION/SKILLS

What subjects in school do you need to be good at, or what other special skills do you think this job needs?

WORK PLACE

Is it in an office, a school, hospital, or any indoor setting, or is it outdoors?

COOL FACTS

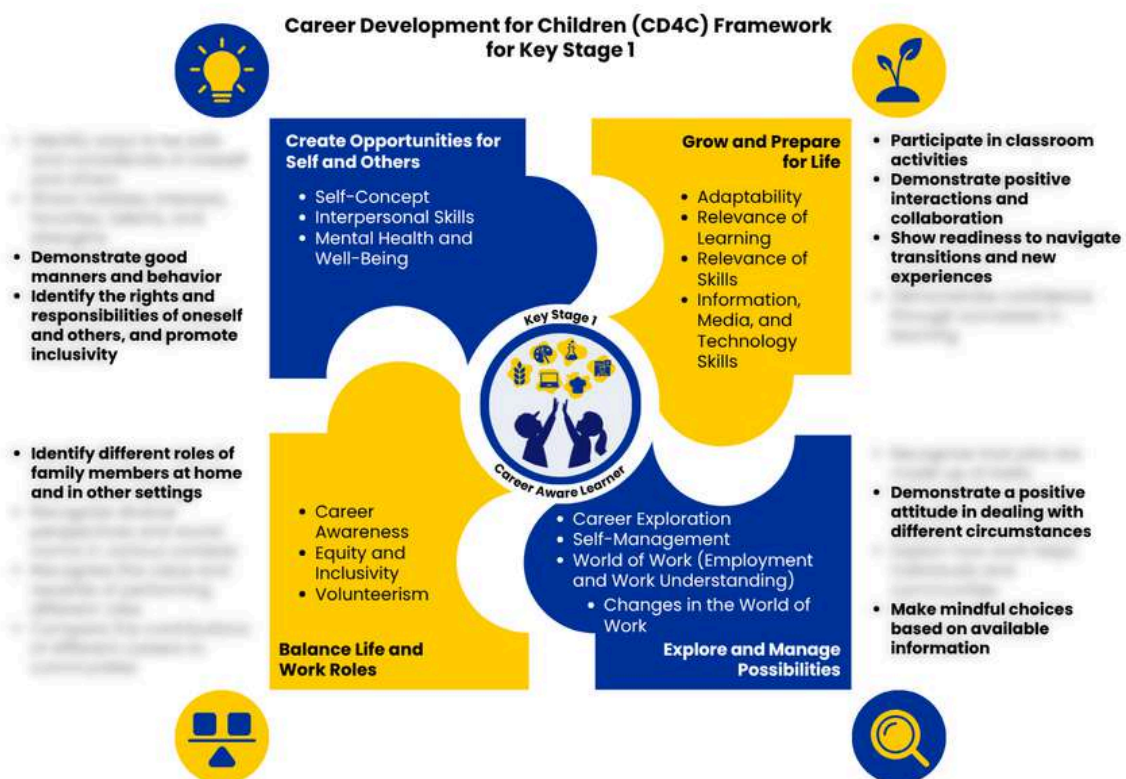
Write fun or exciting things about this job!

CRCL 4: Market Day

Children's exposure to business, such as buying and selling, starts early. When they start telling their parents what they want to eat or buy, they are already acting as consumers. Food, clothing, and entertainment businesses target children because they know they represent a large market. What if these children are the ones on the other side of entrepreneurship, i.e., they are the ones to come up with a product or service to sell? This lesson invites learners to explore that experience—being a seller or young entrepreneur. Through Market Day, learners experience how a simple business begins with an idea, involves planning and teamwork, and requires serving customers responsibly. The activity helps learners understand that businesses are created to meet people's needs while practicing honesty, cooperation, and basic math skills.



Learning Competencies



Subjects

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



Target Objectives

- Describe entrepreneurship using simple terms
- Plan and create a simple product or service
- Participate responsibly in a class or school Market Day
- Record and compute simple sales



Number of Sessions

3 to 4 Sessions



Materials

- *Business Sales* activity sheet found at the end of this lesson
- Papers, markers, or crayons
- Recycled or safe craft materials (optional)
- YouTube video *Story Time with Teacher Jaron* (2021). *Bisnesboy Minggoy* by Augie Rivera and Liza Flores. YouTube. <https://www.youtube.com/watch?v=rY1-BfRQE6s> (if available)



Step-by-Step Procedure

Session 1

- Ask the class who among them has experienced selling food or things to other people, such as candies, *halo-halo*, toys, stickers, etc. Allow a few learners to share briefly.
- If internet access is available, you may begin the session by showing the story *Bisnesboy Minggoy* through the YouTube video *Story Time with Teacher Jaron* (2021). *Bisnesboy Minggoy* by Augie Rivera and Liza Flores. YouTube. <https://www.youtube.com/watch?v=rY1-BfRQE6s>. Explain briefly: "This story is about a boy who worked hard and used his ideas to earn money for something he really wanted."
- If internet access is unavailable, proceed with the activity without the video.
- Introduce the concept of entrepreneurship. Explain that:
 - "An entrepreneur is someone who creates or sells something to help people and earn money."
 - "Entrepreneurs use ideas, effort, and good manners to serve others."
- Give examples of young children with a small business. You may build on the following list:
 - **Carlo Ocab (Philippines):** At 13 years old, he started carloocab.com, a website that quickly reached the top spot on Google. Today, it is one of the best internet marketing or advertising agencies, helping businesses establish a strong online presence.

- **Josh Mojica (Philippines):** At 17 years old, he transformed a simple vegetable recipe from his aunt into a profitable snack enterprise. Today, he is the founder and CEO of *Kangkong Chips Original (KCO)*, a popular snack brand.
- **Adelyn Koh (Singapore):** At the age of 15, Adelyn founded Jotter Book Co., an online business that sells customizable planners, notebooks, and organizational tools. Driven by her love for stationery, Adelyn grew her business through creative marketing and a passion for planning, making it a popular choice for students and professionals alike.
- Emphasize that these young entrepreneurs started with a simple idea and through patient, step-by-step effort, turned that idea into a real, successful business.
- As you present each example, ask the class: "What problem did this young entrepreneur solve? What did people need that they provided?" Emphasize that a good business idea starts with noticing a need at home, in school, or in the community.

Session 2

- As a class, guide learners to choose one simple product (e.g., paper crafts, bookmarks, stone paperweights, drawings, etc.).
- You may use the following guide questions:
 - What can we make safely?
 - What do you think other children will like and buy?
- On the board, model a simple business plan with the following guide questions:
 - What will we sell?
 - What materials do we need?
 - How will we make it?
 - How much will we sell it for?
- To answer the last question, guide the class in adding up the cost of all the materials. Then agree on a selling price that is higher than the cost of one product, using simple amounts such as ₱5 or ₱10. The teacher finalizes the price.
- Write the total cost of materials on the board and have the recorder copy it. Learners will use this figure to compute profit or loss in Session 4.
- Assign simple roles for individual learners such as (rotated if possible):
 - Maker – a person who creates the product
 - Seller – a person who will sell the finished product
 - Recorder (with support from the teacher) – a person who writes down or tallies the number of products sold and how much was earned from selling

Session 3

- Learners begin making their products in class.
- If unfinished, allow completion at home with adult support.

Session 4

- Conduct the Market Day for all Grade 3 learners, with all sections. It can be held in school or as part of a school-wide career day, during which students can sell their products or services to other students.
- After the Market Day, learners may write and compute their sales and profits or losses using the *Business Sales* activity sheet found at the end of this lesson.
- Discuss their Market Day experience using the process questions.



Process Questions

- How did you feel about the Market Day?
- How did your product help or make others happy?
- What part was easy? What was challenging?
- What skills or abilities did you use in doing this activity (e.g, drawing, talking, counting, teamwork)?
- Would you like to try selling something again? Why or why not?



Possibilities

- Invite a parent to share his/ her business in class. The parent could give free samples of the product. Describe how a seller or entrepreneur spots problems and comes up with ideas to solve them, usually by creating new or improving existing products or services.
- In smaller schools where a school-wide or grade-wide Market Day is not feasible, the activity may be conducted within a single Grade 3 section. In this case, the class can be divided into several small groups, with each group preparing its own product or service to sell to their classmates from the other groups.
- Below are some sample projects that are feasible for Filipino Grade 3 learners:
 - Handmade bookmarks;
 - Paper crafts (e.g., hand fans, paper flowers, or origami pieces);
 - Friendship bracelets or beaded keychains;
 - Sliced fruit cups or fruit skewers;
 - Simple sandwiches (e.g., cheese or egg); and
 - Fresh calamansi or buko juice



Word Bank

Sales	The money we get when we sell our products. For example, "We sold 10 bookmarks at ₱10 each. Our sales are ₱100."
Profits	The extra money we have after paying for our materials. For example, "We spent ₱50 and earned ₱100. Our profit is ₱50."
Losses	The money we lose when we spend more than we earn. For example, "We spent ₱80 but earned only ₱60. We have a loss of ₱20."



Must-Know

Starting a business usually comes from an idea of how to solve a problem or make things better. This activity prompts learners to come up with ideas for a product that could help fix a problem, fill a gap, meet a need, and generally make people's lives better and easier, whether at home, in school, or in the community. It also encourages learners to think and work with a team and to do their assigned tasks to succeed in selling the product. It plants the seeds of exploration, creativity, teamwork, responsibility, and problem-solving.

Through this Market Day activity, learners also begin to realize that a business needs happy and satisfied customers. It highlights the importance of treating customers respectfully, listening to feedback, and constantly improving their product. All these help build a strong foundation for early career development.

SEKSYON: _____



PRODUKTO:



BILANG NG PRODUKTO SA
SIMULA:



TALLY NG BENTA:



BILANG NG BENTA:

KABUUANG KITA:

BILANG NG NATIRANG PRODUKTO:

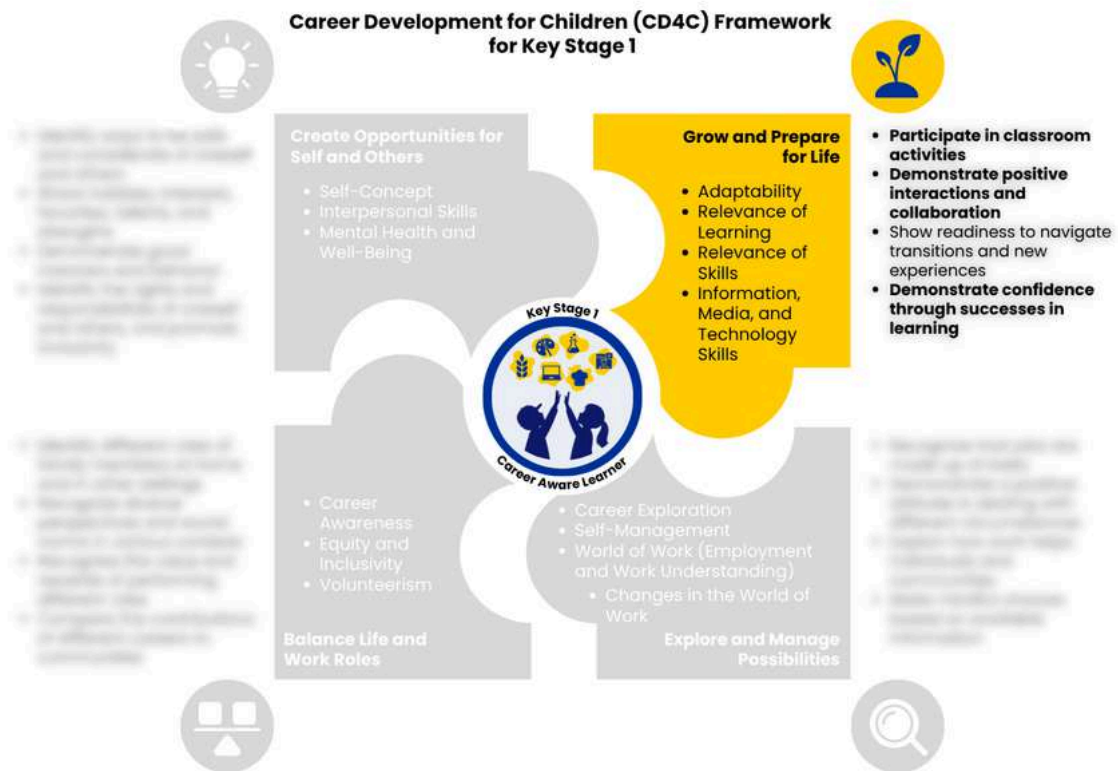
MARKET DAY TALLY

CRCL 5: Careers Word Search

Children enjoy challenging activities. This word search on different jobs or careers is a fun way for learners to become more familiar with various types of careers.



Learning Competencies



Subjects

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



Target Objectives

- Work cooperatively within a group
- Identify different careers through a word search activity



Number of Sessions

1 Session



Materials

- *Careers Word Search* activity sheet found at the end of this lesson



Step-by-Step Procedure

- Discuss the different activities you have done related to careers. Ask the learners what careers or jobs they remember from previous lessons or are interested in right now.
- Divide the class into pairs or trios and show the *Careers Word Search* activity sheet.
- Explain that they must work together to find the different careers written above the paper. Allow 5–7 minutes to complete the word search.
- When they are done findings all the careers, tell them to share their career choice with their group mates.
- Underscore that it does not have to be from the list written above the activity sheet.
- Facilitate a discussion using the process questions.



Process Questions

- How did you feel about the activity?
- How did you find the career words?
- What steps or strategies did you use to find them more easily?



Must-Know

A career word search group activity is an engaging, interactive, and effective way to introduce career concepts. It builds career vocabulary and expands understanding of job-related terms.

Group Name: _____ Members: _____
 Grade & Section: _____



CAREERS WORD SEARCH

Artist	Engineer	Police Officer
Astronomer	Environmentalist	Scientist
Chef	Farmer	Stylist
Coder	Firefighter	Veterinarian
Doctor	Game Designer	Vlogger
Driver	Photographer	Zookeeper
Electrician	Pilot	

C	H	M	B	J	I	B	Z	F	S	E	D	R	I	V	E	R	V	S	V
M	N	Y	E	E	T	H	O	I	K	N	A	X	R	Q	S	V	W	J	V
H	K	W	A	N	X	I	O	R	L	V	B	L	W	W	H	E	A	F	U
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L	I	G	O	I	C	X	E	F	E	R	Y	U	P	O	D	E	T	N	O
E	W	P	F	N	G	V	E	I	D	O	T	C	O	D	E	R	I	U	B
C	M	S	E	E	K	M	P	G	O	N	R	E	L	Y	I	I	S	J	U
T	A	I	P	E	B	H	E	H	C	M	W	B	I	C	H	N	T	R	G
R	J	L	Z	R	X	A	R	T	T	E	V	Q	C	Z	S	A	Z	X	A
I	R	W	G	C	I	F	D	E	O	N	B	K	E	Q	S	R	K	H	M
C	M	S	D	M	N	W	S	R	R	T	H	O	O	C	D	I	L	H	E
I	V	D	S	N	V	D	T	D	C	A	R	N	F	G	R	A	Z	N	D
A	K	O	C	I	L	C	Y	E	K	L	D	Z	F	A	C	N	L	P	E
N	K	C	I	U	O	C	L	Y	I	I	W	D	I	H	R	N	O	I	S
K	P	H	E	P	G	W	I	U	D	S	X	X	C	G	U	G	S	L	I
S	J	E	N	M	G	Q	S	D	N	T	U	F	E	X	S	W	N	O	G
C	Y	F	T	J	E	R	T	F	A	R	M	E	R	N	E	T	Q	T	N
V	G	X	I	N	R	Z	Z	O	Z	T	L	M	P	H	Y	Q	C	K	E
B	H	A	S	T	R	O	N	O	M	E	R	G	W	G	R	D	E	T	R
P	H	O	T	O	G	R	A	P	H	E	R	I	X	K	A	P	P	B	R

Share your career choice with your groupmates.
 You can choose one from the list above or
 choose a different one! _____

CRCL 6: Career Charades

Charades is a fun game that fosters unity among groups and introduces a variety of topics in a light, engaging way. Career Charades game is an excellent way for learners to show what they know about different careers.



Learning Competencies



Subjects

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



Target Objectives

- Improve non-verbal communication and active listening
- Show their knowledge about different career settings



Number of Sessions

1 Session



Materials

- *Work Setting* cards (**manipulatives included in the CD4C Toolkit**)



Step-by-Step Procedure

- Prepare the *Work Setting* cards (**manipulatives included in the CD4C Toolkit**) showing work settings and careers, including a gym, hospital, mall, carinderia, school, construction site, business process outsourcing (BPO) office, cruise ship, and beach resort.
- Divide the class into three to four groups with eight to ten learners per group.
- Explain that the class will be playing a *Reverse Charades* game, where learners will act out a work setting without using words or sounds.
- Assign one *Work Setting* card (or two, if time allows) to each group.
- Ask each group to choose two members who will stand in front as guessers.
- The remaining group members will act out the assigned work setting using only actions and gestures.
- Remind the learners of the rules: no talking, no sound effects—actions only.
- Give each group one minute to guess the work setting being acted out.
- The group that guesses the work setting in the shortest time earns a point.
- After guessing the work setting, invite the group to name as many jobs as they can that are found in that setting. For example:
 - Work Setting: Department Store
 - Jobs: Cashier, Saleslady, Store Manager, Security Guard, Janitor, CEO, etc.
 - Award additional points for the correct job roles mentioned.
- After each round, discuss the specific work setting and what the people in that particular career do.
- Facilitate a discussion using the process questions.



Process Questions

- Give a word that describes how you feel about the activity.
- How did you feel as you were guessing or acting out the work setting/s assigned to your group? Why do you say so?
- What can you say about the different work settings?
- Do you know anyone—a parent, relative, or neighbor—who works from home?
- What kind of job do they do? What other jobs do you think can be done from home? Why do you think so?
- Can you imagine what work settings might look like in the future? What do you think will be different?



Must-Know

In playing the *Career Charades* game, learners are able to express their ideas or perceptions about different work settings, share experiences, or describe what usually happens at these workplaces. This activity helps teachers better understand how children view various jobs and work environments.

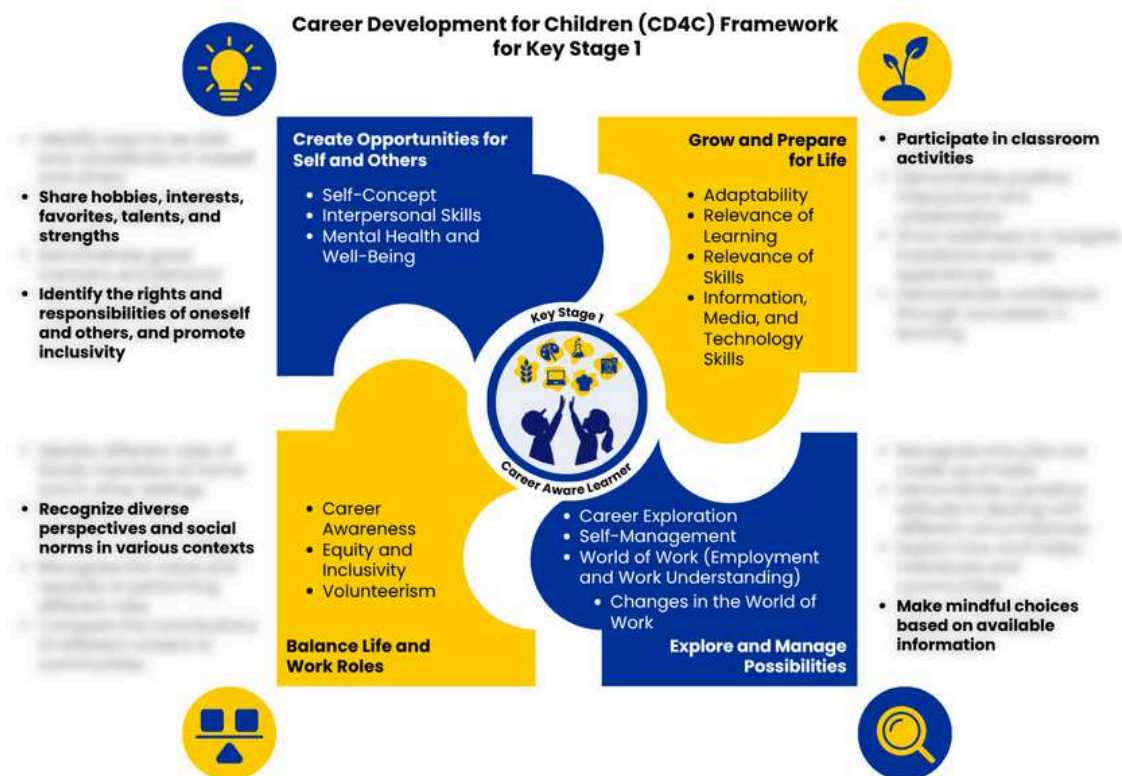
The discussion presents an opportunity for teachers to gently guide learners to reflect on and address any stereotypes, biases, or misconceptions they may have about specific workplaces or particular careers. By encouraging open conversation and respectful listening, learners gain a more accurate and inclusive understanding of different types of work and the people who do them.

CRCL 7: My Possible Career Pathway

This Career Development for Children Career Pathway activity helps learners begin exploring possible career pathways based on their preferences, interests, talents, and strengths. This activity is adapted from the RIASEC (Holland Code) and the Multiple Career Development Pathways (MCDP) Toolkit, and is designed as an exploratory and reflective activity rather than a test.



Learning Competencies



Subjects

Homeroom Guidance



Target Objectives

- Identify learners' interests, strengths, talents, and preferences
- Learn the possible career pathways related to these interests, strengths, talents, and preferences



Number of Sessions

1 Session



Materials

My Career Pathway Explorer activity sheet (found at the end of this lesson)



Step-by-Step Procedure

- Begin by explaining that people can hold many jobs over their lifetime, and so can they. Some jobs are similar and belong to the same group. These groups are called career pathways or career tracks. Say: “For example, some jobs involve helping people while other jobs involve creating or building things.” Emphasize that this is an exploration activity and there are no right or wrong answers.
- Give each learner a copy of the *My Career Pathway Explorer* activity sheet found at the end of this lesson. Tell them they will read (or listen to) the different activities and show how much they like each one by coloring the stars.
- Read the instructions aloud and explain them step by step. Remind the learners to answer honestly based on what they like or enjoy.
- Allow learners enough time to complete the activity sheet independently. Move around the room to clarify instructions or assist learners who may need help.
- After learners finish each set, guide them to count how many activities they rated ★★ and write the number in the “Number of ★★” box for each set.
- Once everyone has completed all sets, reveal the Career Pathway Labels and write them on the board. Learners then copy the labels onto their sheet:
 - Set A – Arts and Design
 - Set B – Sports
 - Set C – Practical Skills & Crafts
 - Set D – Business & Management
 - Set E – Science & Technology
 - Set F – People & Society
- Ask learners to look at their total number of stars per set and find the set with the highest number of ★★. If two or more sets have the same highest number, tell the learner to choose the one they like more. Point out that having more than one top set is normal and means they enjoy different kinds of activities.
- Invite learners to raise their hands for their top Career Pathway. Then ask them to form small groups based on their highest-rated Career Pathway.
- Emphasize that it is okay if a group has only one or two members, or even just one learner. Explain that everyone’s choices are important, regardless of group size. If a learner is alone in a group, the teacher joins as the learner’s partner to provide support and ensure inclusion.

- Ask learners belonging to the same pathway group to briefly discuss for five to seven minutes:
 - What activities they like most
 - Why they think they enjoy these activities
 - What kinds of jobs might belong to their pathway
- After the small-group sharing, return to a whole-class discussion. Invite one representative from each pathway group to share what they discovered.
- Facilitate a short discussion using the process questions.



Process Questions

- How did you feel while answering the activity sheet?
- Which Career Pathway had the most learners in the class?
- Do you think the resulting Career Pathway is something you might like in the future? Why or why not?



Word Bank

Career Pathway or **Career Track** refers to a group of jobs that are similar or connected.





Must-Know

The My Possible Career Pathway activity is a step toward helping learners realize what interests them and what they enjoy the most and how these connect with potential career paths. It encourages them to ask questions and seek more information about careers.

The results of the activity only aim to enlighten and guide, not to push learners to a set career path. It must be emphasized that what matters most is discovering what they enjoy, what they are good at, and being open to new possibilities as they continue to grow and learn.

It must be emphasized too that as the world changes, jobs also evolve with new ones appearing and old ones disappearing. Learners need to stay curious and explore the many pathways available to them.



Name: _____ Date: _____

Grade & Section: _____

My Career Pathway Explorer

Directions:

You will see six (6) sets of activities.

1. Read each activity (or listen as your teacher reads).
2. Color the stars to show how much you like the activity:
 - ★ 1 star – I don't like it much
 - ★★ 2 stars – I like it
 - ★★★ 3 stars – I really like it
3. When you finish one set, count how many activities you gave ★★★.
4. Write that number in the box.
5. At the end, your teacher will help you find the Career Pathway that matches you best.

✨ There are no right or wrong answers. Just be honest!

SET A:



I enjoy:



drawing



performing (singing, dancing, acting)



playing a musical instrument



listening to music



learning about art or music



painting



working alone

Number of activities with ★★★:

SET B:

I enjoy:



playing games



engaging in sports activities (biking, swimming, playing basketball, etc)



watching sports events



doing different exercises (walking, dancing, jogging)



competing in sports



teaching a game to my classmates/friends



moving a lot and being physically active

Number of activities with ★★ ★★ ★★★★★:

SET C:

I enjoy:



cooking, baking, or helping in the kitchen



gardening or growing plants



repairing broken toys or fixing other things



building or assembling things



taking care of my pets and animals



creating DIY projects and crafts



helping with household chores

Number of activities with ★★ ★★ ★★★★★:

SET D:

I enjoy:



helping organize school activities or events



working with numbers and charts



knowing the new products in stores



talking to and convincing people



writing and recording things



handling money



selling food and small things to my classmates

Number of activities with ★★ ★★ ★★★★★:

SET E:

I enjoy:



doing science experiments



analyzing things (problems/situations)



figuring out how things work



solving puzzles and challenges



knowing about new technology



finding answers to questions



watching and observing nature (plants, rocks, sand, etc)

Number of activities with ★★ ★★ ★★★★★:

SET F:



I enjoy:



writing



helping people



learning about other people living in other places



being with children or older people



talking and sharing ideas with others



teaching my classmates about things I enjoy doing



watching and observing people

Number of activities with ★★ ★:

Set A – Arts and Design

Set B – Sports

Set C – Practical Skills & Crafts

Set D – Business & Management

Set E – Science & Technology

Set F – People & Society

Adapted from the RIASEC (Holland Occupational Themes) model and the Multiple Career Development Pathways (MCDP) Toolkit of SEAMEO INNOTECH (2017), with reference to the Hawai'i State Department of Education Career Pathways materials.

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