

Creating a poster on life after high school

Students create a poster or infographic illustrating post-secondary education or workforce options they're interested in.

Learning goals

Big idea

Life and learning opportunities may come in many forms after high school. Exploring your options can help you make decisions about your future.

Essential questions

- What are some post-secondary options for education and/or the workforce?
- What post-secondary options would you consider for yourself?

Objectives

- Brainstorm post-secondary options that are available after high school
- Create a poster or infographic that illustrates those options

What students will do


- Brainstorm options for post-secondary education and/or workforce plans.
- Create a poster or infographic that illustrates those options.

NOTE

Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

KEY INFORMATION

Building block:

 Financial knowledge and decision-making skills

Grade level: High school (9-12)

Age range: 13-19

Topic: Earn (Learning about careers, Making money)

School subject: CTE (Career and technical education), English or language arts, Fine arts and performing arts, Math, Physical education or health, Science, Social studies or history, World languages

Teaching strategy: Personalized instruction, Project-based learning

Bloom's Taxonomy level: Analyze, Create

Activity duration: 45-60 minutes

National Standards for Personal Financial Education, 2021

Earning income: 8-1, 8-2, 8-3, 8-4, 12-2, 12-3, 12-4

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

Preparing for this activity

- While it's not necessary, completing the "[Picturing your future self](#)" activity first may make this one more meaningful.
- Gather art supplies and paper or computers/tablets with design software for students to use to create posters or infographics.

What you'll need

THIS TEACHER GUIDE

- [Creating a poster on life after high school \(guide\)](#)
[cfpb_building_block_activities_creating-poster-life-after-high-school_guide.pdf](#)

STUDENT MATERIALS

- Art supplies and paper, or computers/tablets with design software

Exploring key financial concepts

You face a variety of education and career paths after high school. Those paths can include four-year college, community college, trade or technical school, apprenticeship or internship programs, the military, or entering the workforce right away. Exploring education and career paths can help you plan for your future and set you up for success.

It's helpful to know that a career and a job are different. A job is a specific task that someone does to earn money. A career is a type of work someone has for many years or their lifetime. For example, someone may have a career as a writer and different jobs writing books, news stories, or web pages during their career.

TIP

Because career requirements change, students should be encouraged to always look for the most up-to-date information.

Teaching this activity

Whole-class introduction

- Ask students to share some things people do after they graduate from high school.
 - Answers may include going to college, getting a job, or joining the military.

- Read the “Exploring key financial concepts” section to students.
- Tell students that the words “career,” “job,” and “occupation” are often used interchangeably; ask them to quickly list some of the similarities and differences between these terms.
- Be sure students understand key vocabulary:
 - **Career:** A profession that may span your lifetime and includes your education, training, professional memberships, volunteering, and full history of paid work. Can be a synonym for occupation.
 - **Job:** A specific arrangement where you do tasks for an employer.
 - **Occupation:** Describes a type of work with associated tasks, education and training, typical wages, work settings, and more. Can be a synonym for career.
 - **Post-secondary education:** Includes all forms of schooling after high school, not just college.

TIP

Visit CFPB’s financial education glossary at consumerfinance.gov/financial-education-glossary/.

Individual and group work

- Explain that students will explore ideas on education and career paths they could take after high school and then create a poster or infographic that ranks different options.
- Distribute art supplies and paper or computers/tablets with design software.
- Ask students to form groups of three to four students that have similar career pathway interests. For example, there can be an arts group, a science group, a medicine group, and an education group.
- The groups should brainstorm future careers.
 - They should consider what kind of career would fit them the best.
 - If a student can’t pick just one, they can focus on the career pathway in general.
- The groups will then brainstorm about what education they may need after high school to prepare them for their desired careers. They should consider:
 - Possible education or training pathways open to them
 - How different education or training pathways connect to different career opportunities

- As you walk around to check in on the groups, you may want to remind students of options such as community colleges, four-year colleges, trade or technical schools, apprenticeship or internship programs, the military, or entering the workforce right after high school.
 - You also may consider writing or projecting these options on the board so students can refer to them.
- Students will then work individually to create a poster or infographic that reflects their personal ranking of these options. Their ranking might weigh variables such as interest in that career or pathway, cost of education or training, and potential wages.

Wrap-up

If time allows, have students put up their posters or infographics around the room and invite them to participate in a gallery walk to view one another's work:

- Have students begin at their own poster.
- Tell them to move to the next poster on the right.
- Count to 10 and then have students move to the next poster on the right.
- Repeat until students are back at their own poster.

Suggested next steps

Consider searching for other [CFPB activities](#) that address the topic of earning, including learning about careers or making money. Suggested activities include "[Learning how federal financial aid can help you pay for higher education](#)" and "[Communicating ways to pay for higher education](#)".

You may also consider having students use the O*NET Interest Profiler, an online tool from the U.S. Department of Labor that helps people find out what their interests are and decide what kinds of careers to explore. The tool is available at <https://www.mynextmove.org/explore/ip>.

Measuring student learning

Students' posters or infographics and their answers during discussion can give you a sense of their understanding. **Keep in mind that students' posters or infographics may vary, as there may not be only one right approach.** The important thing is for students to have reasonable justification for their approaches.

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

SCORING RUBRIC

Criteria	Possible points	Points earned
Clarity of the poster/infographic's message and purpose	25	
The student's personal concerns, ranking system, and planning strategies are well communicated	20	
Use of words and phrases that help reinforce understanding of education and career pathways	30	
Use of images that help reinforce understanding of education and career pathways	25	
Total points	100	