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Ready, Get Set, Go!

A Career Development for Children (CD4C) Toolkit

for Kindergarten

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

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

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

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

CD4C Technical Working Group (TWG)

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

Copy Editor: Joanne B. Agbisit

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Foreword



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

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

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

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

Majah-Lech V. Ravago, PhD
Centre Director and Chief Executive
SEAMEO INNOTECH





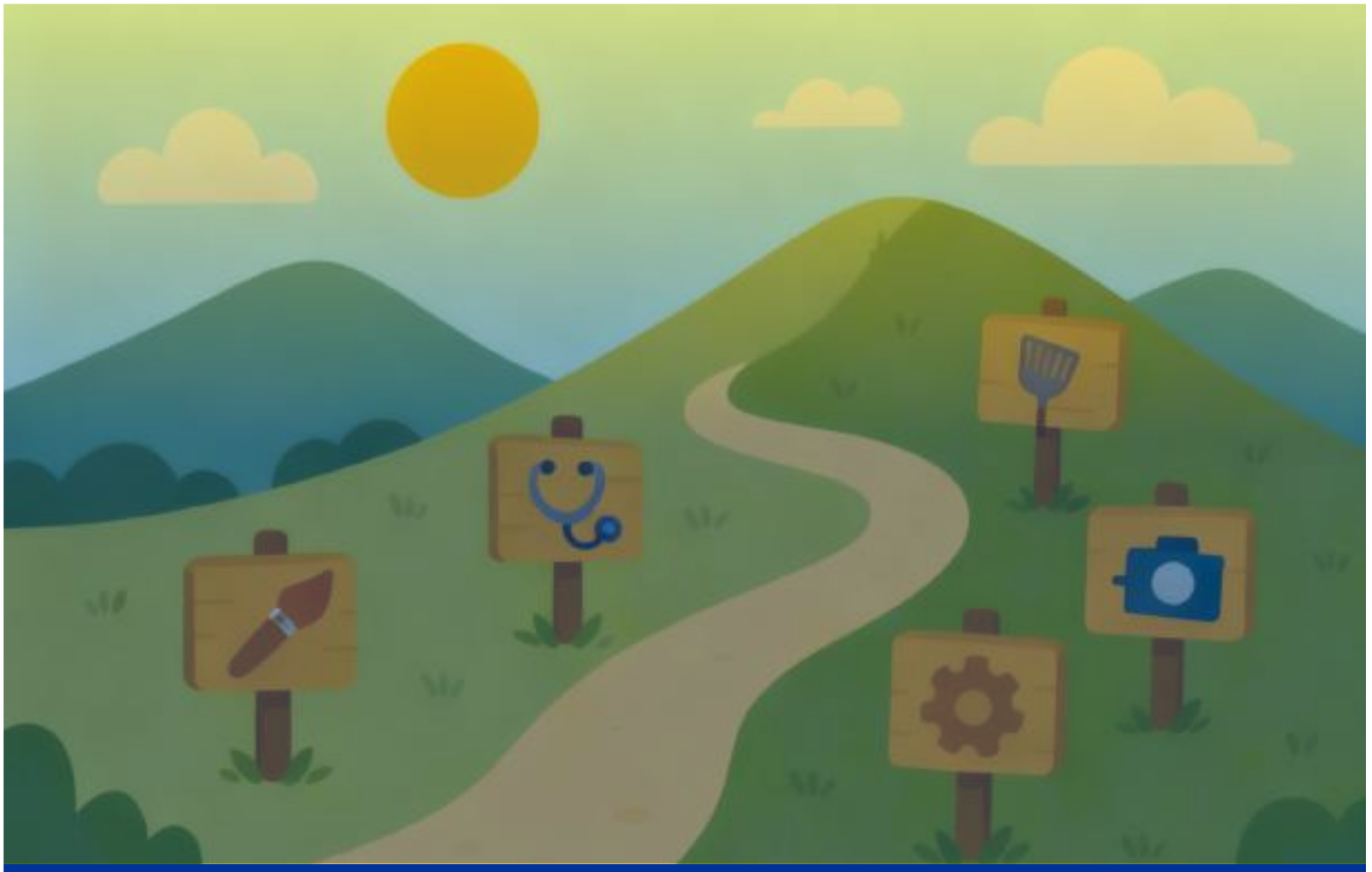
Introduction

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 Journey[1]

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	Partially Urban	Rural
996:1	611:1	280:1

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

*student-to-guidance counselor ratio

Perceived Level of Career Awareness

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

What shapes career awareness in schools

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



School location

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

School type

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

Career development activities

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

Guidance implementer

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

Student population

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

Teaching Resources Make a Difference

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

DepEd's HGP Career Development Domain

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

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

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

The CD4C Toolkit

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

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

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

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

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

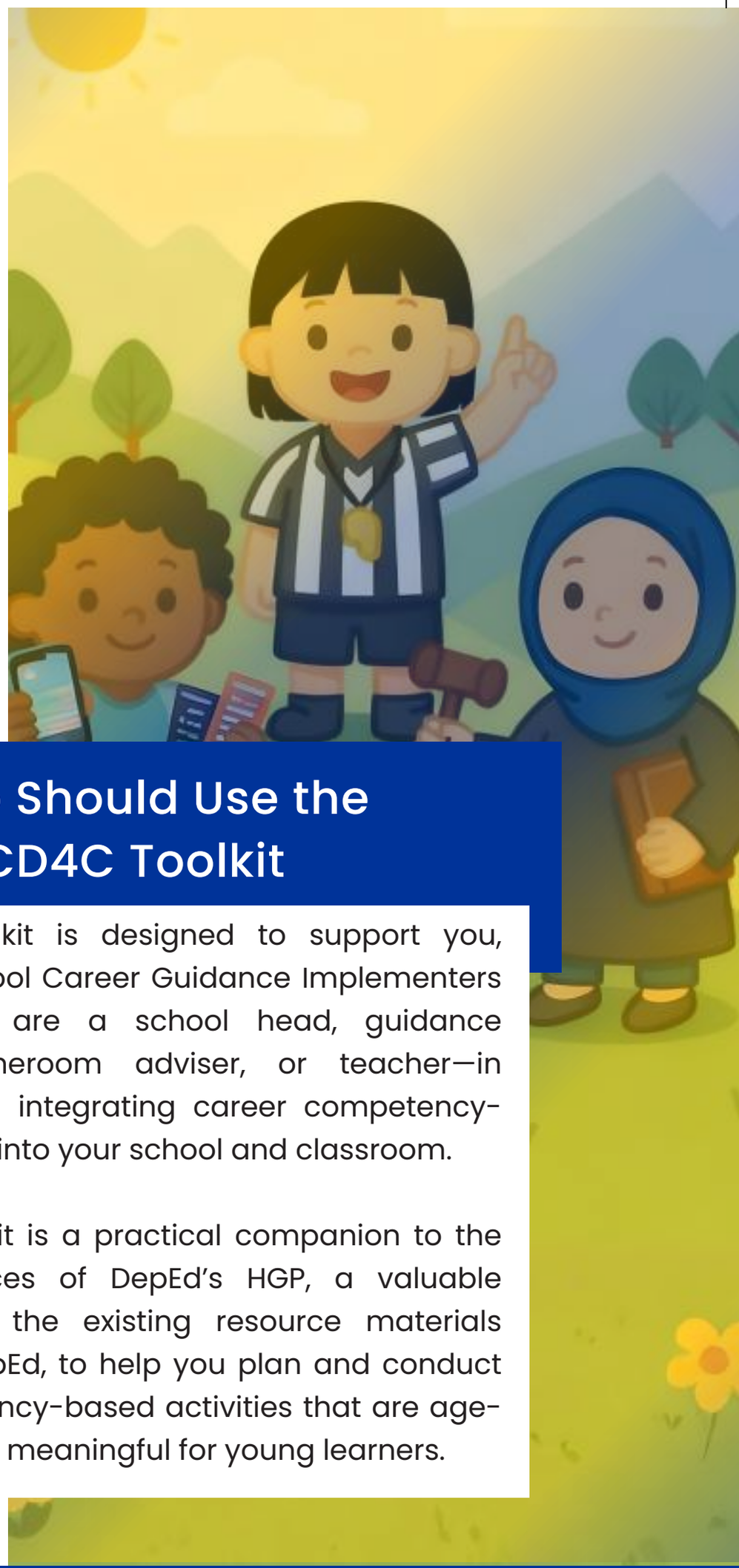
Career Learning Integration. A key innovation of this Toolkit is the smooth integration of activities into key stage 1 domain and subject lessons. The integration is structured to address the instructional misalignment finding that career development topics often consume insufficient HGP time and scope.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

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

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

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





Who Should Use the CD4C Toolkit

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

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

How to Use the CD4C Toolkit

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

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

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

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



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



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



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



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



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



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



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



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



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



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



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

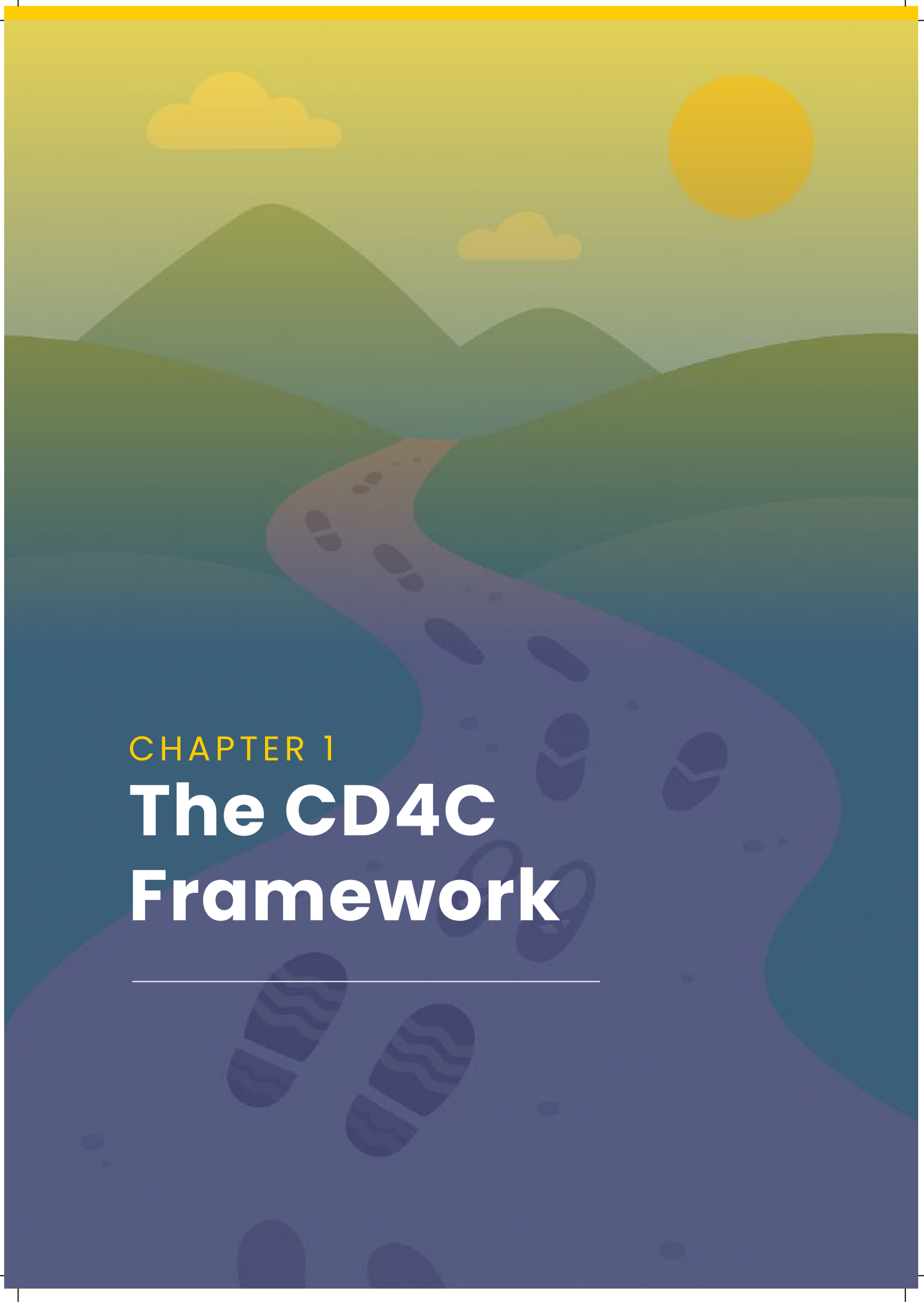


The **Word Bank** highlights key terms and concepts in the lesson, supporting learners as they explore the topic further.

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

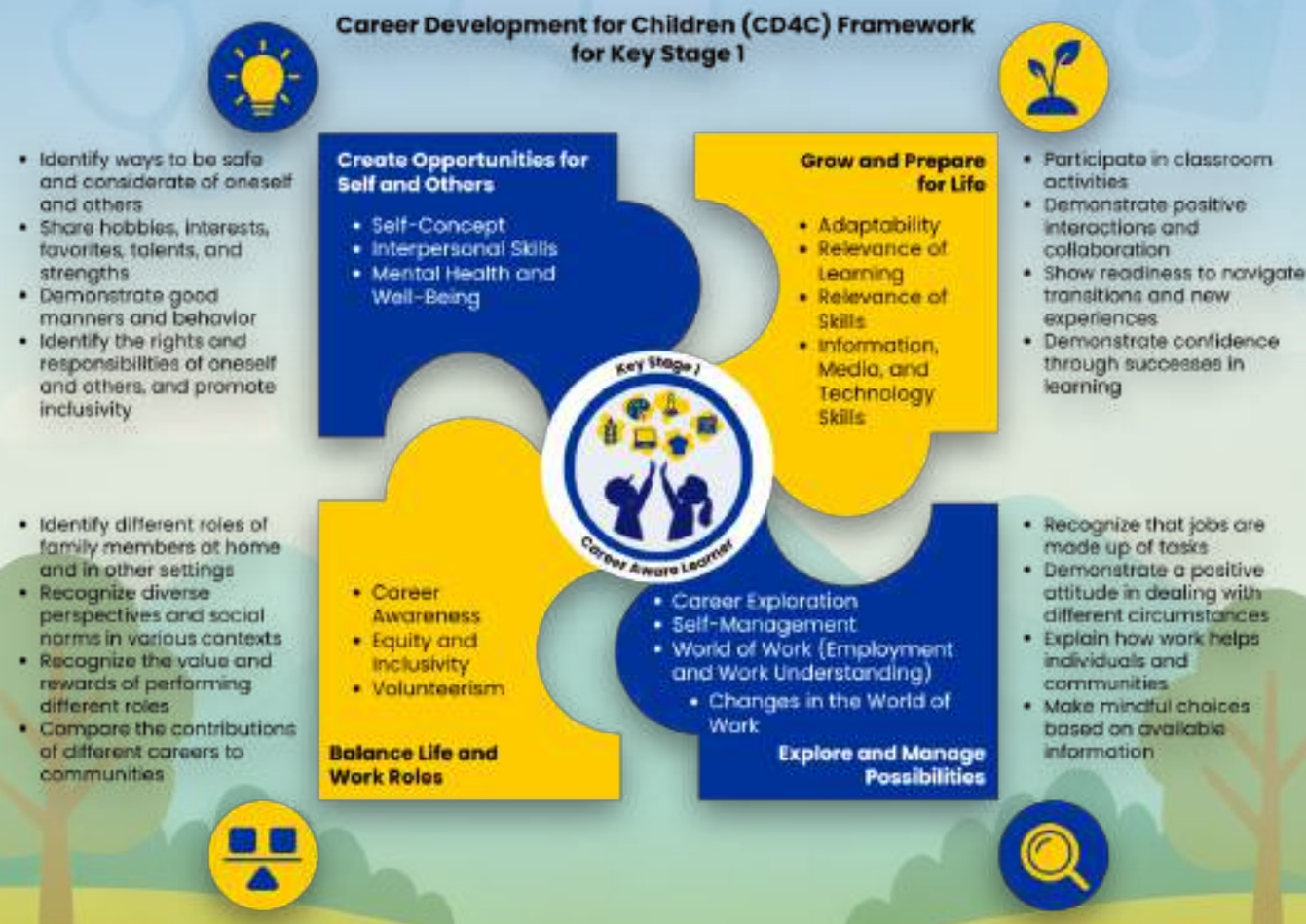
While the Toolkit is written in English, it is best delivered in the classroom using the language your learners understand best. Thus, it will be necessary to contextualize or localize the lesson, including the terms and even the content, to your learners' experiences, language, and specific background.





CHAPTER 1

The CD4C Framework



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

References:

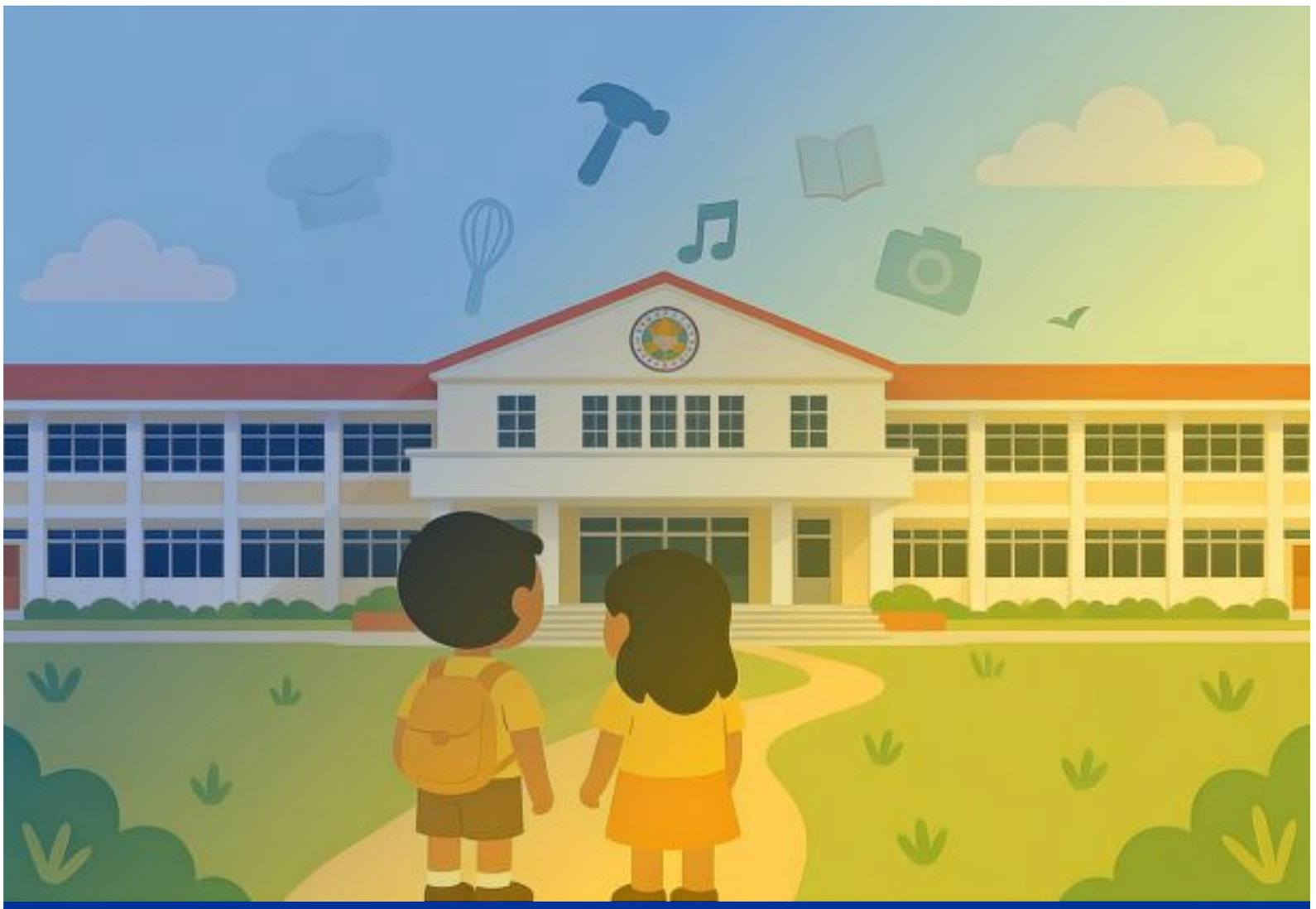
Department of Education. (n.d.). Working draft of the DepEd career guidance and counseling program (CGCP) framework.

Career Development Institute. (2021). Career development framework: Handbook for primary schools. CDI.

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

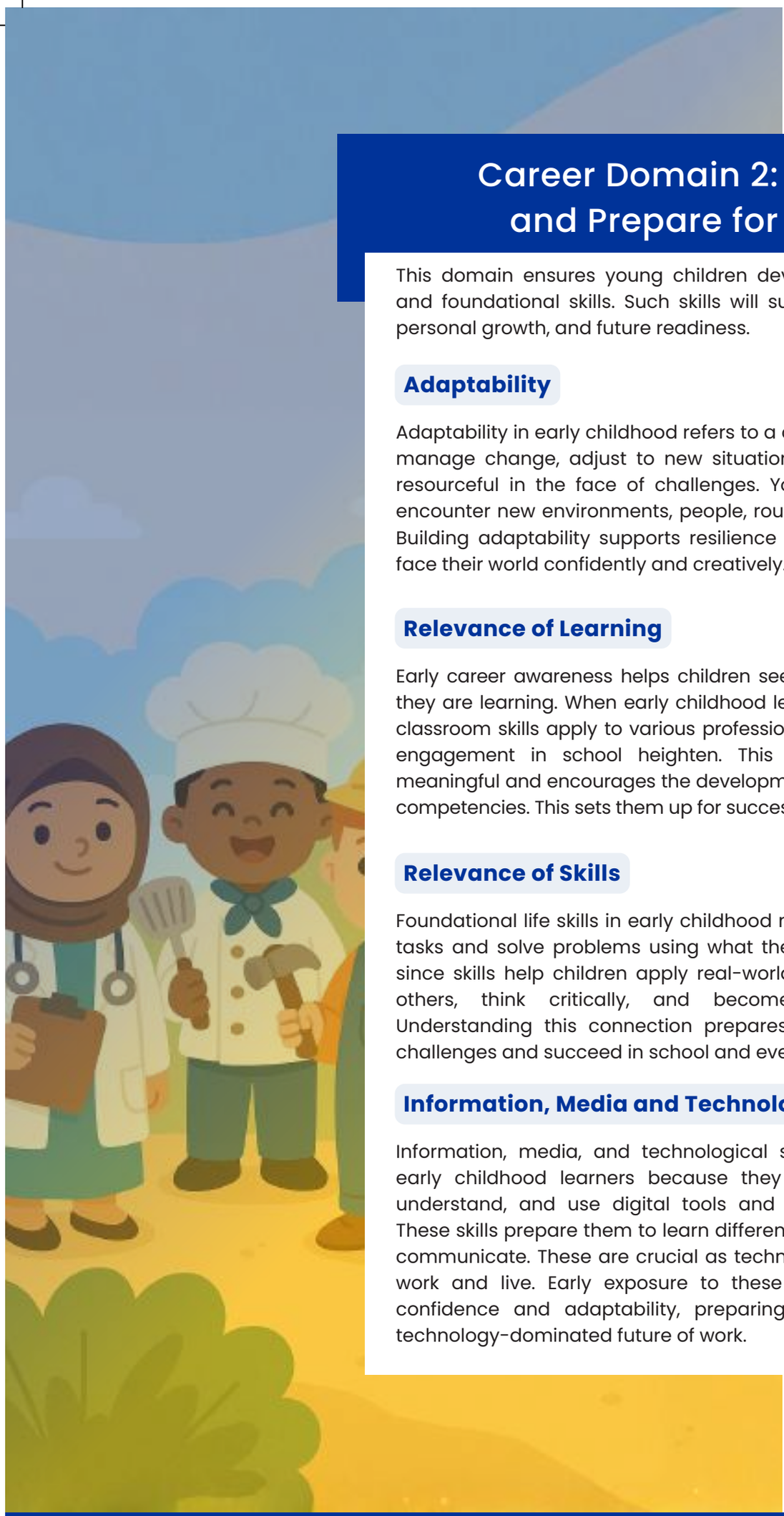
In early childhood, self-concept refers to a child's emerging awareness and understanding of who they are—both as individuals and community members. This includes how they perceive their abilities, preferences, emotions, gender, culture, and roles within the family and peer groups. A healthy self-concept 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.
Kindergarten CD4C Toolkit Matrix of Competencies

Career Domains	CD4C Framework Competencies	SWCE 1	SWCE 2	CRCL 1	CRCL 2	CRCL 3	CRCL4	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	CRCL4	CRCL 5	CRCL 6	CRCL 7
Balance Life and Work Roles	Identify different roles of family members at home and in other settings				✓					✓
	Recognize diverse perspectives and social norms in various contexts	✓	✓		✓		✓			
	Recognize the value and rewards of performing different roles	✓			✓	✓			✓	
	Compare the contributions of different careers to communities	✓	✓			✓				
Explore and Manage Possibilities	Recognize that jobs are made up of tasks	✓	✓			✓	✓		✓	
	Demonstrate a positive attitude in dealing with different circumstances		✓		✓					
	Explain how work helps individuals and communities	✓	✓		✓					
	Make mindful choices based on available information	✓								✓

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



CHAPTER 3

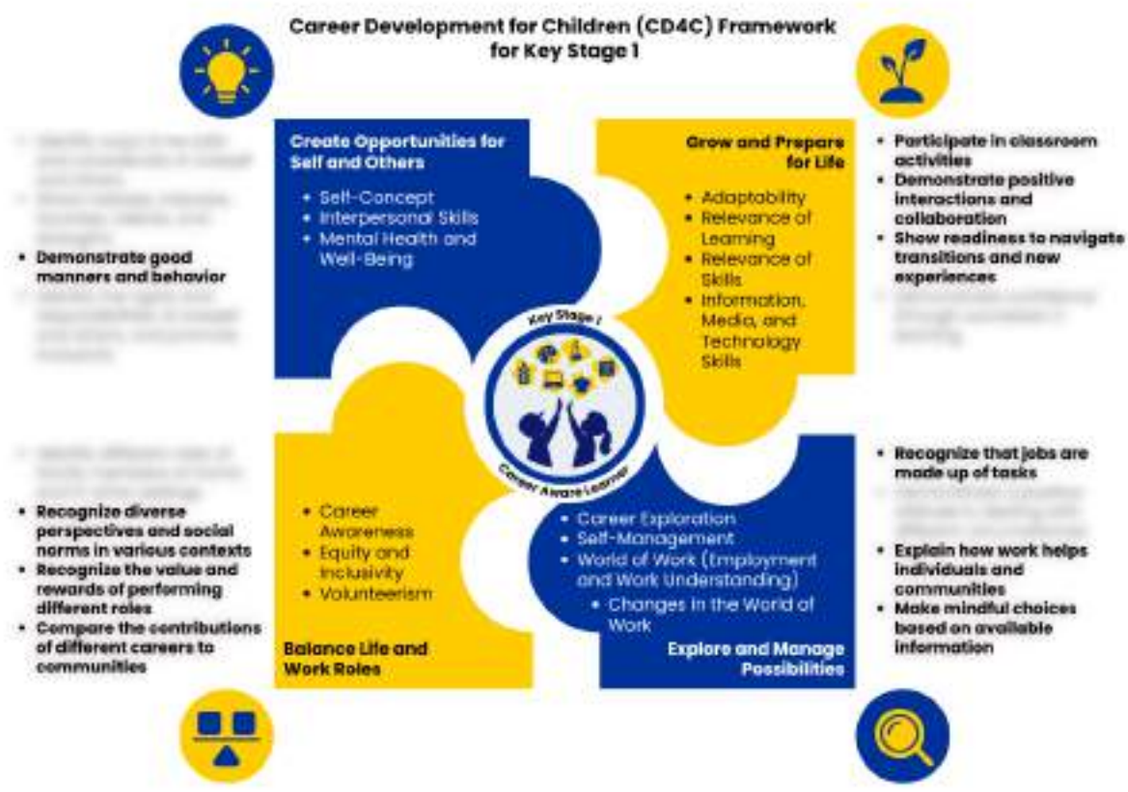
School-Wide Career Events (SWCEs)

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

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

SWCE 1: Career Day (K-6)

Learning Competencies



Target Objectives

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

Step-by-Step Procedure

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

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

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

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

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

Process Questions

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

Possibilities

Here are some possible Career Day Events:

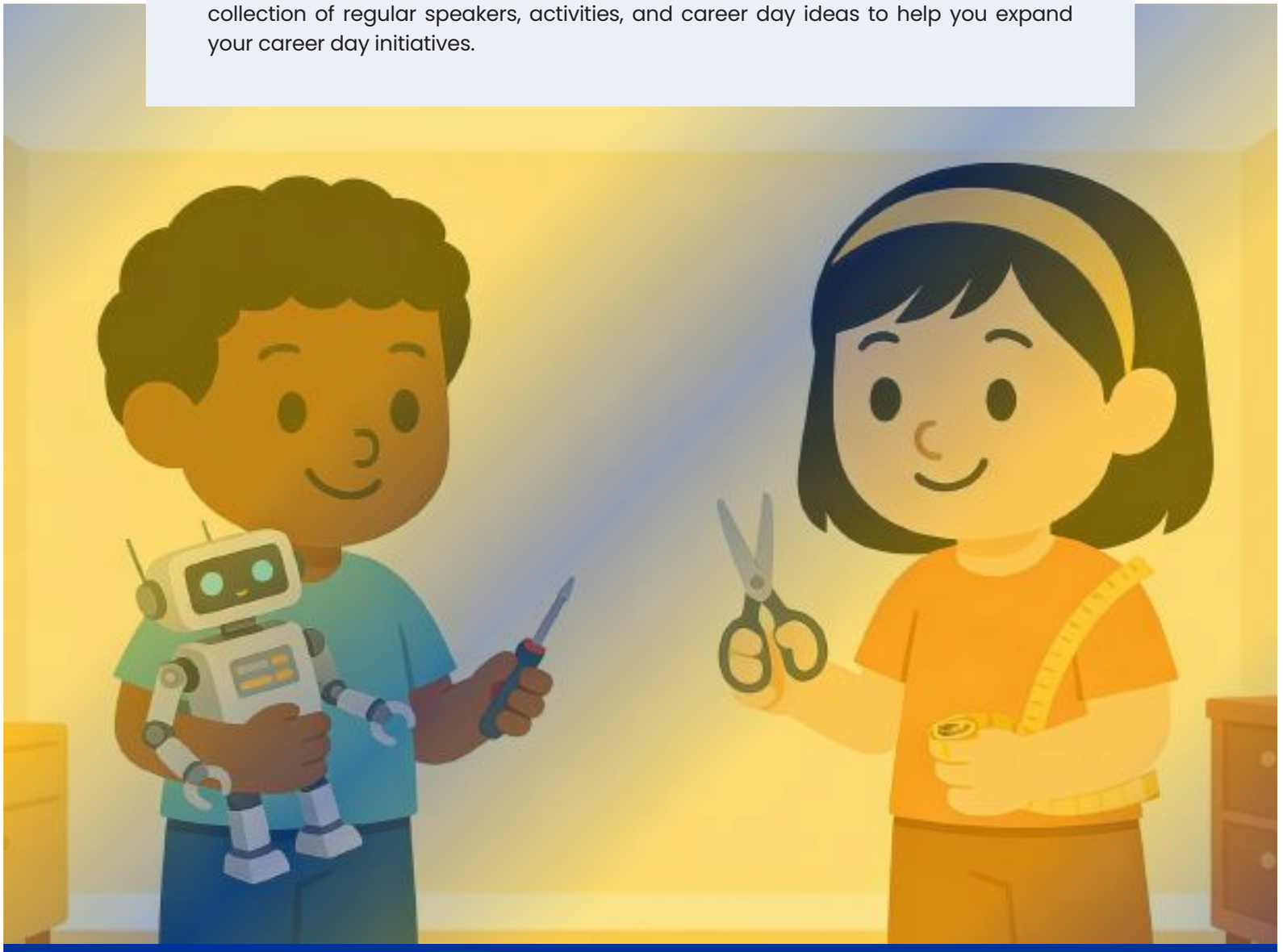
For larger schools, conduct Career Day in staggered sessions organized by grade level to sustain learner attention, ease speaker scheduling, and give each group focused time with invited resource persons.

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

Must-Know

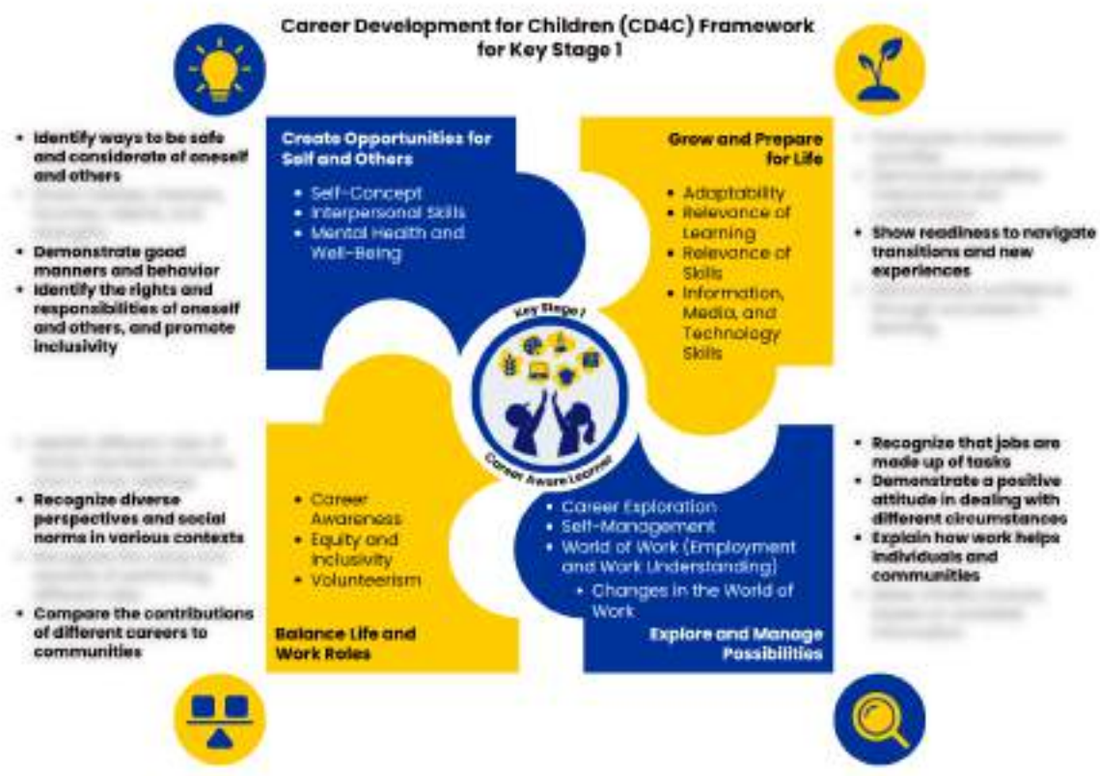
Career day events are valuable opportunities to foster career awareness and exploration for children. As they are exposed to a wide range of jobs or work, they make meaningful connections between their classroom learning and the world of work. Career Day also helps children become aware of jobs they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

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



SWCE 2: Career Field Trips

Learning Competencies



Target Objectives

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

Step-by-Step Procedure

Here are the guidelines for conducting Career Field Trips:

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

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

Process Questions

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

Possibilities

Here are some ideas for career field trips:

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

Must-Know

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

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





CHAPTER 4

Diving into Career-Related Class Lessons (CRCLs)

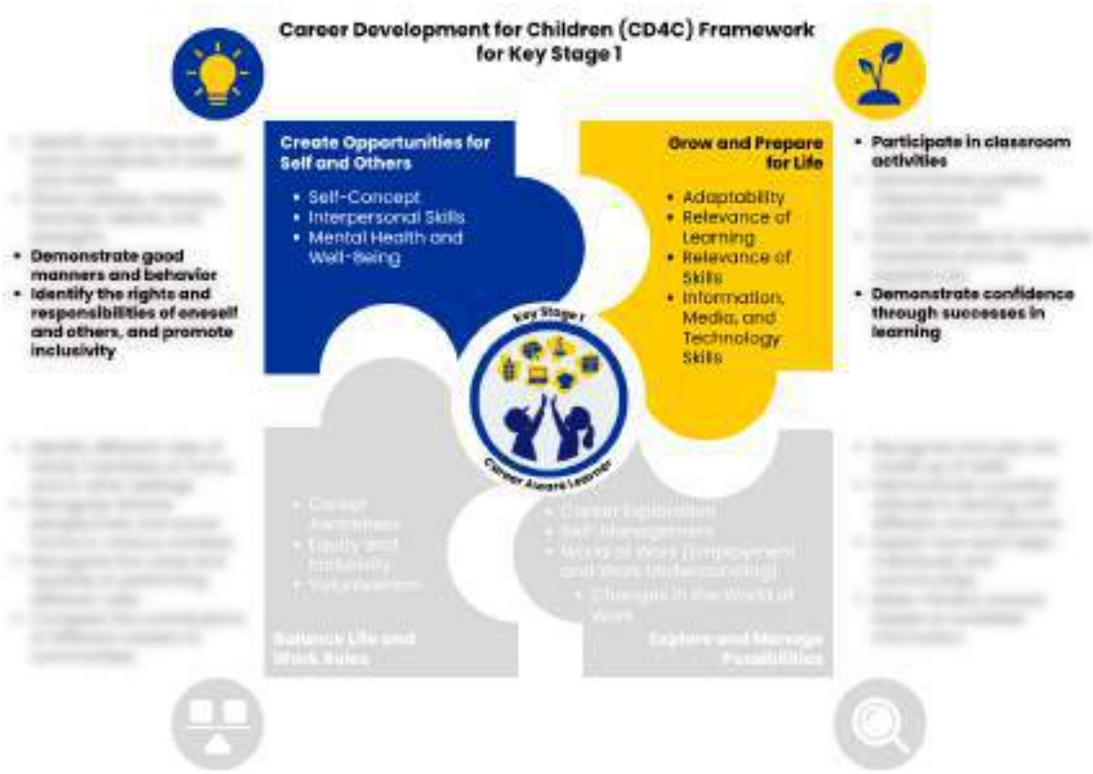
The research findings highlight the importance of strengthening early career development in the classroom. Career development is not a one-time event but a continuous process that can be supported through consistent, age-appropriate, and meaningful learning experiences. This chapter includes seven activities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

The seven CRCLs extensively cover the DepEd HGP Kindergarten career development domain's learning competency on recognizing one's talents, skills, and interests as foundations for future careers. These lessons address content standards such as knowing one's talents, understanding different jobs and work in the community, and appreciating these occupations. In addition, the CD4C Kindergarten Toolkit highlights the value and rewards of performing different roles (e.g., emphasizing that jobs consist of tasks), rather than focusing on specific goal-setting linkage of talents and future careers at this grade level. Finally, some activities aim to address unique competencies generally falling under the domains of "Create Opportunities for Self and Others," e.g., good manners and behavior, and "Grow and Prepare for Life," e.g., participation and collaboration.

CRCL 1: See! I Can Listen Well! (Simon Says Game)

This listening activity enhances learners' ability to focus, comprehend, and respond to spoken information. By engaging in this exercise, learners will practice attentive listening skills essential for effective communication and learning across all subjects. The activity encourages active participation and helps develop concentration, memory, and understanding in a fun and interactive way.

Learning Competencies

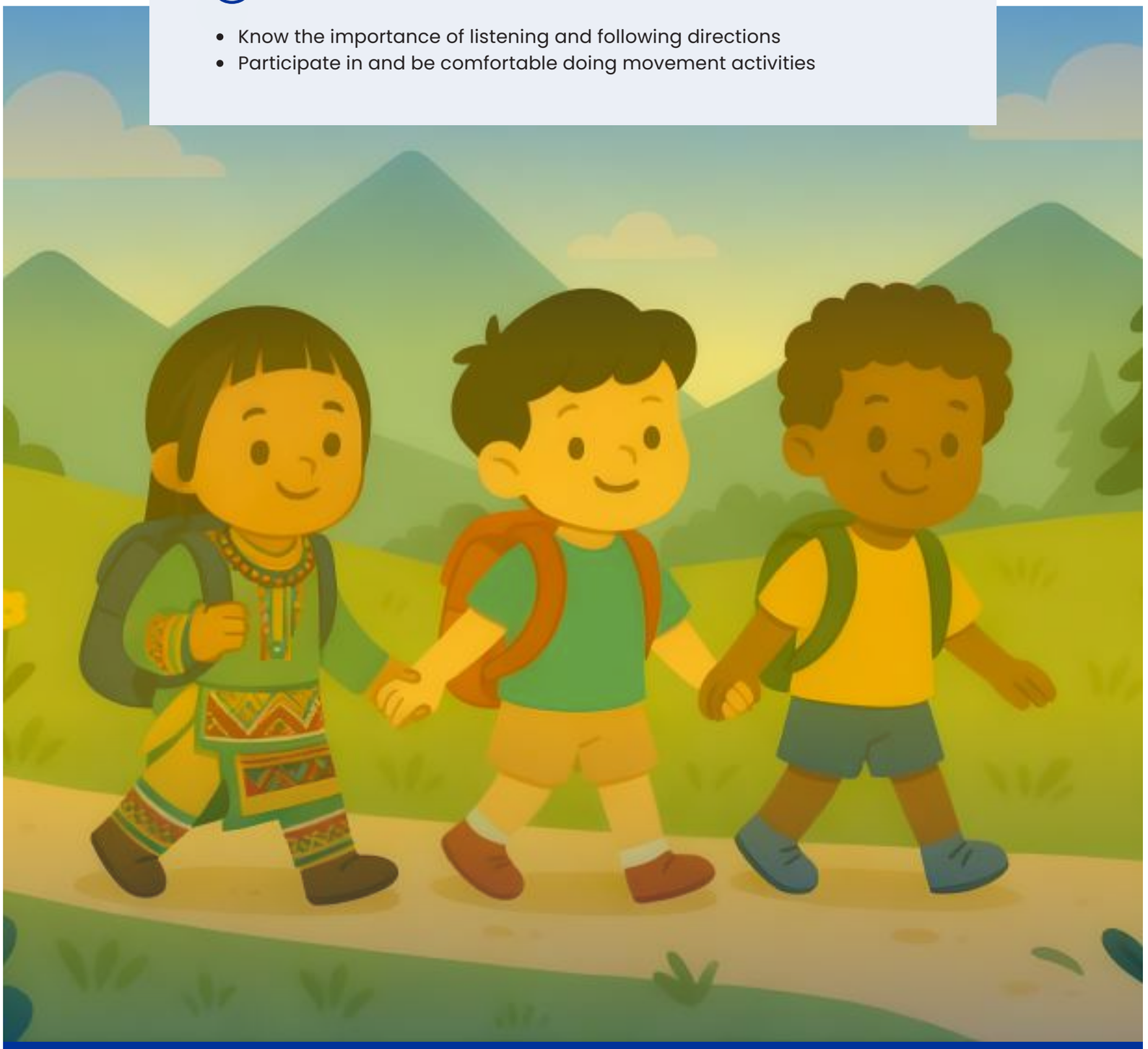


Domains

- Homeroom Guidance, Socio-Emotional Domain

Target Objectives

- Know the importance of listening and following directions
- Participate in and be comfortable doing movement activities



Number of Sessions

1 session

Materials

None

Step-by-Step Procedure

- Ask the learners to stand up. Ensure there is enough space around them to move freely or safely perform the required actions.
- Tell the learners that you will play a game similar to Simon Says, where participants must follow the physical commands from a leader. However, instead of stating "Simon Says," you as the leader will state "Teacher [Name] Says" followed by the physical command, such as 'smile'. Everyone must follow the command.
- Tell the learners that they should follow the command only if the action is preceded by the phrase "Teacher [Name] says..." If the command does not begin with this phrase, participants must stand still and not follow the instruction.
- Use simple movement commands, such as:
  - Bow
  - Raise your left/right hand
  - Pretend to sit on a chair
  - Hug yourself
  - Jump three times
  - Dance
  - Close your eyes
  - Make a funny/sad/angry face
  - Open your mouth
  - March in place
  - Put your hands on your head/stomach/nose
- After trying it out for a few minutes, ask a volunteer to step in front of the class and take your place as leader. You can ask several volunteers, with each one giving two movement commands for the class to follow.
- You may play the game for 5 to 10 minutes.
- End with a short discussion about the activity using the process questions.

Process Questions

- Why is it important to listen with our whole body?
- What are the things you can do to be a better listener?
- What does it look like when someone is listening to you?
- How did you feel while playing the game?
- What did you enjoy most?
- Think about how well you listened to our game. Show with your thumb the level of your listening with a thumbs up showing “I listened very well,” or a midway thumb to say “I listened somehow,” or a thumbs down, which expresses “I need to listen better.”

Possibilities

You may use “Mang Enteng Says” to contextualize the game instead of "Simon Says.” Use language the learners are familiar with. The movement activities may be adjusted to the content of the other domains in the kindergarten curriculum. For example, use new terms or lessons related to numeracy, such as clapping three times or waving five times.

Must-Know

Simple games like Simon Says encourage learners to practice listening carefully, focusing on details, following directions, and resisting impulsive responses. These are formative skills, and for some learners, games like this may help build early habits of attention and self-regulation. Nurturing these skills over time is likely to pay off, since these are essential to succeed in any professional setting. The game also creates an opportunity for social interaction and cooperation, as children participate and take turns being the leader ("Simon"). It lays the foundation of teamwork and leadership skills, which are valuable in many careers. Teachers are encouraged to create a supportive environment where learners feel motivated to listen carefully and respond thoughtfully.

CRCL 2: Classroom Jobs

This activity engages learners by assigning them various classroom jobs that help the classroom run smoothly and efficiently. It highlights the educational benefits of classroom jobs and their role in building a positive classroom community. By taking on responsibilities such as line leader, board cleaner, or pack-away police, learners develop important social and emotional skills, including accountability, teamwork, and leadership.

Learning Competencies



Domains

Homeroom Guidance, Socio-Emotional Domain

Target Objectives

- Learn the different tasks inside the classroom
- Introduce the idea of responsibilities in relation to “Jobs”

Number of Sessions

1 Session

Materials

- Class Job Chart with different tasks, learners' names with their picture (optional) ***(manipulative included in the CD4C Toolkit)***

Step-by-Step Procedure

- This assumes that during the first few weeks of school, you have assigned learners to different classroom jobs while establishing classroom routines. Otherwise, inform your class that you need help with some of your tasks inside the classroom. Introduce each job to your class and the specific tasks each job needs, e.g., the "Little Teacher" will sit beside the teacher, call on classmates to recite, and help the teacher choose classmates who will be doing other jobs.
- Explain how you will choose learners who will do each job. Learners who are ready to listen and participate will be chosen. The learners can also volunteer to do a particular task.
- Make sure that all the learners will be given a chance to do various jobs inside the classroom at least once a month, if possible.
- Examples of class jobs are provided below. Feel free to substitute, rename, or add class jobs to reflect your classroom context and routines. For example, you may replace "Class Greeter" with "Bookshelf Monitor" if you have a Reading Nook, or add a "Plant Caretaker" if you have a class garden.
- Create your Classroom Job Chart (if not yet done) or refer to it as you facilitate the process questions.

Word Bank

Job	Description
Little Teacher	Sits beside the teacher, calls on classmates to recite, and helps the teacher choose classmates doing other jobs.
Weather Watcher	Observes or checks the day's weather and charts it on the board.
Calendar Helper	Writes today's date on the board.
Line Leader (1 to 2 learners)	Stands first in line to assist the others during group activities or when the class leaves the room for the day.
Board Cleaner	Erases the board at the end of class or when the teacher asks.

Job	Description
Light Helper	Turns the classroom lights on and off when needed.
Snack Helper (2 to 4 learners)	Helps the teacher give out snacks or assists classmates with their snacks.
Class Greeter	Greets classmates before class starts.
Clean-Up Crew (3 to 5 learners)	Cleans the room after recess and checks if it is clean before going home.
Pack Away Police	Makes sure toys and art materials are returned to the right place after use.



Process Questions

- How did you feel when you were assigned a classroom job? Why?
- Why do you think you were chosen to the role of "Little Teacher" (or other class jobs)?
- What is your favorite classroom job? What is your least liked classroom job? Why?



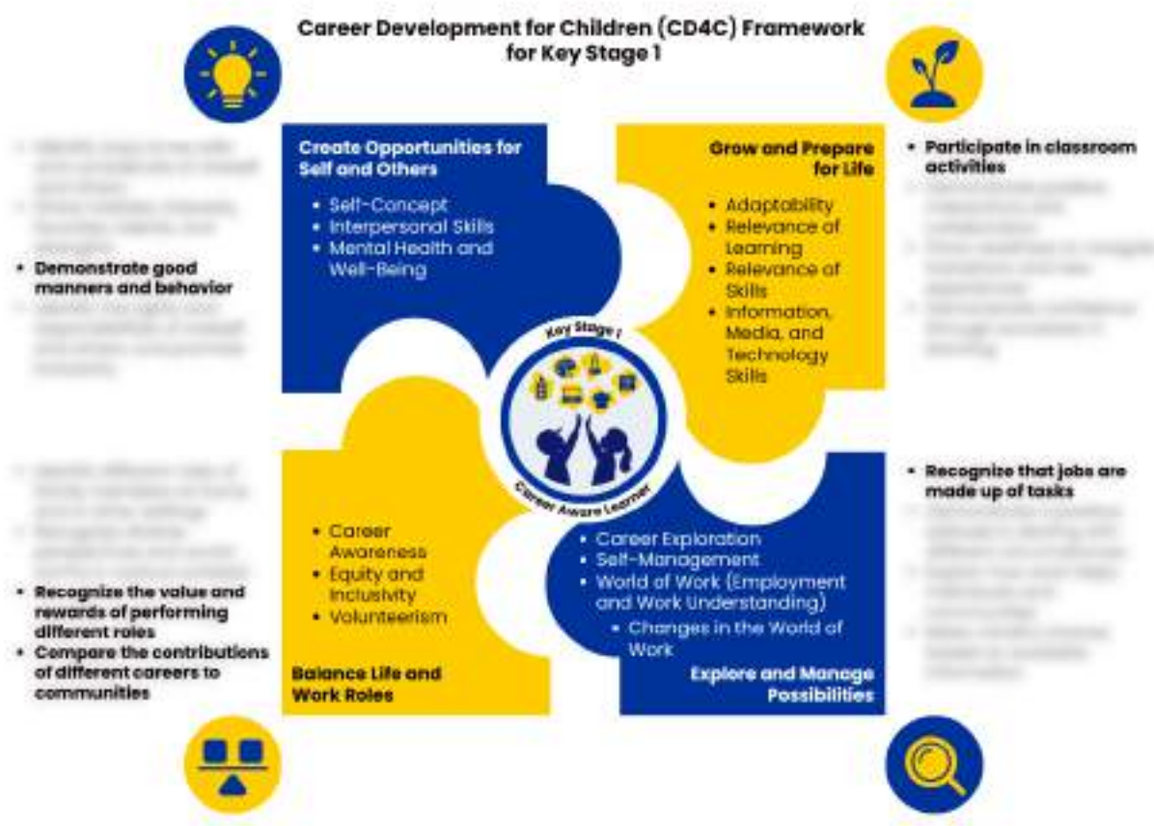
Must-Know

Taking part in different classroom tasks helps learners appreciate their abilities and those of others. They learn that everyone has unique skills and strengths, and practicing various tasks helps them develop these skills. Children learn responsibility, cooperation, problem-solving, and perseverance through engaging in diverse activities. These skills are essential not only in school but also in the workplace later in life. It also teaches the value of teamwork and respect for different roles, showing them that many jobs require collaboration and different talents. It helps them understand that effort and cooperation are key values for career success and lifelong learning.

CRCL 3: Little Sparks Show

Most young learners love to get attention and show what they can do, especially in performing for an audience. In this activity, learners will be given a chance to showcase their unique talents and abilities. Extremely shy or introverted learners who cannot be coaxed to perform have an option to do it at home. The parent/guardian can record and show the recorded video to the class.

Learning Competencies



Domains

Homeroom Guidance, Language, Literacy and Communication, Socio-Emotional Domain

Target Objectives

- Identify the thing/s they are good at (talents)
- Show and share their talent in class

Number of Sessions

2-3 sessions

Materials

- Props that learners will use to show their talents

Step-by-Step Procedure

- Inform the learners that they will have a Class Talent Show called the Little Sparks Show for the next few weeks. Discuss the meaning of talent, i.e. something one is naturally good at and enjoys doing. Explain that you titled the show Little Sparks because most of them are still in the process of learning their abilities. Ask a few learners to share the things they are good at.
- Give each learner a piece of paper and drawing or coloring materials. Ask them to draw themselves and what they plan to do for the talent show. Collect their drawings and put some of them on the class bulletin board. Set a schedule for the talent show. Give learners a choice—they can show their talent in front of the class or make a video at home and share it in class.
- Assign three to five learners who will show/share their talent in class per day until all the learners are done with the activity.
- After each presentation/session, ask the learners what they did to prepare for their presentation and how they developed their talent.
- After completing all the sessions, facilitate the process questions.

Word Bank

- **Talent** is a natural ability to do something well, like singing, crafting, drawing, or helping others. Talent can be developed through training or consistent practice or use.
- **Little sparks** refer to early or small signs of a person's talent or potential.

Process Questions

- How did you feel about the activity?
- What can you say about your and your classmates' talents?
- For those who presented a video, who helped you record your presentation?
- What did you and your classmates do to be good at something?



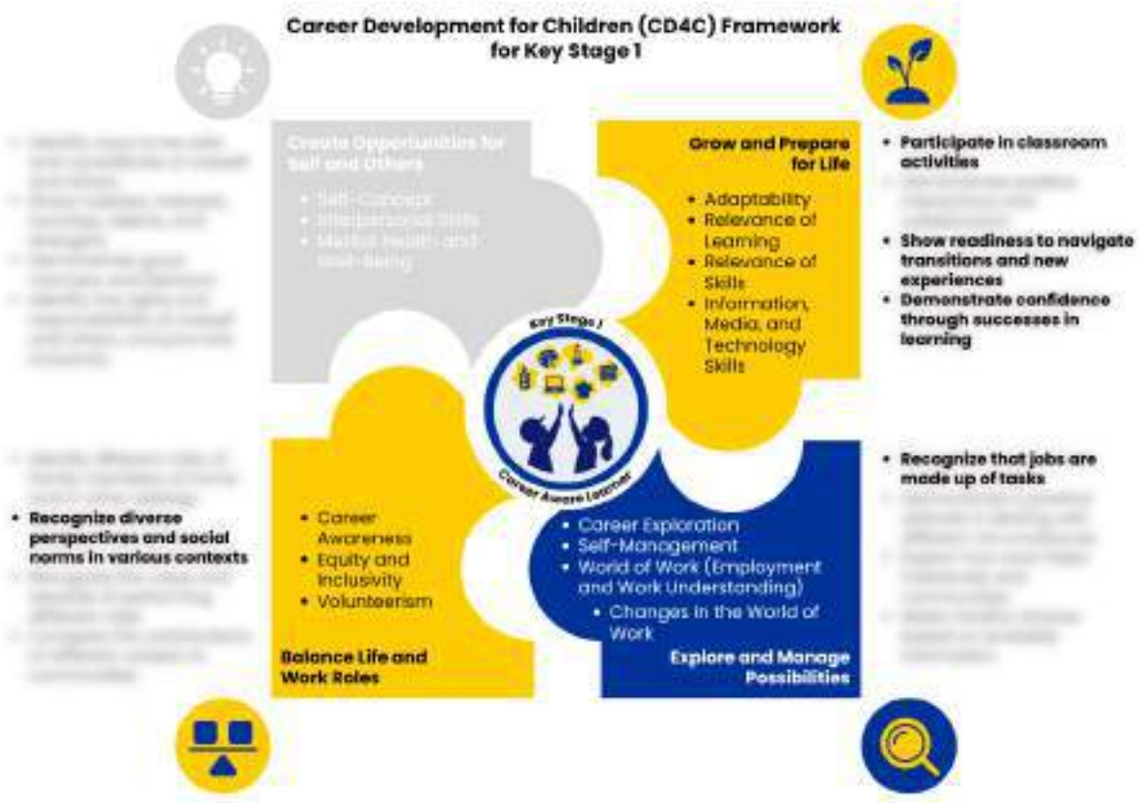
Must-Know

A talent show develops self-confidence and self-expression. Talent shows give learners a safe and supportive space to showcase their unique abilities, helping them realize their strengths and trust their talents. This experience encourages them to express themselves freely and take pride in their individuality, essential for personal growth and future career development. Additionally, talent shows teach valuable social skills such as teamwork, encouragement, and respect for others. Students learn to support their peers and appreciate diverse talents, fostering a positive community spirit. This collaborative environment helps learners understand that everyone has different skills and that all contributions are valuable. Moreover, participating in a talent show helps learners connect their skills and interests to potential future opportunities. It shows them that talents outside academics matter and can lead to fulfilling paths.

CRCL 4: Family Jobs “Show and Tell”

This activity invites learners to explore and talk about the different jobs their family members do. It aims to help learners understand the variety of work that people do and recognize the skills and contributions involved in each role. Through discussion and interactive tasks, learners will develop an appreciation for the diversity of work within families and communities, while beginning to connect these roles to their interests and prospective paths.

Learning Competencies



Domains

Homeroom Guidance, Language, Literacy and Communication

Target Objectives

- Share information about the work of one's parents or family members
- Appreciate the variety of jobs shared by other learners
- Build vocabulary associated with different occupations

Number of Sessions

1 session

Materials

- A "Look at their Jobs" activity sheet found at the end of this lesson
- A sample letter to parents, found at the end of this lesson, proposing a conversation with their child about their job or those of their family members
- Crayons or markers
- Chart paper

Step-by-Step Procedure

- Pre-class work:
  - Share a story or facilitate a discussion about various family situations learners may experience, including single-parent families, families where parents work in different locations, learners who live with grandparents or relatives, families with only one working parent, and other diverse family arrangements. If possible, you may look for and use the picture book titled “Family Stories” by Maita S. Salvador.
  - Days before the session, prepare a letter (or use the sample letter provided in this section) and ask the learners to give this to their parents, legal guardian, or caregiver. The letter should:
    - Ask parents, other family members, or caregivers (e.g., aunts, uncles, grandparents, etc.) to discuss their jobs or work with their children.
    - Ask the parents or caregivers to assist the learner in finding and cutting out a photo from old magazines, newspapers, or similar materials. Alternatively, take a photo of the family member demonstrating his or her job and provide a printed copy. Remind the learner to keep the photo safe and bring it to class only when requested by the teacher.



- In class, discuss with the learners the importance of jobs, asking them to identify what their parents or guardians do for work.
- Ask the class to complete the "A Look at Their Job" activity sheet at the end of this lesson by drawing or pasting a photo demonstrating the job of their parents or other family members.
- Sharing Time:
  - Let learners share the content of their "A Look at Their Job" activity sheet. Alternatively, they can describe their drawing or picture or act it out while others guess.
- Chart Creation:
  - On a Manila paper or blackboard, list down or create a chart of all the jobs mentioned in the sharing session.

Learner's Name	Who Works	What Job
Sofia	Mother/Nanay	Call Center Agent
Liam	Father/Tatay	Teacher 
Althea	Grandmother/Lola	Cook 
Roberto	Grandfather/ Lolo	Mechanic 
Zia	Auntie/Tita	Delivery Rider 
Mateo	Older Brother/Kuya	Nurse 
Emilia	Older Sister/ Ate	Vlogger 

- End the session by facilitating the process questions.

Process Questions

- What did your parents, other family members, or caregivers say they do at their job?
- What do you think he/she feels about their job?
- What tools do you think they use for their job?
- Which of the mentioned jobs/tools are you interested in?

Must-Know

Learning about family members' jobs encourages learners to appreciate the variety of roles people play in their community and the skills needed for those roles. It also introduces the idea that careers are part of life and can shape one's future, motivating children to think about their own goals and aspirations. This lesson helps learners connect their family's work experiences to their own career exploration, fostering awareness, respect for different jobs, and the understanding that they have choices in shaping their futures.

Acknowledging a child's response to uncommon jobs or work like a homemaker or a storekeeper is important. These are valid and important career choices that contribute significantly to their families. These and similar responses should be validated with respect. Although these may not involve formal employment or monetary compensation, they make a critical contribution to family and community well-being. Recognizing these as careers helps promote inclusivity and respect and broadens understanding of work beyond traditional paid jobs. This validation supports learners' self-esteem and encourages them to appreciate all forms of meaningful work.

A Look at Their Jobs

Name: _____

Grade & Section: _____

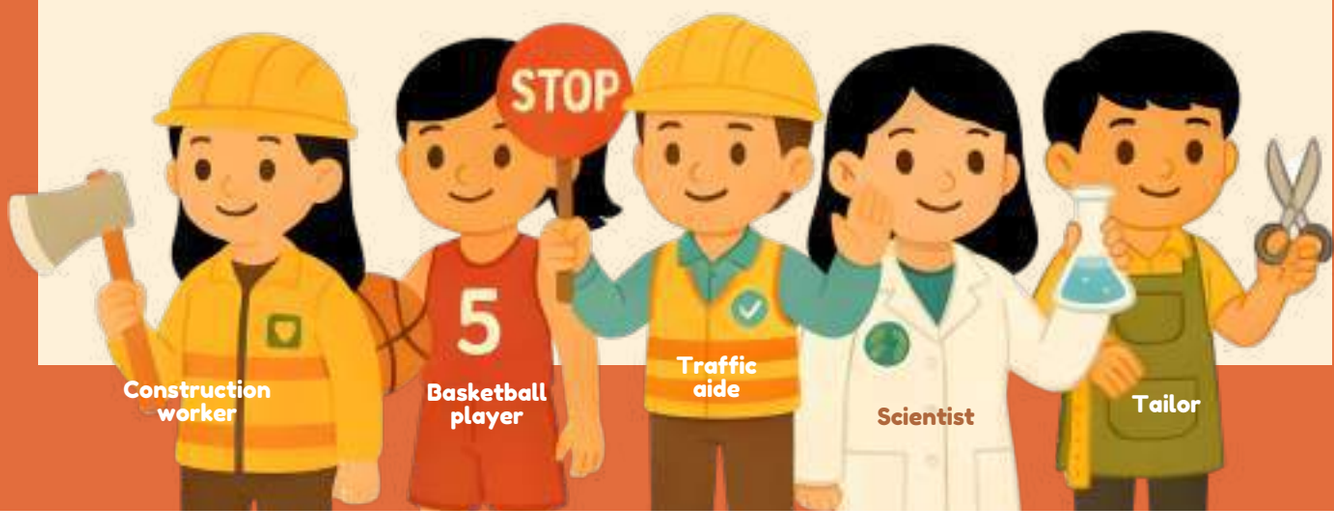
Directions: In the box provided, draw or paste a picture of your family member in their workplace or doing their job. Write below their job titles.

My mother is a _____

My father is a _____

My _____ is a _____

My _____ is a _____





Sample Letter to Parents

Petsa: _____

Mahal na mga magulang,

Magandang araw!

Ang aming klase ay kasalukuyang nag-uusap tungkol sa iba't-ibang trabaho. Kaugnay nito, nais naming makausap ninyo ang inyong anak tungkol sa mga ginagawa o trabaho ng kanyang pamilya at mga kasama sa bahay.

Kung isa sa magulang ay nagtatrabaho sa malayong lugar, maaaring makausap niya ito upang malaman kung ano ang ginagawa ni Nanay o Tatay. Kung may isang magulang na nag-aasikaso sa bahay ay maybahay (homemaker), ipaliwanag ang kaakibat na responsibilidad ng trabahong ito kahit na walang katapat na sahod. Kung kayo ay maybahay at may maliit na negosyo gaya ng sari-sari store, maaari niyong ipaliwanag ang dalawang trabahong inyong ginagampanan.

Hinihikayat namin kayo na hayaang manguna at bigyan ng pagkakataon ang inyong anak na magtanong tungkol sa inyong trabaho at responsibilidad.

Maraming salamat po sa pakikiisa at sana ay maging masaya ang inyong kwentuhan sa pamilya.

Lubos na gumagalang,

[Pangalan ng guro]
[Baitang at Seksyon]

Date: _____

Dear Parents,

Good day!

Our class is currently discussing different kinds of work and occupations. In line with this, we would like to request that you talk with your child about the work or daily activities of your family members and the people you live with at home.

If one parent works far from home, your child can talk to them to learn more about what Mother or Father does. If a parent stays home full-time, please explain what that role involves, even though it is not a paid occupation. If you are a homemaker who also runs a small business, like a sari-sari store, you can share that you carry two roles.

We propose letting your child guide the conversation by asking what they want to know about your job and responsibilities.

Thank you very much for your support, and we hope this will be an enjoyable family conversation.

Respectfully yours,

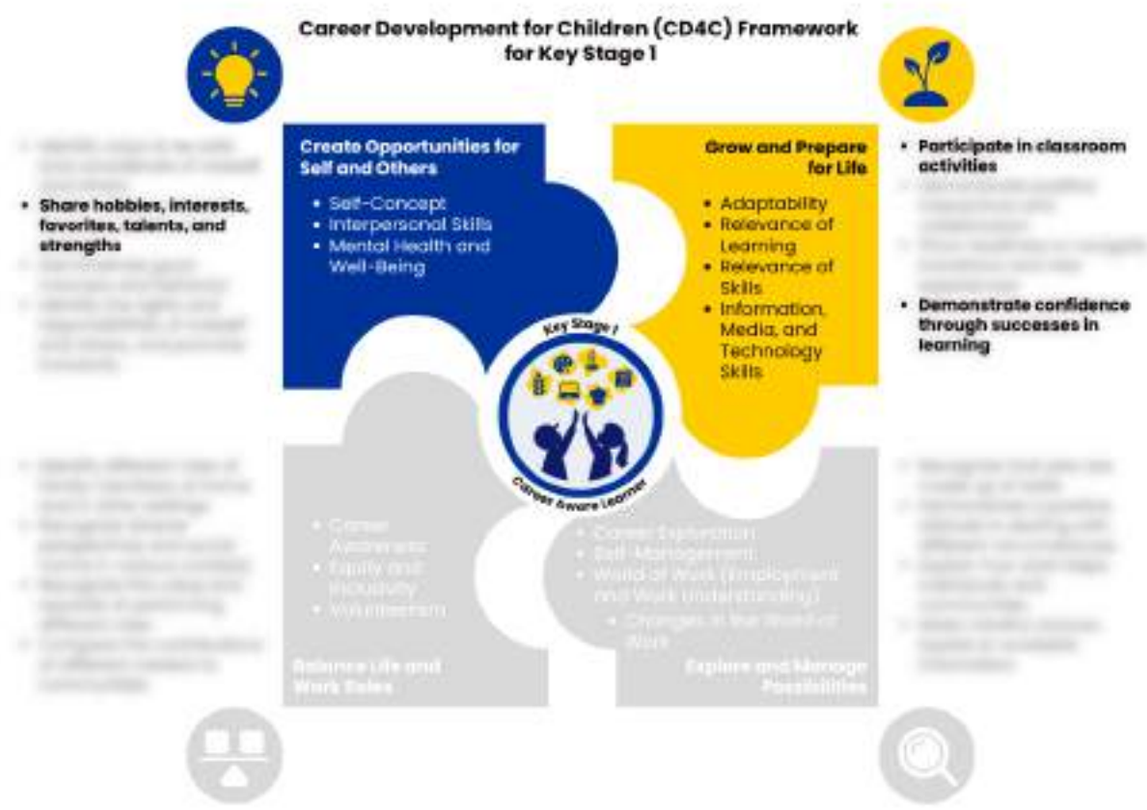
[Teacher's Name]
[Grade and Section]



CRCL 5: School Tour of Jobs

This activity is designed to help students learn about the various jobs and roles of people who work within their school community. By exploring these different roles, learners will gain an appreciation for how everyone contributes to creating a safe, supportive, and effective learning environment.

Learning Competencies



Domain

Homeroom Guidance

Target Objectives

- Identify different roles within the school environment
- Identify how each role contributes to the learners' school experience

Number of Sessions

1 to 2 sessions

Materials

- "Jobs in Our School" Chart and "Job Role" Cards ***(manipulatives included in the CD4C Toolkit)***

Step-by-Step Procedure

- Song introduction:
  - Tell the learners: "We are going to learn to sing a new, fun song to help us remember all the people who help make our school a great place to learn!" The song is entitled "Who Are the People Around My School?" (to the tune of "Who Are the People in Your Neighborhood?")
  - Sing together:

    Oh, who are the people round and round my school
    Round and round my school (2x)
    Say, who are the people round and round my school
    The people that I meet each day….

- School Tour:
  - Tell the learners to fall in line quietly and orderly as the class prepares to go outside for the activity.
  - Lead the class around the school and explain that they will observe and learn about the different jobs that help make the school a good place for learning. As the class goes around, introduce and try to meet as many different school workers as time allows. For example, stop by to meet the custodians, security guards, canteen operators, the school principal, librarian, and other school personnel. Allow the learners to observe what each worker is doing and the tools or materials they use in their work.
  - Invite the school workers to talk about their jobs briefly. Ask them simple questions such as their main tasks, what they enjoy about their work, and how their job helps students and teachers. Remind the learners to listen carefully and say "thank you" after each conversation.

- Once back in the classroom, discuss with the learners how the school workers they met —and the jobs those workers do—help keep the school safe, clean, and enjoyable for everyone.
- Refer to the "Jobs in Our School" chart to help learners remember and appreciate the different roles.
- Divide the class into four (4) or five (5) small groups. Explain that each group will participate in a guessing game about school jobs.
- Show one job role card to the first group, and have them act out the job using only actions or gestures—no words. Remind the class to watch closely and think before guessing. Check if the class guesses the job correctly. After revealing the answer, place the job role card on the "Jobs in Our School" chart. Repeat the activity until all groups have taken turns acting out a job role.
- When the chart is complete, point to each job role card one by one and ask the learners to raise their hands if they would like to do that job when they grow up.
- End the session by facilitating the process questions.

Process Questions

- How does each job help you at school?
- What did you notice or observe about the different jobs?
- Which job do you think is special, and why?
- How do you feel about the people doing these jobs?

Possibilities

- Conduct the role-play guessing game in a separate session on a different day from the school tour to avoid overloading young learners with too many activities at once. This allows learners to fully process and enjoy each part of the lesson, with the tour focused on observation and conversation (Session 1), and the follow-up session dedicated to the chart activity and role-play (Session 2).
- Instead of having the whole class go on a school tour together, divide the learners into smaller groups for more focused and interactive learning. Assign each group to visit a specific school worker, such as the security guard, librarian, canteen operator, custodian, or administrative staff. Before leaving the classroom, give each group clear instructions on behaving (e.g., walk quietly, greet politely, and listen carefully). Provide them with a short list of guide questions to help them learn more about the worker's job, such as: (1) What is your job or role in the school?; (2)What do you usually do every day?; (3) What tools or materials do you use in your work?
- Once all groups have finished, return to the classroom and let each group share what they learned about the school worker they met. Ask them to describe the worker's job, what they do, and why it is important. Then, continue with the "Jobs in Our School" chart activity.
- To ensure the safety and orderliness of the activity, ask some parents, teacher aides, or other school staff to assist as chaperones. Assign one adult per group, if possible, to help supervise the learners as they move around the school, guide them during their interviews, and remind them to be respectful and attentive. Before starting the tour, brief the chaperones on the activity's objectives, the route to take, time limits, and safety reminders so everyone is clear about their responsibilities.

Must-Know

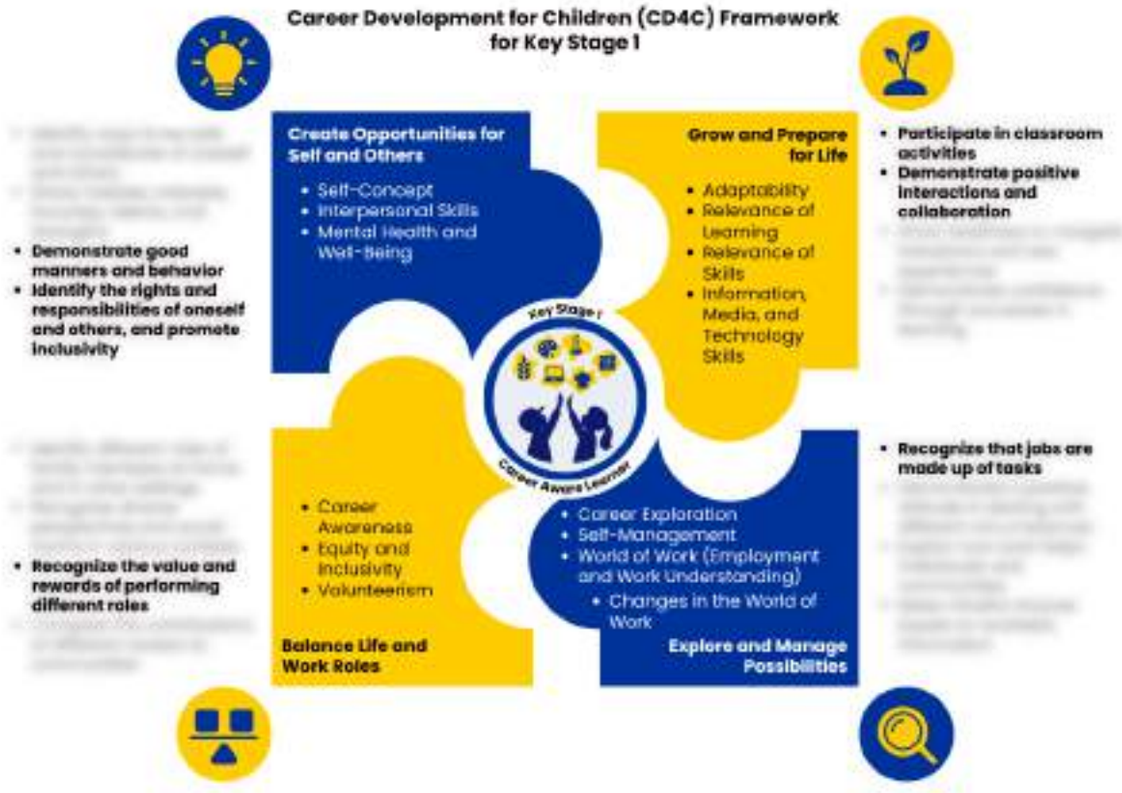
Learning about the different types of jobs held by school workers leads to developing respect and appreciation for all roles that contribute to the school community. This helps learners understand that every job, whether it is a teacher, janitor, librarian, or cafeteria worker, is valuable and important in making the school a safe, orderly, and supportive space. It teaches learners that careers come in many forms and that that every kind of honest work—not just the traditional or high-profile ones—deserves recognition and respect. It also conveys to learners the value of contributing meaningfully to the community. Building awareness that everyone's work supports learning and growth inspires learners to value their own efforts and those of others. It lays a foundation for understanding the world of work as interconnected and collaborative.



CRCL 6: Job Explorers

This activity will introduce learners to a variety of jobs across different fields. It aims to broaden their outlook on what jobs are available outside their immediate environs. By exploring different types of jobs, learners begin to recognize their own interests and strengths in potential future careers.

Learning Competencies



Domain

Homeroom Guidance

Target Objectives

- Become familiar with different types of jobs
- Participate in role-playing activities for each job
- Expand vocabulary by identifying jobs in their surroundings

Number of Sessions

1-3 sessions

Materials

- INNOTECH. (2026). Job Explorers (Video 1). https://youtu.be/EncirJ4Pg0A
- INNOTECH. (2026). Job Explorers (Video 2). https://youtu.be/A0jnPc0_-Us
- Job cards for the two video segments ***(manipulatives included in the CD4C Toolkit)***
- "More Jobs Around Me" header ***(manipulatives included in the CD4C Toolkit)***

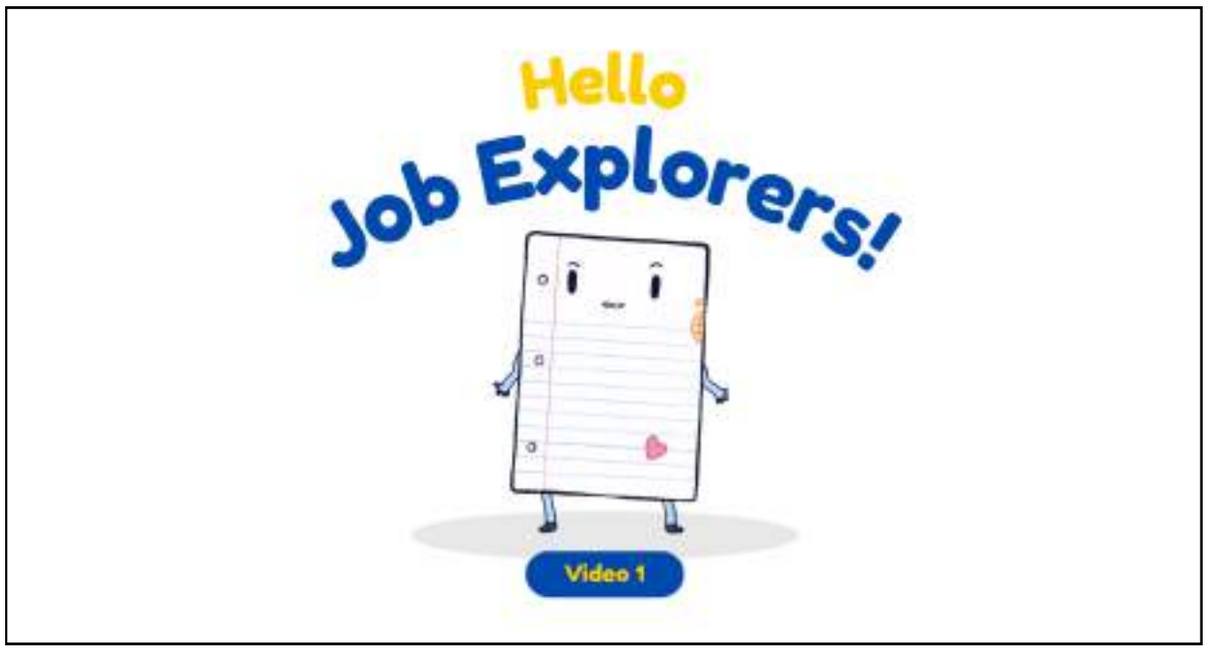
Step-by-Step Procedure

Session 1: Discovering Familiar Jobs

- **Warm-up song:** Teach the first version of the song "Jobs for You, Jobs for Me" (to the tune of Twinkle, Twinkle Little Star).

Here are things for you to be
Super jobs for you and me
Teacher, doctor, farmer, nurse,
Engineer, dentist, cook, baker,
Helping our community
Super jobs for you and me!

- **Video 1:** Watch the INNOTECH Job Explorers (Video 1) video: https://youtu.be/EncirJ4Pg0A



- **Guessing Game:**
  - Ask the learners to select a partner.
  - Have the pair secretly select a card from the set of job cards. This set includes: *teacher (guro), doctor (doktor), farmer (magsasaka), nurse (nars), engineer (inhinyero), dentist (dentista), cook (kusinero), baker (panadero), police officer (pulis), firefighter (bumbero), veterinarian (beterinaryo), mail carrier (kartero), fisherfolk (mangingisda), and soldier (sundalo).*
  - Instruct the pairs to act out the job (similar to the game Charades) while the rest of the class guesses the correct job title. Repeat this until all pairs have acted out.
  - Celebrate correct answers.

- **"More Jobs Around Me" Header**: Add all the job cards from Session 1 to the "More Jobs Around Me" header that can be displayed in the classroom.
  - Ask the learners, "Who wants to be a _____ someday?"
  - Encourage them to stand up or raise their hands to indicate interest.

- **Process Questions:** To end the first session, facilitate the process questions outlined in this lesson's Process Questions section.

Session 2: Exploring Diverse Jobs

- **Warm-up song:** Teach the second version of the song "Jobs for You, Jobs for Me" (to the tune of Twinkle, Twinkle Little Star).

Here are things for you to be
Super jobs for you and me
Astronaut, actor, judge, musician,
painter, photographer, and singer,
Helping our community
Super jobs for you and me!

- **Video 2:** Watch the INNOTECH Job Explorers (Video 2) video: https://youtu.be/A0jnPc0_-Us



- **Guessing Game:**
  - Ask the learners to select a partner.
  - Have the pair secretly select a card from the set of job cards. This set includes *astronaut (astronaut), actor (artista), judge (hukom), musician (musikero), painter (pintor), photographer (litratista), singer (mang-aawit), pilot (piloto), architect (arkitekto), journalist (mamamahayag), astronomer (astronomo), forest protector (tagapangalaga ng gubat), seafarer (mandaragat), and basketball player (manlalaro ng basketball).*
  - Instruct the pairs to act out the job (similar to the game Charades) while the rest of the class guesses the correct job title. Repeat this until all pairs have acted out.
  - Celebrate correct answers.

- **"More Jobs Around Me" Header**: Add all the job cards from Session 2 to the "More Jobs Around Me" header that can be displayed in the classroom.
  - Ask the learners, "Who wants to be a _____ someday?"
  - Encourage them to stand up or raise their hands to indicate.

- **Process Questions:** To end the second session, facilitate the process questions outlined in this lesson's Process Questions section.

Process Questions

- What does each job do?
- What do you feel about their jobs?
- Why are their jobs important?
- If you can choose one job from among those listed in the cards, which do you prefer?
- Is there something that interests you that is not in the chart? What would that be?

Possibilities

- Sing the song as you flash the job cards.
- You can also add familiar jobs in your community. Make sure that you add these jobs to the lyrics of the song. Ensure that they fit the rhythm of the song "Twinkle, Twinkle Little Star".
- Alter the lyrics of a well-known song so that learners can include different careers.
- You can also use pictures of real people and their jobs instead of the job cards in this lesson. For example, Vico Sotto as City Mayor, Scottie Thompson as basketball player, Alyssa Valdez as volleyball player, Coco Martin as actor, and so on.

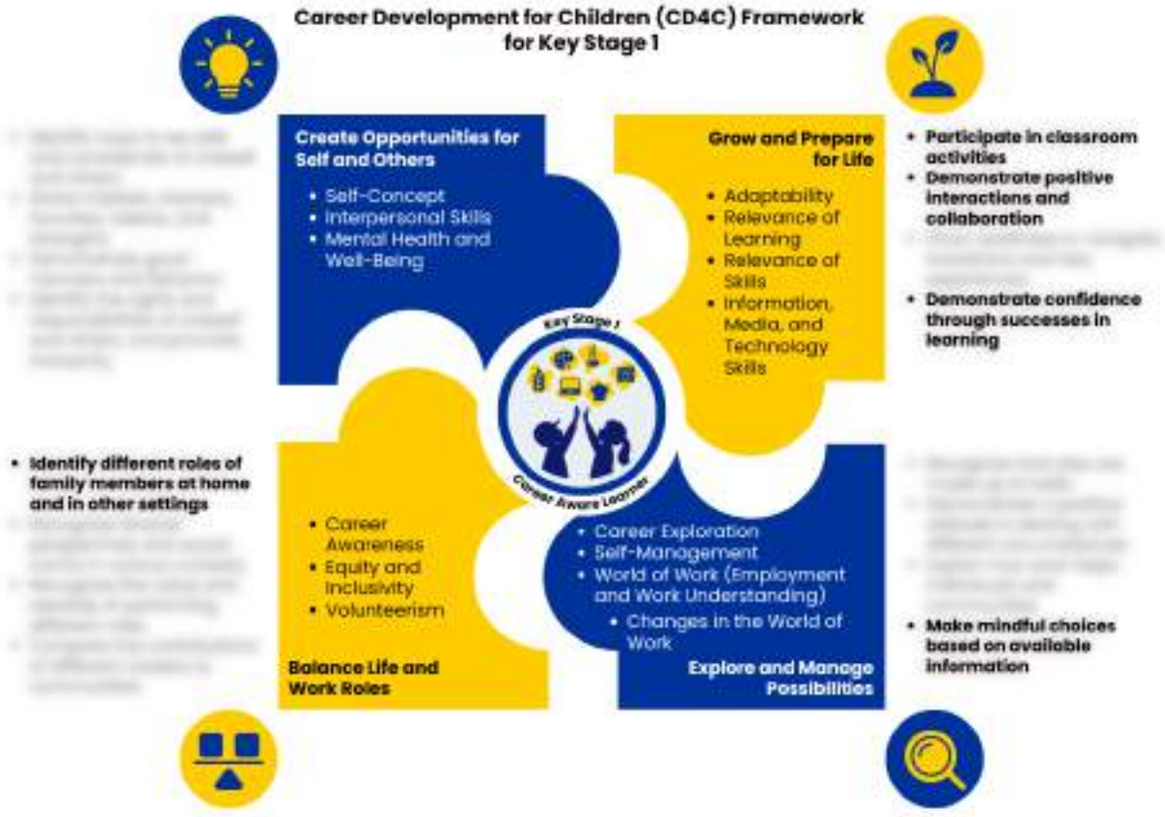
Must-Know

Careers are diverse and the ones learners pursue someday will grow out of their own interests and skills. Learning about a variety of jobs helps learners understand that many paths exist and that everyone has unique strengths that can lead to different kinds of work. This exposure broadens their horizons, sparks curiosity, and encourages them to dream about what they might want to do and be good at in the future. Moreover, it instills important values such as respect for all types of work and the people who do them, inclusiveness, and understanding that everyone's contribution matters. It builds self-confidence and motivation, empowering learners to explore, set goals, and adapt as the world of work changes.

CRCL 7: Career Match Game

This interactive activity helps learners explore the relationship between different jobs and the tools used to perform them. By matching various occupations with their corresponding tools, learners better understand what each job involves and the skills required.

Learning Competencies



Domains

Homeroom Guidance, Socio-Emotional Domain, Cognitive Development

Target Objectives

- Identify and explore different jobs or careers
- Appreciate how people in the community use tools to do their work well

Number of Sessions

1 Session

Materials

- A large poster of different jobs with pockets or spaces for attaching pictures of tools or materials ***(manipulatives included in the CD4C Toolkit)***
- Small pictures or manipulatives of tools and materials used in each job ***(manipulatives included in the CD4C Toolkit)***
- Tape or adhesive for attaching the tool pictures

Step-by-Step Procedure

- Recall jobs or careers that were presented during the *CRCL 2*: *Family Jobs Show and Tell* and *CRCL 4*: *Job Explorers*, or mention familiar jobs found in the learners' community.
- Prepare a large poster for each job you will introduce to the learners, along with small pictures of tools or materials that each job usually uses ***(manipulatives included in the CD4C Toolkit).***
- Post these posters around the room. Divide the class into groups of three or four members and assign each group to a specific poster.
- Post the big job posters around the room. Each group is assigned to one job.
- Place all the small pictures of the tools or materials at the center of the room (e.g., on a table or mat).
- Have one or two members from each group pick a tool picture from the center that matches their assigned job, then return to their group and place the picture in the space provided on the poster.
- Ask another one to two members of each group to do the same. Continue until all tool pictures are placed on the posters.
- The first team to complete their job poster earns a point. Additional points are awarded for correctly matched tools or materials.
- Go around the room and review the job posters together. Identify which tools were correctly matched and briefly discuss what each tool is used for.
- End the session by facilitating the process questions.

Word Bank

Tools help people do their jobs well. Some tools are things that can be touched, while others are digital—like videos, applications, or apps. Below are the different tools people use in their work.

Job	Tools	Description
farmer ***(magsasaka)***	Shovel, tractor, hoe, watering can	To plant and grow fruits and vegetables
fisherfolk ***(mangingisda)***	Fishing net, fishing rod, outrigger boat, bucket of fish	To catch fish from the sea for people to eat
doctor ***(doktor)***	Stethoscope, thermometer, syringe, X-ray machine	To check if people are sick and help them get better
plumber ***(tubero)***	Wrench, plunger, pipe, faucet	To fix pipes and faucets so people have clean water at home
police officer ***(pulis)***	Police car, radio, flashlight, badge	To keep our community safe and protect people
tailor ***(mananahi)***	Needle, scissors, measuring tape, sewing machine	To make and fix clothes
firefighter ***(bumbero)***	Fire hose, red helmet, fire extinguisher, ladder	To put out fires and keep people safe
carpenter ***(karpintero)***	Hammer, saw, nails, drill	To build houses, chairs, and tables
chef ***(tagapagluto)***	Pot, ladle, stove, frying pan	To cook delicious food
teacher ***(guro)***	Chalk/marker, projector, whiteboard, presentation slides	To teach lessons and help us learn

Process Questions

- How did you feel about the activity?
- Was finding the tools/materials to match your job poster easy or hard?
- Are you familiar with the job on your poster? If so, how did you learn about it?
- What can you say about the tools/materials each job uses?
- Can you see yourself being a _____ (job poster assigned to them) in the future or any of the jobs we discussed?

Must-Know

This activity encourages learners to recognize that every job requires specific knowledge and resources, fostering awareness of how work is done in various professions. Matching games develop cognitive skills such as memory, attention to detail, and problem-solving. These are essential for learning about careers and making informed choices in the future. The game also supports vocabulary development by linking job titles with related objects, enhancing children's language and comprehension. The interactive approach promotes engagement and confidence as children successfully make matches, reinforcing their understanding of the world of work in a fun and meaningful way. Moreover, it encourages curiosity and respect for different occupations, helping learners appreciate the diversity of roles people play in society.



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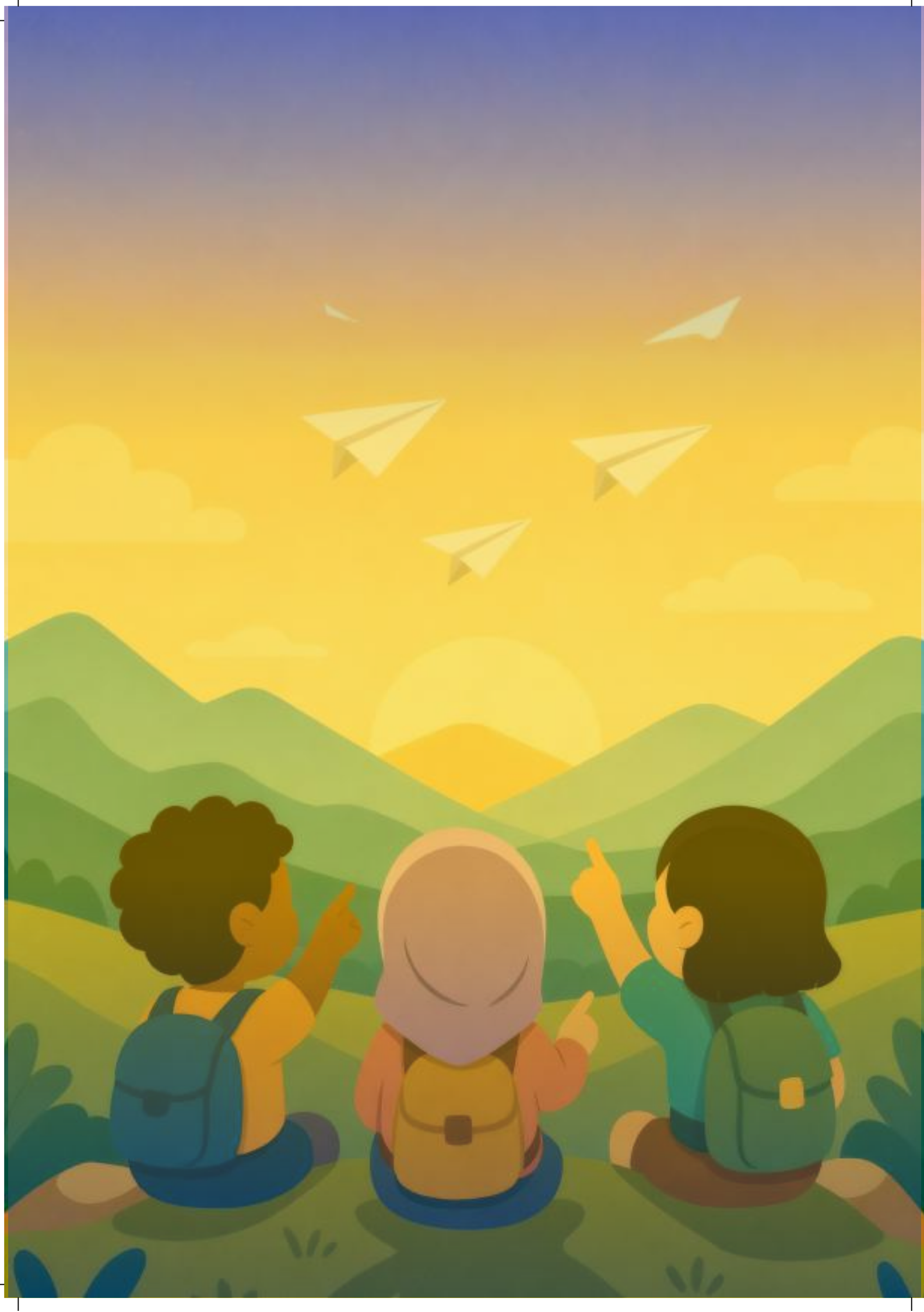
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Southeast Asian Ministers of Education Organization
Regional Centre for Educational Innovation and Technology
(SEAMEO INNOTECH)
Commonwealth Avenue, Diliman, Quezon City 1101, Philippines
Tel: (+632) 8-924-7681 to 84
Email: info@seameo-innotech.org
Website: www.seameo-innotech.org

