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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Kids know their parents go to work and sometimes even visit them there. But for younger children, work takes their parents away from them each day and they don't understand why. Even older children, who typically understand that people go to work to earn money, may lack understanding about why earning money is important. At school, your child is learning that everything costs money and that is why people work. In this activity, families work together to make visible the invisible process of earning to pay bills and to purchase things we need and want to help children understand that money must be earned.

Activity Duration:
Varies

Outcome
• Students will learn about their parent’s profession and other professions in their community

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:
Cha Ching Family Activity #1

It’s Got to be Earned

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Outcome

• Students will learn about their parent’s profession and other professions in their community

Materials

• Computer or tablet with internet access

Procedure

1. During a trip to the grocery store, shopping mall, department store, or other type of store, look at price tags with your child. Ask them how much each thing costs. Ask which items cost money. Help your child conclude that everything costs money. Explain that we work to earn money to help pay for things we need and want. Ask your child to tell you what they have learned in school about why adults work. Note any misconceptions and be sure to address them as you discuss the video.

2. WATCH the video It’s Got to Be Earned with your child.

3. DISCUSS what happened with Zul and how he solved his problem.

4. TOGETHER, talk about your work. Tell your child your ‘work story’. Allow your child to ask you questions, such as the following:
   • What do you do when you go to work? What does an average day look like?
   • Why do you spend so many hours there?
   • What training did you have to do to prepare for your current job?
   • How long have you been at your current job?
   • How do you get paid (e.g., paper paycheck, electronic bank deposit, etc.)?
   • What was your motivation for choosing your job? Did you think about how much money you would earn? OR did you choose their job because of your skills, talents and/or interests? Or both?
   • How do you decide how to spend the money you earn?

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.
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2. WATCH the video It’s Got to Be Earned with your child.
3. DISCUSS what happened with Zul and how he solved his problem.
4. TOGETHER, talk about your work. Tell your child your “work story”. Allow your child to ask you questions, such as the following:
   • What do you do when you go to work? What does an average day look like?
   • Why do you spend so many hours there?
   • What training did you have to do to prepare for your current job?
   • How long have you been at your current job?
   • How do you get paid (e.g., paper paycheck, electronic bank deposit, etc.)?
   • What was your motivation for choosing your job? Did you think about how much money you would earn? OR did you choose their job because of your skills, talents and/or interests? OR both?
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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:

<table>
<thead>
<tr>
<th>Character</th>
<th>Passion</th>
<th>Career</th>
<th>How might their passion evolve and change? What new career might they choose as a result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prudence</td>
<td>Reading travel/nature magazines</td>
<td>Travel/nature photographer</td>
<td></td>
</tr>
<tr>
<td>Charity</td>
<td>Volunteering at a soup kitchen</td>
<td>Advocate for the hungry</td>
<td></td>
</tr>
<tr>
<td>Bobby</td>
<td>Drummer</td>
<td>Muralist/artist</td>
<td></td>
</tr>
<tr>
<td>Pepper</td>
<td>Sewing clothes</td>
<td>Costumer</td>
<td></td>
</tr>
<tr>
<td>Justin</td>
<td>Yard sale</td>
<td>Businessperson</td>
<td></td>
</tr>
</tbody>
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2. WATCH the video It’s Got to Be Earned with your child.

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• What do you do when you go to work? What does an average day look like?
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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.
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**Do it Passionately**

**Lyrics**

Do it Passionately

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!
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From Go-Karts to Engineering: First, Next, Last

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

<table>
<thead>
<tr>
<th>Studies hard at school and graduates</th>
<th>Got a job fixing cars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps team win first place</td>
<td>Decides he’d prefer to fix go-kart than drive it</td>
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<tr>
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<th>Reads books to learn more</th>
</tr>
</thead>
</table>

Passion to Career Cartoon Template