

Learning about careers with Money Monsters

Students use paper puppets to role-play a story about Money Monsters exploring career options and think about careers they may enjoy.

Learning goals

Big idea

The things we like to do can help us think about careers we may enjoy.

Essential questions

- What are my interests?
- What career could I have?

Objectives

- Identify personal interests
- Think about careers you may enjoy

What students will do



- Listen to a story about choosing a career.
- Discuss their interests and careers they may enjoy.
- Use paper puppets to role-play the story.

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:

-  Executive function
-  Financial habits and norms

Grade level: Elementary school (K-1, 2-3)

Age range: 5-7, 7-9

Topic: Earn (Learning about careers, Making money)

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

Teaching strategy: Direct instruction, Simulation

Bloom's Taxonomy level: Apply, Create

Activity duration: 45-60 minutes

National Standards for Personal Financial Education, 2021

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

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

- ☐ Obtain a copy of the “Money Monsters Learn About Careers” story to read to the students.
 - You can download the story as a PDF or an animated ePub.
 - To view the ePub file, you’ll need a book reader app. Then you can enlarge some of the pictures in the ePub.
 - You also can order free copies of this story or the entire Money Monster storybook series from <https://go.usa.gov/xAfnS>. Shipping takes three to four weeks.
- ☐ Students will work in pairs. Print enough single-sided copies of the puppets at the end of this guide for each pair of students to have a Foozil puppet and a Gibbins puppet.
 - If your class doesn’t divide evenly into pairs, you can print a copy of the Oodle puppet to use with a group of three students.
- ☐ Consider making one of the puppets ahead of time so students can see an example. You can follow the instructions in the “Group work” section.
- ☐ Gather scissors and crayons, markers, or colored pencils for students to use to cut out and color their puppets.

What you’ll need

THIS TEACHER GUIDE

- Learning about careers with Money Monsters (guide)
[cfpb_building_block_activities_learning-about-careers-money-monsters_guide.pdf](#)
- Money Monsters Learn About Careers (story)
[cfpb_building_block_activities_money-monsters-learn-about-careers_story.pdf](#)
[cfpb_building_block_money-monsters-learn-career_story.epub](#)

STUDENT MATERIALS

- Money Monsters puppets (in this guide)
- Crayons, markers, or colored pencils
- Scissors

Exploring key financial concepts

People in our lives can have many different careers. We know about some careers, like being a teacher, construction worker, or a nurse. But we may not know about some of the other careers people can have. One way to learn about careers is to talk with family members, friends, neighbors, and other trusted adults to learn about the type of work that they do. 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. Thinking about the things you like to do can help you explore careers you may enjoy in the future.

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

- 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.
 - After volunteers share their answer, ask them why they chose that career.
- Explain that the things we like to do can help us think about careers we'd enjoy.
- Tell students that "job" is another word we use when we talk about what we want to be. Explain that a job is different from a career:
 - 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.
- Be sure students understand key vocabulary:
 - **Career:** A type of work someone has for many years or their lifetime.
 - **Earn:** To receive money in exchange for goods or services.
 - **Job:** A specific task that someone does to earn money.
 - **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/.

- Introduce the story about a special group of characters called the Money Monsters, who are learning about careers.
- Read the story aloud.
- As you read, pause at natural stopping points to ask clarifying questions that help ensure students understand the important ideas and words in the story.
 - For example, when Gibbins and Foozil explain that their teacher has had different jobs but one career as a teacher, ask students what it means to have a career and what it means to have a job.
- After finishing the story, encourage discussion to reinforce the story's key concepts and themes. Some questions you can ask are:
 - What are some things Foozil liked to do? What careers did she find that were connected to things she liked to do?
 - What are some things Gibbins liked to do? What careers did he find that were connected to things he liked to do?
 - What are some things you like to do? What careers do you think you could have that are connected to things you like to do?

NOTE

Reading from the ePub? You can enlarge the pictures by clicking the plus sign icon next to an illustration. The larger image will open in a new browser window.

Group work

- Tell students that they'll create paper puppets and act out the "Money Monsters Learn About Careers" story and their own story about things they like to do and choosing a career.
- Group students into pairs.
- Distribute the puppets to the pairs, assigning one student the Foozil puppet and the other student the Gibbins puppet.
 - If the class doesn't divide evenly into pairs, consider having a group of three and assigning the Oodle puppet to the third student.
- Give students time to color and cut out their puppets.
- Show students how to fold their puppets, using the finished example if you chose to make one:
 - Fold the puppet backward along the top dotted line and make a crease.
 - Fold the puppet backward along the bottom dotted line and make a crease.
 - Bring the creases together.
 - Hold the puppet from behind to open and close its mouth.

- Allow time for students to act out their stories with their puppets.

Wrap-up

- Bring students back together.
- Ask students to share some things they learned about careers from the story.
- Ask for volunteers to share scenes from the story they made up.

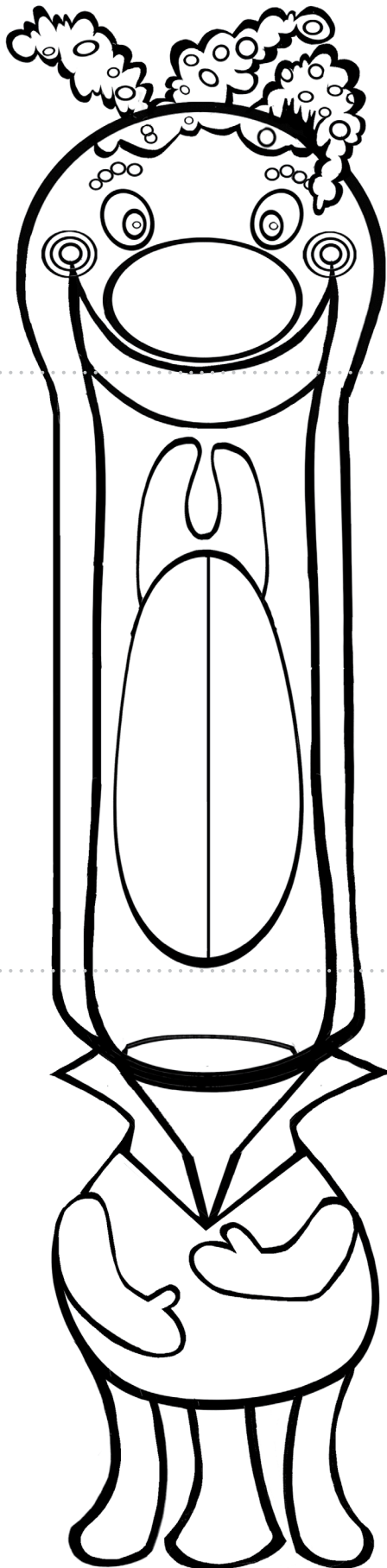
Suggested next steps

Consider searching for other CFPB activities that address the topic of earning, including learning about careers or making money. Suggested activities include "Comparing jobs and hobbies" or "Playing career charades" (for grades 2-3).

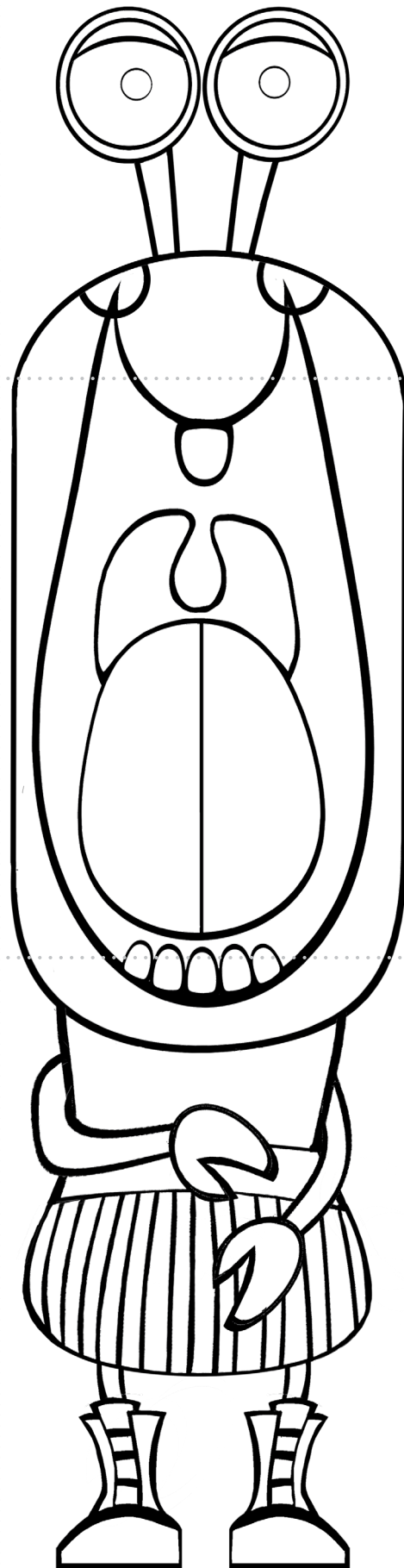
Measuring student learning

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

Foozil



Gibbins



Oodle

