



Cha-Ching Classroom Activity Earn, Spend, Save and Donate

Overview: In this activity, students explore where money comes from and examine the different options they have for using it once it is in their hands.

Target Audience: Grades 3–5

Activity Duration: 45 minutes

Essential Questions

- Where does money come from?
- What are the different things you can do with the money you earn?
- What are my choices around money?
- How will I decide how to use my money?

Objectives

Students will:

- Describe where money comes from
- Identify ways to earn and use money
- Describe personal experiences with earning, saving, spending, and donating money

Materials

- Video: [Earn, Save, Spend, and Donate](#)
- Handout: *Earn, Save, Spend, and Donate* graphic organizer (1 per student)
- Handout: *Earn, Save, Spend, and Donate* lyrics (1 per group)
- Photo: *United States Mint in Philadelphia* (1 copy)
- Photo: *Bureau of Engraving and Printing in Washington, DC* (1 copy)
- Before the activity, hang four sheets of chart paper or large construction paper around the room, each labeled with one of the following words:
 - Earn
 - Save
 - Spend
 - Donate



- Paper and pencil
- Sticky notes (or small pieces of paper and tape)
- Optional: Character Posters (1 copy)

Activity Vocabulary

- Earn: To receive money, usually in return for goods (things) or services (actions)
- Save: To put money aside, rather than spending or donating it
- Spend: To give money in exchange for goods or services
- Donate: To give money to help others.

Procedure

1. Check students' background knowledge by discussing the Activity Vocabulary. For each word, ask if anyone knows the meaning and allow students to share their thinking. Clear up any misconceptions.
2. Ask students to share some of the different ways they have earned money. (Possible responses: A neighbor gave them \$5 for walking their dog at night, a relative gave them \$10 as a birthday gift, or the Tooth Fairy left them \$1). (Note: Some students may have less access to money than others and may feel sensitive about the topic. To ensure those students feel comfortable sharing, consider their needs and help students to maintain a judgment-free zone. Remind them this activity is about where money comes from, the choices we have and how we use it, rather than how much money one has.)
3. Explain to students that they will be watching a video to explore where our money comes from and the different ways we use it. Challenge them to keep an eye out for the dollar and watch where it goes throughout the video!
4. Show the [Earn, Save, Spend, and Donate](#) video.
5. Ask students to share their thoughts about the video. For example, what did they see in the video? What did the characters do in the video? What happened to the dollar?
6. Distribute *Earn, Save, Spend, and Donate* graphic organizer and lyrics sheet.
7. Divide students into small groups of three or four. Allow about 5 minutes for them to work together to record their notes from the video. Encourage students to discuss their favorite parts about the video and explain why it was their favorite. Explain that the sheet is just for note-taking and will not be collected. Students may use the lyrics sheet to help them recall the content of the video. (Note: If time allows, consider showing the video again.)
8. Once students have finished working, have them share their thoughts with the whole group about where money comes from. To help build understanding about where money is actually made, explain that coins are created in a facility called a mint and we can say the coins are "minted." There are currently four mints in the United States, including one in Philadelphia (*show photo*). Explain that bills are printed at the Bureau of Engraving and Printing. There are currently two such bureaus in the United States, including one in Washington, DC (*show photo*).



All money is released to banks (broadly speaking) and put into circulation. Encourage students to ask questions to help them clear up misconceptions.

9. Engage students in a discussion about earning, spending, saving, and donating money by asking questions, such as the following:
 - We learned how money is made, but what are some different ways to get money—to **earn** it? How did the characters in the video earn money?
 - How did the different characters make choices about how they used their money? Did they all make the same choices? Is that good or bad?
 - Who spent money? How did they spend it? Why do you think they made that choice?
 - Who saved money? How did they save it? Why do you think they made that choice?
 - Who donated money? How did they donate it? Why do you think they made that choice?
 - Which character is most like you? How so? Is that good or bad? Why?
10. How can we establish this so it doesn't seem so repetitive? Maybe couching in wanting to talk about all the 'choices' we have with money? Say, "Let's talk now about the choices we have with money, both earning and spending it. Imagine you have earned \$25. What are some different ways you might have earned it?" As students share, record their ideas on the **Earn** chart paper.
11. Ask students to think quietly for a moment about how they would use their \$25. Remind students they do not have to use it all in one way; they can divide it up and use it in different ways.
12. Distribute sticky notes to students. Have students record their ideas for their \$25 on their sticky notes. Each idea should get its own note. For example, if the student is going to spend \$10 on a toy and save \$15, they would need two use sticky notes.
13. Invite students to post their sticky notes on the chart paper(s) that match their use of their \$25.
14. Engage students in a discussion about the class results. Have students compare as a group how their sticky notes were placed. Where were most of the notes placed? Which chart received the fewest notes? Why do they think that is? Is what they see here good or bad? Why?
15. To close the activity, ask students to share what they learned about money today, including where it comes from, ways to earn it, and the choices we have.
16. Have students complete a "3-2-1 Exit Slip" by completing the following questions on a piece of paper:
 - List 3 things you learned today.
 - List 2 things you want to know more about.
 - List 1 thing that you already knew before the lesson about money and the choices you have.



Optional Resources

- [United States Mint](#)
 - [Five Simple Saving Tricks](#)
- [Bureau of Engraving and Printing](#)
- [Help Your Family Save Money](#)
- [Field Trip to the Money Factory](#)

National Standards

National Standards for Financial Literacy

2: Buying Goods and Services

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

2.BM 4.7: Planning for spending can help people make informed choices. A budget is a plan for spending, saving, and managing income.

3: Saving

Saving is the part of income that people choose to set aside for future uses. People save for different reasons during the course of their lives. People make different choices about how they save and how much they save. Time, interest rates, and inflation affect the value of savings.

3.S.4.6. When people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.

C3 Framework for Social Studies State Standards

Economics: Economic Decision Making

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

Earn, Save, Spend & Donate

Lyrics

Tell us where money comes from.
Well it starts life at the mint where it goes through a printing stint,
Then it's spread throughout the country to the bank or ATM.
Then it makes its way to you my friend!

You can earn, save, spend and donate.
This moves our money round at a supersonic rate.
Yeah we wanna earn, save, spend and donate
to open up a world of possibilities.

Let me introduce myself, Prudence is my name.
My big tip is let good planning be your aim.
Hi my name is Bobby and I'm just a bit confused.
My hard earned cash I always tend to lose.
Zul the 'busy bee' that is what my friends call me.
I work hard and save that's what I love to do.
Hi my name is Pepper; I love to spend and spend
Especially on the weekend with my friends.

Earn, save, spend and donate—
These are decisions that we all have to make.
From the mint the banknote's made
To the day that we get paid.

Your money moves to and fro,
But you have choices don't you know?
We've all got such different needs—
Earn, spend, save at different speeds, ohhhhh!

Let's think about our money
When we have it in our hands,
It is good to understand that we can
Earn, save, spend, donate our money.
Well you can do what you please but we are here
to sing through choices like these.

Hey my name is Charity, I love to help a friend in need,
and the message giving money away sends.
Justin is my name and making dollars is my game,
My ideas are big and so's my earning too.
You can earn, save, spend and donate.
These are decisions that we all have to make!
Yeah we wanna earn, save, spend, and donate
To open up a world of possibilities (open up a world).
To open up a world of possibilities!



Money Smart Kids!

Discovery
EDUCATION

JACKSON®
CHARITABLE FOUNDATION

Earn, Save, Spend, and Donate

Write two or three sentences explaining the different choices you have with money.
(Check the lyrics sheet if you need help!)

Who are the six characters featured in the video and what do they choose to do with the money they earned? What were they doing with their money? (If you need to, watch the video again for help!)

Character	How did he or she use money?



United States Mint in Philadelphia



Source: https://www.usmint.gov/mint_tours/Philly_MintTour_VERSION1.pdf

Bureau of Engraving and Printing in Washington, DC



Source: <https://en.wikipedia.org/wiki/File:BureauOfEngravingAndPrintingWashingtonDC.JPG>