

# Creating a vision board for a career

Students read about careers in different fields and create a vision board showing themselves in a career.

## Learning goals

### Big idea

Thinking about your future career can help set you up for success.

### Essential questions

- What career options interest me?
- What level of education do I need to prepare for a career that interests me?

### Objectives

- Explore careers in different fields
- Imagine working in a specific career

### What students will do


- Explore different careers in a handout based on information from the U.S. Department of Labor's Bureau of Labor Statistics.
- Choose a career and draw a picture of themselves working in that career.

### 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: Elementary school (4-5)

Age range: 9-11

Topic: Earn (Learning about careers, Making money)

School subject: English or language arts, Fine arts and performing arts, Social studies or history

Teaching strategy: Simulation

Bloom's Taxonomy level: Understand, Analyze, Create

Activity duration: 45-60 minutes

### National Standards for Personal Financial Education, 2021

Earning Income: 4-1, 4-2, 4-4, 8-1, 8-2, 8-3

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 "[Choosing a career](#)" activity first may make this one more meaningful.
- The student worksheet can only be completed on paper. Print copies of the worksheet for each student.
- Print a copy of the "[Careers and levels of education](#)" handout for each student, or prepare for students to access it electronically.
- Obtain crayons, markers, or colored pencils for the students.

### What you'll need

#### THIS TEACHER GUIDE

- [Creating a vision board for a career \(guide\)](#)  
[cfpb\\_building\\_block\\_activities\\_creating-vision-board-career\\_guide.pdf](#)

#### STUDENT MATERIALS

- [Creating a vision board for a career \(worksheet\)](#)  
[cfpb\\_building\\_block\\_activities\\_creating-vision-board-career\\_worksheet.pdf](#)
- [Careers and levels of education \(handout\)](#)  
[cfpb\\_building\\_block\\_activities\\_careers-levels-education\\_handout.pdf](#)
- Crayons, markers, or colored pencils

## Exploring key financial concepts

When you think about what kind of career you want when you grow up, it's important to explore your options in different fields. It's also helpful to keep in mind how much education you'll need and how much you can earn for different careers. People who choose careers like doctors or lawyers may earn more money than people in other careers. But doctors and lawyers have to go to school for much longer and earn additional degrees before they can start earning higher pay. Often, people with higher levels of education enter careers that pay more money. People with less education tend to earn less money.

It's helpful to know that a career and a job are different. A career is a profession that may span your lifetime and includes your education, training, professional

#### TIP

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Because careers, education requirements, and pay levels change, students should be encouraged to always look for the most up-to-date information.

memberships, volunteering, and full history of paid work. A job is a specific arrangement where you do tasks for an employer. For example, someone may have a career as a writer and different jobs writing books, news stories, or web pages during their career. Or, a person could have a career as a waiter or waitress and a job taking orders and serving food at a specific restaurant.

## Teaching this activity

### Whole-class introduction

- Ask students if they've ever been asked what they want to be when they grow up.
  - Ask volunteers to share how they answer that question and why they chose that career.
- Tell students that when they start to think about their futures, it can be helpful to consider how the school subjects they're most interested in can lead to a successful career choice.
- Tell students that they'll create a vision board showing themselves in a career they may enjoy.
  - Explain that a vision board is a picture or a collage of pictures showing things someone wants for their future.
  - Tell students that creating a vision board can help inspire them to keep working toward their goals.
- 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.
  - **Earn:** To receive money in exchange for goods or services.
  - **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.

#### TIP

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Visit CFPB's financial education glossary at [consumerfinance.gov/financial-education-glossary/](https://consumerfinance.gov/financial-education-glossary/).

### Individual work

- Distribute the "Careers and levels of education" handout.

- Go over the headings and general information with the class, referring to key vocabulary as needed.
- Ask students to take 5-10 minutes to review the handout.
- Give students the “Creating a vision board for a career” worksheet and the crayons, markers, or colored pencils.
- Students will select a career from the handout that they may enjoy.
- Students will draw a picture of themselves working in that career.
  - Using the information on the handout, they’ll label the picture with the career, the field it’s in, and the level of education the career requires.
- They’ll then answer the reflection questions.

## Wrap-up

- Have students hang up their pictures in a line in a designated area of the classroom when they’re done.
  - Hanging the pictures along a chalk or white board, across a blank wall, or even on their lockers or cubbies may work well.
- Let students view others’ work by taking an “art walk”:
  - Have students begin at their own picture.
  - Count to 10 and then have students move to the next picture on the right.
  - Repeat until students are back at their own picture.
- If there’s time, bring the class together and ask volunteers to share their answers to the reflection questions.

## 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 [“Matching interests and talents to careers”](#) or [“Starting your own business.”](#)

## Measuring student learning

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