Creating a vision board for careers in the sciences

Students conduct research on the Occupational Outlook Handbook webpage of the U.S. Department of Labor's Bureau of Labor Statistics to learn about careers in life, physical, and social science.

Learning goals

Big idea

Planning now for life after high school can help set you up for success.

Essential questions

- What are career options in life, physical, and social science?

- What kind of education do I need to help me prepare for those careers?

Objectives

- Research careers in life, physical, and social science

- Create a vision board for careers in the sciences

What students will do

- Explore careers in the sciences on the Occupational Outlook Handbook webpage of the Bureau of Labor Statistics.

- Fill in a chart with information about the careers.

- Create a vision board for careers in life, physical, and social science.

KEY INFORMATION

Building block:

⊕ Financial knowledge and decision-making skills

Grade level: Middle school (6–8)

Age range: 11–14

Topic: Earn (Making money)

School subject: CTE (Career and technical education), Fine arts and performing arts, Science

Teaching strategy: Cooperative learning, Project-based learning

Bloom's Taxonomy level: Understand, Evaluate, Create

Activity duration: 45–60 minutes

STANDARDS

Council for Economic Education
Standard I. Earning income

Jump$tart Coalition
Employment and income – Standard 1

Preparing for this activity

☐ Print copies of all student materials, or prepare for students to access them electronically.

☐ Become familiar with the Occupational Outlook Handbook at https://www.bls.gov/ooh/.

☐ Secure access to the Internet and computers or tablets so students can conduct research.

☐ Obtain paper and art supplies for students' vision boards, or arrange for students to have access to computers or tablets with design software to create electronic vision boards.

What you'll need

THIS TEACHER GUIDE

▪ **Creating a vision board for careers in the sciences** (guide)
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STUDENT MATERIALS

▪ **Creating a vision board for careers in the sciences** (worksheet)
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▪ **Computers or tablets with Internet access**

▪ **Art supplies and paper or computers or tablets with design software**

▪ **The Occupational Outlook Handbook webpage of the Bureau of Labor Statistics at** https://www.bls.gov/ooh/

Exploring key financial concepts

When you think about what kind of job 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 occupations. People who choose high-paying occupations like surgeons or lawyers may earn more money than people in other occupations. But surgeons and lawyers have to go to school for much longer and earn additional degrees before they can start earning higher pay. Often, the level of education you achieve has a direct impact on how much money you can earn.

TIP

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

Teaching this activity

Whole-class introduction

▪ Introduce the activity by explaining to 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.

▪ Explain that students will visit the U.S. Department of Labor-sponsored Occupational Outlook Handbook webpage of the Bureau of Labor Statistics at https://www.bls.gov/ooh/ to explore careers in life, physical, and social science and learn what education or training options might help them prepare for those careers.

▪ Distribute the "Creating a vision board for careers in the sciences" worksheet.

▪ 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.

> **TIP**
>
> Visit CFPB's financial education glossary at consumerfinance.gov/financial-education-glossary/.

Individual and group work

▪ Ask students to form pairs or small groups to complete this activity.

▪ Direct students to visit the Occupational Outlook Handbook at https://www.bls.gov/ooh/.

▪ Have students select "Life, Physical, and Social Science" to see the different occupations in that category.

▪ Ask the pairs or groups to agree on three occupations from the list.

  ◦ Have students click on each occupation and review the information for each occupation.

  ◦ Students will use this information to fill in the chart on the worksheet.

▪ After completing the chart, students will create a vision board on paper or with a computer or tablet.

- The vision board should have the word "Sciences" in bold in the center.

- The vision board should also include pictures of the different occupations (either drawn or printed from the Internet), a brief job description, median income, education needed, and any other information that students want to include about careers in the sciences.

- Have students work independently to answer the reflection questions on the worksheet.

Wrap-up

- Bring the students back together and ask a few volunteers to share their vision boards with the class.

- Ask for volunteers to share their responses to the reflection questions.

Suggested next steps

Consider searching for other CFPB activities that address the topics of earning or making money.

Measuring student learning

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.