



## Cha-Ching Classroom Activity Do It Passionately

**Overview:** In this activity, students discover that many people turn their interests and passions into a career. They begin by brainstorming a list of things they are interested in and align that to jobs and careers and developing an understanding of the difference between the two. Students then watch the [Do It Passionately](#) video and learn how Zul turns his passion for go-karts into a career in engineering. Students create a timeline of events showing the process. Using this timeline process as a model, students create a cartoon showing a character who turns a passion into a career. They consider what could distract them from turning a passion into a career and how to avoid those distractions. Finally, they examine the benefits of being a lifelong learner, staying adaptable as industries, their interests, and careers change.

**Target Audience:** Grades 3–6

**Activity Duration:** Two 45–60 minute class sessions (The second session may be needed for students to finish their cartoons.)

### Essential Questions

- Why do people have the careers they do?
- How can a passion be turned into a career?
- Why is it important to be a lifelong learner who continues to follow their interests?

### Objectives

Students will:

- Explain the difference between a job and a career
- Provide examples of how people can turn a passion into a career
- Identify factors that could distract people from following their passions
- Consider how following personal interests enables people to continually re-invent themselves and love what they do

### Activity Vocabulary:

- Career
- Engineer
- Job
- Lifelong Learner
- Passion

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## Materials

- Video: [Do It Passionately](#)
- Handout: *From Go-Karts to Engineering: First, Next, Last* (cut into individual cards)
- Handout: *Passion to Career Cartoon Template* (one copy per student or internet access)
- Optional Handout: *Do It Passionately Lyrics*

## Optional Materials

- Devices with internet access

## Other Cha-Ching Episodes Related to Earning Money

- [Earn, Spend, Save, Donate](#)
- [It's Got to Be Earned](#)
- [Entrepreneur](#)

## Procedure

1. Create a 3-column chart on the board or on a piece of chart paper with the following headings: **Job**, **Career**, and **Interests**. Inform students that **Job** and **Career** have similar meanings, but they also have characteristics which set them apart. What they have in common is that both are ways to earn money or an income.
2. Let students know that a career is made up of working in different jobs over a period of time. Provide them with an example using your own interests, job and career. For example, your job might be 5th grade English language arts teacher, while your career is teaching. Write your job title under **Job** and the word "teaching" under **Career**. **Interests** may be kids, writing, mathematics, and reading.
3. Direct students to work with a partner to come up with additional examples of interests, jobs and careers. Ask students to share their examples. As students share, help the class reach a consensus about whether or not the example is an interest, job or career. Add examples to the chart, once they have been categorized.
4. Ask students how they think most adults end up in their careers. If needed, use yourself as an example again and ask students why they think you decided to become a teacher.
5. Share a personal story about why you chose teaching as a career and how it connects to something about which you are passionate (e.g., children, reading, mathematics, writing, etc.).
6. Inform students that you are going to play a Cha-Ching video in which the main character discovers his career.
7. Show the video [Do It Passionately](#).
8. After the video, ask students the following questions:



- What was Zul's interest?
  - What career did Zul end up with in the video? (Answer: engineering)
  - How did he end up in this career? (Answer: Following his passion, learning from his challenges, and re-inventing himself when his interest changed.)
  - What passion did Zul turn into a career? (Answer: go-kart riding and fixing the go-kart)
9. Inform the class that you are going to create a timeline of what happened to Zul as he turned his passion for go-karts into a career in engineering. Select eight volunteers and give each one a card from *From Go-Karts to Engineering: First, Next, Last*.
  10. Invite one student to read the event on their card. Have the second student read his or her card. Ask the class if the event on the second card took place before or after the one on the first card. Direct the second volunteer to move into order. Continue this process until all eight students and events have been read.
  11. Replay the video, pausing as needed to ensure students and events are in the correct order as shown below.
    - Enjoys racing go-karts
    - Go-kart breaks and he learns to repair it
    - Reads books to learn more
    - Comes in 5th at race and wants to learn from it
    - Decides he'd prefer to fix go-kart than drive it
    - Studies hard at school and graduates
    - Got a job fixing cars
    - Helps team win first place
  12. Ask students questions to help them understand that careers and interests often evolve and change:
    - What was Zul interested in? Did his interests change? What did he learn about his interest and how did that impact what he did?
    - Do you think Zul will be a go-kart engineer for the rest of his life?
    - What might change? How might he change?
    - If Zul decides to continue to work with go-karts, how can he keep up with changing technologies, tools, and rules? Is it important for him to keep up with changes? Why?
  13. Let students know that you want them to create a cartoon showing how a different character can turn their passion into a career. Provide students with a choice of how to decide the topic for their cartoon. Encourage students to think about how their interests might change and become a different career.



- **Personal example:** Create a cartoon showing how their own personal passion could turn into a career.
- **Cha-Ching character:** Re-watch the end of the video (2:30–end) and invite students to take note of the passions each Cha-Ching character has and the career they turn it into. Challenge students to create a cartoon showing the progression from passion to career for one of the characters shown. Students will also consider how the character’s interest might evolve and change and how that might affect their career choices. Be sure students understand there is no correct answer to the final column. The goal is to help them think about the benefits of being a lifelong learner with new interests and career paths! If desired, students can work in groups with each developing a cartoon for one of the characters shown.

Character	Passion	Career	How might their passion evolve and change? What new career might they choose as a result?
Prudence	Reading travel/nature magazines	Travel/nature photographer	
Charity	Volunteering at a soup kitchen	Advocate for the hungry	
Bobby	Drummer	Muralist/artist	
Pepper	Sewing clothes	Costumer	
Justin	Yard sale	Businessperson	

14. Provide students with guidance for how you would like them to create their cartoons. Options include:
  - Determine the main character.
  - Create a timeline of what happens (make sure to show progression over time including any education that would be required).
  - Draw or create the cartoon. Students may use the Passion to Career Cartoon Template to help record their ideas.
15. Invite students to share their completed cartoons with the class.
16. Engage students in a discussion about what they can do to help identify and follow their own passions.
17. Challenge students to address what can distract people away from their passions, including:

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- Spending lots of time online
  - Getting discouraged by a setback and giving up
  - Moving on to something else too quickly
18. Lead students in a discussion of what can be done to help people—including themselves—not become distracted from passions they enjoy.
19. Encourage students to start thinking about the kinds of things they are interested in now and the types of jobs (that currently exist) and invest time and energy to experiences which will help support that goal.

## Optional Extension

Invite students to read a story or book about someone who followed their passion and turned it into a career. Examples include books in the [Who Was](#) series or the *From an Idea To* book series. Challenge students to further explore what they can do to turn their own personal passions into a career.

Optional Resource: [In Their Shoes: Extraordinary Women Describe Their Amazing Careers](#)

## National Standards

### National Standards in Financial Literacy from the Council for Economic Education

#### 2. 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.8.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.
- 1.BM.8.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
- 1.BM.4.1 People have many different types of jobs from which to choose. Different jobs require people to have different skills.

### Common Core English Language Arts

#### Writing: Production and Distribution of Writing

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



- W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W. 5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.E Provide a conclusion that follows from the narrated experiences or events.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### **C3 Framework for Social Studies**

#### **Dimension 2, Economic Decision Making**

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



## Do it Passionately

### Lyrics

Drive my kart, It's what I love to do. When I'm riding I can't get enough!  
My string went snap at the turn, now I wanna learn how to fix but it sure looks tough.  
Trying this tool, that part, figuring out how an engine runs,  
Researching every little thing—It's my passion and I'm having fun

Why you wanna fix it? Go karting's what I'm right into!  
Karts, cars, and engines galore, learning some makes me want to learn more.  
How you gonna do it? Reading books is one way that I like to learn!

Sometimes you gotta try then try it again.  
I keep on tryin' cause I'm following my passion  
Cars and curiosity, will not be distracted from what I wanna be.  
Pizza, football I won't stop for these, cause I've got a passion and I'm gonna do it passionately!

Race day! Ready to go, ready to race and come in first place  
Lap by lap taking all the turns, but I came in 5th. What can I learn from this?  
Changing, fixing, engineering, these new boosters will have me winning.  
Too much, too fast, take it back home for another pass.

Hit it, my speed limit, coming in 3rd, but I'm still not winning it.  
Hits me, I don't want to drive, Pop the lid, see where my interest lies.  
The roar I hear and now it's clear, I want to be an engineer.  
Making the engine run at its optimum, made the shift to my right gear.  
Focus on my interests, engineering is for me!  
Learn more when I'm challenged, think long term, your goals and dreams.  
Study hard in school and you will see if you work towards your passion  
Then you should do it passionately!

You did it, I wanna do it too. How can I do what I love to do?  
Well, I worked hard and it paid off in the end. It took many turns by now I'm racing ahead.  
Did you feel like giving up at the start?  
I learnt from my mistakes, that set me apart. I believe you'll find success  
You've given me the tools, I'll do the rest

Following my passion, learn from the mistakes I've made.  
Focus, perseverance got me where I am today.  
Sacrifices, yes I've made a few, but it's worth it for a passion that you passionately love to do!  
I love it, passion! Follow it, passionately!  
Stick with it, passion! Gonna do it passionately!  
Find out what it is that interests you, then you've got a passion  
And you can do it passionately!



### **From Go-Karts to Engineering: First, Next, Last**

**Directions:** Cut into cards and distribute one to each volunteer during the activity.

Studies hard at school and graduates	Got a job fixing cars
Helps team win first place	Decides he'd prefer to fix go-kart than drive it
Comes in 5th at race and wants to learn from it	Enjoys riding go-karts





<p><b>Go-kart breaks and he learns to repair it</b></p>	<p><b>Reads books to learn more</b></p>
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**Passion to Career Cartoon Template**
