

# Matching interests and talents to careers

Students match two people's interests and talents to ideal careers and then write about their own interests, talents, and possible career choices.

## Learning goals

### Big idea

Our interests and talents can help us think about careers that might be right for us.

### Essential questions

- What are my interests and talents?
- In which careers can I use my interests and talents?

### Objectives

- Analyze how interests and talents can help determine career choices
- Identify personal interests, talents, and possible career choices

## What students will do


- Read descriptions of two people's interests and talents and use a handout to find careers that match.
- Write about their own interests, talents, and possible career choices.

### 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, Social studies or history

Teaching strategy: Competency-based learning, Direct instruction

Bloom's Taxonomy level: Analyze, Create

Activity duration: 45-60 minutes

### National Standards for Personal Financial Education, 2021

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

- While it's not necessary, completing the "[Choosing a career](#)" activity first may make this one more meaningful.
- Print copies of all student materials for each student, or prepare for students to access them electronically.

### What you'll need

#### THIS TEACHER GUIDE

- [Matching interests and talents to careers \(guide\)](#)  
[cfpb\\_building\\_block\\_activities\\_matching-interests-talents-careers\\_guide.pdf](#)

#### STUDENT MATERIALS

- [Matching interests and talents to careers \(worksheet\)](#)  
[cfpb\\_building\\_block\\_activities\\_matching-interests-talents-careers\\_worksheet.pdf](#)
- [Careers and levels of education \(handout\)](#)  
[cfpb\\_building\\_block\\_activities\\_careers-levels-education\\_handout.pdf](#)

## 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 and consider your interests and talents. It's also helpful to keep in mind how much education you'll need and how much money you can earn. People who have careers like doctors or lawyers may earn more money than people in other occupations. But doctors and lawyers have to go to school for much longer before they can start working. Often, people with higher levels of education enter careers that pay more money. People with less education tend to earn less money.

A career and a job are different. A career is a profession that may span your lifetime and includes your education, training, professional 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.

#### 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.

Or, someone could have a career as a waiter or waitress and a job taking orders and serving food at a specific restaurant.

Thinking about the things you like to do can help you explore careers you may enjoy in the future.

## Teaching this activity

### Whole-class introduction

- Ask students to share some things they like doing and things they're good at doing.
- Explain that these are their interests and talents.
- Tell students that our interests and talents can help us think about careers that might be right for us.
- Explain that a career is different from a job. You can use the definitions and the example in the "Exploring key financial concepts" section to explain.
- Tell students that they'll match interests and talents to possible careers.
- 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.

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#### TIP

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

### Individual work

- Pass out the "Matching interests and talents to careers" worksheet and the "Careers and levels of education" handout to each student.
- Students will read about Brooklynn and Charlie on the worksheet and then read the handout.
- They'll choose a career from the handout for Brooklynn and Charlie and explain their choice.
- Then they'll write a paragraph about their own interests, talents, and possible careers.
  - Tell students that they can review the handout for career ideas.

## Wrap-up

- Divide students into groups of three or four to discuss what careers they chose for Brooklynn and Charlie and why.
- Have each student read their paragraph to their group.
- Have the other students offer career suggestions and explain their suggestions to that student.
  - Tell students that the suggested careers don't have to be on the handout.

## 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 ["Solving a career mystery"](#) and ["Comparing careers and income."](#)

## Measuring student learning

Students' answers on their worksheets and 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.