

# Identifying a career

Students explore careers by playing a game to match career names and descriptions.

## Learning goals

### Big idea

Different careers provide people with different goods and services.

### Essential questions

- What kinds of careers do people have?
- What goods and services do these careers provide?

### Objectives

- Understand there are a variety of careers
- Recognize that different careers provide different goods and services

### What students will do

- Understand that different careers provide different goods and services for people.
- Match careers with descriptions of goods and services they provide.



### NOTE

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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 habits and norms
-  Financial knowledge and decision-making skills

Grade level: Elementary school (2-3)

Age range: 7-9

Topic: Earn (Learning about careers, Making money)

School subject: English or language arts, Physical education or health, Social studies or history

Teaching strategy: Direct instruction, Gamification

Bloom's Taxonomy level: Understand, Analyze

Activity duration: 15-20 minutes

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### National Standards for Personal Financial Education, 2021

Earning income: 4-1

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 "[Playing a money counting game](#)" activity first may make this one more meaningful.
- Print enough single-sided copies of the career cards page in this guide for half of the students in the class to each have one card.
- Print enough single-sided copies of the career description cards page in this guide for the other half of the students in the class to each have one card.
- Cut out both sets of cards.
- If you don't use all the career cards, make sure you use only the description cards that match the career cards you chose.

### What you'll need

#### THIS TEACHER GUIDE

- [Identifying a career \(guide\)](#)  
[cfpb\\_building\\_block\\_activities\\_identifying-career\\_guide.pdf](#)

#### STUDENT MATERIALS

- Career cards (in this guide)
- Career description cards (in this guide)

## Exploring key financial concepts

Each community has a range of different career options that provide goods and services in the community. Some careers, such as teaching, police services, health care, and construction, are familiar to most people and are available in many communities. However, there are many other careers that you may be less familiar with. Some communities have careers in things like farming, mining, or oil. Other communities may have careers in areas like technology, government, or entertainment. One way to learn about careers in your area is to talk with family members, friends, neighbors, and other trusted adults to learn about the type of work that they do. Learning about their careers and the jobs they've had can help you become more familiar with career options and start to think about what might interest you in the future.

### 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.

## Teaching this activity

### Whole-class introduction

- Ask students if they've ever been asked what they want to be when they grow up.
  - Ask for volunteers to share their answers to that question.
- Tell students that people in your community have different careers that provide people with goods and services.
- 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.
  - **Goods:** Objects people want that they can touch or hold, such as toys, clothes, and food.
  - **Services:** Actions that a person does for someone else, such as cutting hair, giving a medical checkup, or fixing a car.

#### TIP

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

### Group work

- Tell students that they'll play a game to learn about different careers and the goods and services they provide.
- Bring the class together in a large open space.
- Explain that half of the class will have career cards and the other half will have career description cards.
- Tell the class they'll walk around the room and talk to the other students to find their match.
  - Choose one pair of matching career and description cards to use as an example.
- Once students find their match, they and their partners will go to a designated area while the game continues.
- Divide the class into two teams.

- Give half of the class a career card.
- Give the other half of the class a career description card.
- Ask students to hold their cards up in the air so others can see it.
- Tell students to walk around and find their match.
- Remind students to meet in a designated area with their partner as soon as they have found their match.

#### **TIP**

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If you have English language learners or students with special needs in your classroom, consider giving them a career card instead of a career description card.

## Wrap-up

- Have partners share their matching cards.
  - For example, student A would say, "I have 'Carpenter' on my card," and student B would say, "My card says, 'I build and fix your house.'"
- If you have time, you may ask the students to share one thing they learned or want to remember about careers from this activity.

## 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 about careers with Money Monsters](#)" and "[Playing career charades](#)."

## Measuring student learning

Students' answers during the game and discussion can give you a sense of their understanding.

The answer guide on the next page provides possible answers for the game.

**Keep in mind that students' answers may vary.** The important thing is for students to have reasonable justification for their answers.

## Answer guide

<p>I help children learn.</p> <p><b>Teacher</b></p>	<p>I take care of animals.</p> <p><b>Veterinarian</b></p>	<p>I design buildings.</p> <p><b>Architect</b></p>
<p>I care for teeth.</p> <p><b>Dentist</b></p>	<p>I drive people places.</p> <p><b>Bus driver</b></p>	<p>I help people buy and sell houses.</p> <p><b>Real estate agent</b></p>
<p>I fix vehicles.</p> <p><b>Auto mechanic</b></p>	<p>I create computer programs.</p> <p><b>Computer programmer</b></p>	<p>I collect the money you pay when you buy something.</p> <p><b>Cashier</b></p>
<p>I take care of people when they're sick.</p> <p><b>Nurse</b></p>	<p>I give people haircuts and style their hair.</p> <p><b>Hair stylist</b></p>	<p>I study stars and planets.</p> <p><b>Astronomer</b></p>
<p>I deliver mail.</p> <p><b>Postal worker</b></p>	<p>I care for yards and lawns.</p> <p><b>Landscaper</b></p>	<p>I cook food.</p> <p><b>Chef</b></p>
<p>I grow crops and raise animals.</p> <p><b>Farmer</b></p>	<p>I put out fires and rescue people.</p> <p><b>Firefighter</b></p>	<p>I create drawings and paintings.</p> <p><b>Artist</b></p>

# Career cards

Print the cards single-sided and cut them apart. Give them to half of the students.



Teacher



Veterinarian



Architect



Dentist



Bus driver



Real estate agent



Auto mechanic



Computer programmer



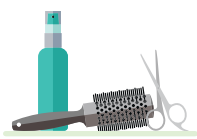
Cashier



Nurse



Hair stylist



Astronomer



Postal worker



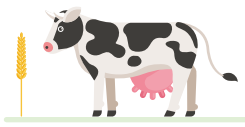
Landscaper



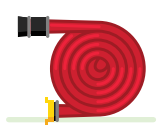
Chef



Farmer



Firefighter



Artist



# Career description cards

Print the cards single-sided and cut them apart. Give them to the other half of the students.



I help children learn.

I take care of animals.

I design buildings.

I care for teeth.

I drive people places.

I help people buy  
and sell houses.

I fix vehicles.

I create computer  
programs.

I collect the money  
you pay when you  
buy something.

I take care of people  
when they're sick.

I give people haircuts  
and style their hair.

I study stars  
and planets.

I deliver mail.

I care for yards  
and lawns.

I cook food.

I grow crops and  
raise animals.

I put out fires and  
rescue people.

I create drawings  
and paintings.