



Cha-Ching Classroom Activity It's Got to be Earned

Overview: In this activity, students build understanding of why people work, why we need money, and where money goes after it is earned. After viewing and discussing [It's Got to be Earned](#), students identify an item they want and consider their skills, talents, and interests to brainstorm ways they could earn money. Students analyze what their goods and services might be worth.

Target Audience: Grades 3–6

Activity Duration: 45 minutes

Essential Questions

- Why do people work?
- Why do we need money?
- How can I earn money to get the things I want?
- How does the amount of money people make help determine how much there is to save, spend, and donate?

Objectives

Students will:

- Demonstrate understanding of why people need to earn money
- Analyze skills, talents, and interests to identify different ways they might earn money
- Describe the correlation between the amount someone makes and the amount they have to save, spend and donate
- Compare options for earning money

Activity Vocabulary

Note for the Teacher: These words appear throughout the video and activity. Be sure to clear vocabulary with students as needed to support and enhance their learning.

- Earn
- Pay check
- Self-control
- Price tag
- Bill
- Bank account
- Skill
- Talent
- Interest



Materials

- Video: [It's Got to be Earned](#)
- Handout: *It's Got to be Earned Lyrics* (1 per student or 1 displayed for all to see)
- Handout: *I Can Earn* (1 per student)
- Chart paper
- Markers
- Paper and pencil

Other Earn Episodes

- [Earn, Save, Spend & Donate](#)
- [When You Get Money](#)
- [Do it Passionately](#)
- [Cha-Cha-Choices](#)

Procedure

1. Engage students in a discussion about earning money by asking questions, such as the following:
 - Why do people work?
 - Why do people need to earn money? What does the money go towards?
 - What kinds of things cost money?
 - Is the money people earn endless?
 - Can we buy anything and everything we want whenever we want? Why not?
 - Why do adults sometimes say no when you ask them to buy something for you?
 - Think about the money your family earns, where do you think it goes after it is earned?
2. Allow time for students to discuss their thoughts and ideas. If needed, ask additional questions to help them understand that we work to earn money, we need money to pay for things (both things that we need and things that we want), everything costs money, and we can't spend our money on anything we want at any time because the amount of money we have depends on what we make. Explain that paychecks go into accounts at banks. (We hope!) We take money out of the account to pay bills and purchase (or give) things we need and want.
3. Introduce and show the video "It's Got to be Earned." As students view the video, ask them to pay attention to why the characters need to earn money, how they earn money, and where the money goes.
4. After viewing the video, ask questions to gauge and develop students' understanding. If necessary, distribute the "It's Got to be Earned" lyrics sheet and use it to help students review what they learned about earning money.



- What did you learn from the video? What was your favorite part? Have you ever felt like the characters in the video? What happened?
 - Why did the characters need to earn money? [Paragraphs 1 and 3]
 - Why couldn't Zul buy the toy right away? Was it good or bad when the parents said, "No?" Why?
 - How did Zul figure out what to do to earn money? [Paragraphs 5 and 7]
 - Mention that Zul was an *entrepreneur*; he started and operated his own business to make money. (Students will learn more about entrepreneurship in Activity #3.)
5. Ask, "Is there something you wish you could buy but you don't have the money—maybe a toy, book, clothes, or a visit to somewhere fun?" Allow students to share their responses and ask, "Choose one thing you would like to buy. How much money do you think you would need to pay for it? How long do you think it would take to Earn it? Once you earned it, will you have any money left over? Is that good or bad? Why? Turn to a partner and share your ideas."
6. Ask students to share their experiences earning money by asking questions, such as the following:
- Have any of you ever earned money before?
 - Why did you want or need to earn money?
 - How did you earn it?
 - Was it difficult or fun? Why?
 - Did it take a long time to earn as much money as you wanted? Why did it take so long OR so short?
7. Say, "It's not easy to earn money, but maybe we can think of some interesting or cool ways to do it!"
8. Explain to students that they will work together in small groups or individually to brainstorm ideas for ways to earn money based on their most important resource—themselves!
- Distribute *I Can Earn* to students. Explain that first they are to think about and write down their own skills, talents, and interests. If they are working with a small group, they will compare their skills, talents, and interests with their group.
 - To help students get started, make sure they understand the difference between the three terms, explaining that there is often overlap among the three. Consider modeling for students how you might think and write as you brainstorm.
 - Skill: Something you've learned to do; requires knowledge and practice
 - Examples: reading aloud, repairing toys, solving math problems, playing a sport, gardening
 - Talent: Something you've always been good at; practice makes you better
 - Examples: dancing, painting, singing, knowing how to help others
 - Interests: Things you enjoy doing



9. Allow time for students to jot down their skills, talents, and interests, then say, “Now, you will help each other think of ways you might use your skills, talents, or interests to earn money. Brainstorm together and write your ideas in the green areas on your graphic organizer. Be creative! For example, if you are very good at taking pictures, perhaps you could make photo cards and sell them. If you are good at drawing or painting, perhaps you could sell some of your work. If you are very good at solving math problems, maybe you could make money tutoring others who need extra help.” Allow time for students to brainstorm, talk, and record their ideas.
10. Regroup students and ask volunteers to share their ideas for how they might use their skills, talents, and/or interests to earn money. Record their job ideas on chart paper so all students can see. Ask students to share what they’re earning toward and how long they think it might take for them to earn enough to purchase the item.
11. Close activity by having a “snowstorm.” Students take out a blank sheet of paper and write one important thing they learned from today’s lesson. Students crumple their papers into a ball and, when cued, throw their “snowballs” into the air. Each student picks up a snowball, opens it, and reads it. Students then add another statement to the piece of paper—a supporting detail to the original statement or a completely new statement related to their learning. Repeat three times. Wrap up by asking a few volunteers to share what is written on their snowballs.
12. Encourage students to complete *Family Activity #1: It’s Got to be Earned* with their families.

Optional Resources

- [Kids.Gov: Jobs & Career Videos](#)
- [Kids.Gov: Jobs and Career Examples](#)

National Standards

National Standards for Financial Literacy

1: Earning Income

Income for most people is determined by the market value of their labor, paid as wages and salaries. People can increase their income and job opportunities by choosing to acquire more education, work experience, and job skills. The decision to undertake an activity that increases income or job opportunities is affected by the expected benefits and costs of such an activity. Income also is obtained from other sources such as interest, rents, capital gains, dividends, and profits.

1.BM.4.1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.

1.BM.4.2. People earn an income when they are hired by an employer to work at a job.

1.BM.4.8 Income can be received from family or friends as money gifts or as an allowance for which no specified work may be required.

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 4.2. People make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.

2.BM 4.3. People spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.

It's Got to be Earned

Lyrics

I see an ad on the TV; I **want** one of those cars in green.
A **price tag** on the box now; Reminds me that things ain't free!
I do my hair and I brush my teeth; I **need** more toothpaste from the store.
My mum looks in her purse now, 'cause I need a few dollars more.

Every day brings more everyday things
And they all cost money—They cost money!
I'm taking my turn to **earn**,
I gotta earn me some money—money, money!
And if I really want that new set of wheels
Then you know that it's gotta be earned!

Say goodbye as they leave for work, 'cause my parents got bills to pay.
My folks work hard for a **pay check**. That's what buys things every day.
Turn on sweet tunes on my iPod, a gift that Ma and Dad bought for me.
Yeah, you could say that I'm lucky the way that they provide for me!

Every day brings more everyday things
And they all cost money—They cost money!
I'm taking my turn to earn,
I gotta earn me some money, I need money!
And if I really want that new sweet car
Yeah you know it's gotta be earned!

I wonder what I'd be good at and how much I could earn.
I'm pretty good with numbers, but the outdoors I prefer.
I see a sign out the window—they're selling fruit on the side of the street.
We have fruit trees in our yard. Yeah, I think that could work a treat!

Every day brings more everyday things
And they all cost money—They cost money!
I'm taking my turn to earn,
I gotta earn me some money, I need money!
And if I really want that new sweet car
Yeah you know it's gotta be earned!

Mum and Dad said it's okay to turn our fruit into hard-earned cash.
It's good to have some extra hands from my helpful friends in the band!
We work hard and show special care and we're singing all the time (yeah!).
Look at this stack of dollars I made—today I got paid!
Today we got paid (today we got paid)!



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'Cause if I want that awesome car, I better just earn, earn, earn
If I work hard I can buy my own things. I guess that's the lesson learned
And 'cause I want those hot rod wheels
I earned my money and now it's mine
And so the lesson to be learned
If you really want something yeahhh
It's gotta be earned.



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Name: _____

I Can Earn

