



Cha-Ching Classroom Activity Sweet Pepper Designs

Overview: In this activity, students gain insight into the characteristics, behaviors, goal-setting, and motivations of entrepreneurs. They watch the Cha-Ching video [Sweet Pepper Designs](#) and examine the sometimes difficult choices Pepper made to make her business grow. Students gain an understanding that entrepreneurs have to spend money in order to make money—a concept that may seem counterintuitive to some! Students create a mock business plan, consider how they would spend and earn money, and solicit feedback from peers in order to re-evaluate their initial goal. They engage in a discussion to explore how our personal life goals are connected to all of the decisions we make, including decisions about how we will earn, save, spend, and donate.

Target Audience: Grades 3–6

Activity Duration: 45 minutes

Essential Questions

- How can you make money doing something you are passionate about?
- As an entrepreneur, what would you have to do to make your business successful?
- Is spending money always a bad thing?
- How do we define success when it comes to money?

Objectives

Students will:

- Discuss the importance of goal setting
- Describe characteristics of successful entrepreneurs
- Construct a mock business plan
- Reevaluate money goals based on feedback

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
- Spend
- Save
- Donate
- Entrepreneur



- Grit
- Perseverance
- Dedication
- Creative problem solving
- Reflection
- Feedback
- Flexibility
- Resilience

- Goal
- Business
- Design
- Cost
- Competition
- Expand

Materials

- Sticky notes (1 per student)
- Large sheet of construction paper or chart paper, labeled Financial Success (1 sheet per group)
- Video: [Sweet Pepper Designs](#)
- Handout: Sweet Pepper Designs Lyrics (1 per group)
- Handout: Sweet Pepper Designs Recording Sheet (1 per student)
- Handout: Business Plan (1 per group) (*Optional*)
- Chart Paper

Other Entrepreneur Episodes

- [Entrepreneur](#)
- [Do it Passionately](#)

Notes for the Teacher:

- *Children often think that when it comes to money, earning money is the primary financial goal and may equate spending with failure. The goal of this activity is to help them think about their unique goals for balancing earning, saving, spending, and donating and to realize that financial success looks different for each person.*
- *It is recommended that you complete the activity and video Entrepreneur before doing this activity. Though not required for successful implementation of this activity, it will help students understand the meaning of entrepreneurship and the characteristics of entrepreneurs.*



Procedure

1. Organize students into small groups and engage them in a brief goal-setting (or goal-reviewing) exercise. (Note: If students have participated in other Cha-Ching Financial Literacy activities, they may already have articulated these goals. If not, students may need a few minutes to think. It is not important that they have concrete, “final” financial goals, only that they have thought about how they might balance earning, saving, spending, and donating.) Use the following dialogue to help students, as needed:
 - “Imagine you have earned \$100. You are going to earn \$100 every month and you want to create personal goals for the money you are earning. Your choices are saving money, spending money, and donating money. Think about what you want to do with your \$100. What does financial success look like to you? What are your goals for how you will use your money? Write down on a sticky note how much you want to spend, how much you want to save, and how much you want to donate each month. On the other side of your sticky note, explain why you have set the goals you have set.”
 - Possible student responses to *What does financial success look like to you?*
 - Having a lot of money
 - Having enough money to buy the things I want to buy
 - Having enough money to cover my wants and needs
 - Being my own boss
 - Not having to worry about money
 - Filling my piggy bank
 - Possible student responses to *What are your goals for how you will use your money:*
 - To save, spend, and donate how I want
 - To buy presents for my family
 - To buy toys
 - To save for college
 - To donate to a charity I care about
 - To start my own business
 - “When you have finished writing your financial goals on the sticky note, stick it to the paper at your table.”
2. Collect and display group posters around the room. Do a Gallery Walk: Have students walk around the room to review the different financial goals their classmates have written down. After a few minutes, have all students return to their seats.
3. Ask students to share what they noticed as they did the Gallery Walk. Allow time for discussion.
4. Explain that each of us has different goals for our money—and that’s okay! Each of us has unique values related to what makes us happy, or content, or feeling as though we are living purposeful/meaningful lives. We balance earning, saving, spending, and donating according to



what works for us. So, what will look like personal success or financial success to one person will not look the same to someone else. Explain that today students will be talking about the kinds of things that can happen along our pathway to meeting our financial goals.

5. Introduce the topic of entrepreneurship and ask students to define *entrepreneur*. If necessary, explain that an entrepreneur is someone who starts and runs their own business and that entrepreneurs often start business based on things they love to do or are good at.
6. Ask the following questions and allow time for students to discuss their thoughts and ideas:
 - What are some things that you have fun doing or making?
 - Have you ever earned money doing or making something?
 - Have you ever heard the phrase “You have to spend money to make money?”
 - What do you think it means?
 - Does it make sense to you? Why or why not?
 - What if your goals are to earn and save money? How would spending money help you meet your goals?
7. Hand out the Sweet Pepper Designs Recording Sheet. Briefly review each topic on the graphic organizer: *earn, spend, goals, competition, business plan*. As students watch the video, they should record notes about each topic on the recording sheet. If possible, show the video twice. (*Note: Students may find it helpful to know in advance that a pepper in the corner of the screen keeps track of how much money Pepper has in her bank account.*)
8. Arrange students in small groups and distribute the Sweet Pepper Designs Lyrics Sheet. Have students review the lyrics sheet against their notes and make adjustments and updates if needed.
9. Engage students in a discussion about the video to facilitate their thinking about Pepper’s decision-making as an entrepreneur. Encourage students to refer to their recording sheets. Include questions such as the following:
 - How did Pepper come up with the idea to make t-shirts into a business?
 - When did Pepper spend money?
 - Why did she spend money?
 - When did Pepper earn money?
 - What was her plan when she started her business?
 - If needed: What was she hoping to achieve?
 - How was she hoping to achieve it?
 - Did her business plan change? Why?
 - Did spending money help or hurt her efforts to meet her financial goals?
 - How did Pepper’s business change in the video? How did she respond to the challenges she was facing?



- What was Pepper’s goal as an entrepreneur?
 - Did she reach her goal? How do you know?
10. Ask questions to gauge and develop students’ understanding of how to work toward financial goals, such as the following:
- What was Pepper’s goal? To earn money from her business? To become famous? To let other people enjoy her designs?
 - How did Pepper’s personal goals connect with her goals for her business?
 - What did she have to do to achieve her goal? (Spend money on her business.)
 - Did Pepper’s plans change? How? Why?
11. To close the activity, ask students to reflect on and share their takeaways about what it takes to be an entrepreneur. (If needed, introduce some of the words from the Vocabulary list.) Encourage students to talk about the importance—and challenges—of setting and connecting their personal and financial goals. Record their thinking on chart paper so all students can see.

Optional Extensions

Extension #1: Include the Business Plan (Optional Extension) when students create their Business Plans. Students may wish to do research into pricing, marketing, and resources in order to complete their plans.

Extension #2: Different businesses have different goals. This lesson helps students build understanding about the connection between one’s personal goals and financial goals. Entrepreneurs often create businesses that align with their personal philosophies, beliefs, or values, and make financial decisions related to those factors. For example, entrepreneurs who are passionate about the environment might create a business that develops sustainable materials. They may then donate their profits to organizations that support environmental causes. Consider engaging students in a conversation about how all of our personal goals are interconnected—goals for education, finances, lifestyle, interests and passions, impact on the world, etc.

Extension #3: Have students work together in small groups to create a mock business. Each team states a goal for their business and considers how they might spend and earn money to achieve their financial goals. Students also identify who their competition might be. Teams share their business plans with classmates to gather feedback so they can consider ways they might be able to change their initial idea to be more financially successful or reach their goals. Regroup students to reflect on and share their learning from the activity.

Extension #3: Engage students in an extended conversation about Pepper’s business to consider some reasons why Pepper’s entrepreneurship was successful. Ask questions such as the following:

- Was Pepper a successful entrepreneur? Why or why not?
- Did she do it all by herself? Do you have to do all the work yourself to be a successful entrepreneur?
- Why did Pepper’s friends help? Did she pay them? Did that align with her goals?
- Sometimes it is hard to ask for help? Why is it important to be able to ask for help if you need it?



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 4.6 People who own a business can earn a profit, which is a source of income.

1.BM 4.7 Entrepreneurs are people who start new businesses. Starting a business is risky for entrepreneurs because they do not know if their new businesses will be successful and earn a profit.

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 wellbeing by making informed spending decisions, which entails collecting information, planning, and budgeting.

2.BM 4.5 Informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains.

2.BM 4.6 People's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

C3 Framework for Social Studies State Standards

Economics: Economic Decision Making

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

Economics: Exchange and Markets

D2.Eco.7.3-5. Explain how profits influence sellers in markets.

Sweet Pepper Designs

Lyrics

Trying hard, trying hard not to notice
Everybody round here's looking at me.

I really like it! Where'd you get it?
So cool! Girl, that's some nice tee!

Oh, it's just the one I made it for fun.
It's what I do. I could make one for you, too.

A business to try, maybe they'll buy my creation.
Time for some action!

Sweet Pepper Designs coming soon!
Sweet Pepper Designs now to get ready!

Buy my shopping list: t-shirts, colored dye
Using my design print a hundred times
Rent a market stall to sell, sell, sell from
Working out the cost time to stick a price tag on.

Love your tees, love your t-shirts, Pepper
The crowd here are so complimentary!

It seems I didn't sell one.
Oh! I thought they liked my tees.
Look at my price, get some advice,
Competition sells them cheaper than me.

Next time, I'll try lower, let me start all over,
Sweet Pepper Designs at a new price!
Sweet Pepper Designs trying to get it right!

Lowered prices now selling out today!
Run myself ragged no time to play!
Helped out by the band that's what friends are for.
Good to know that I can always ask for support.
Oh no! Copycats taking customers.
Time now to expand brand new creations!
Look to customers deliver what they want!
A variety of products from Sweet Pepper Designs.

I started off tiny, now I'm everywhere
You can be like me—a sweet success story!



CHA-CHING

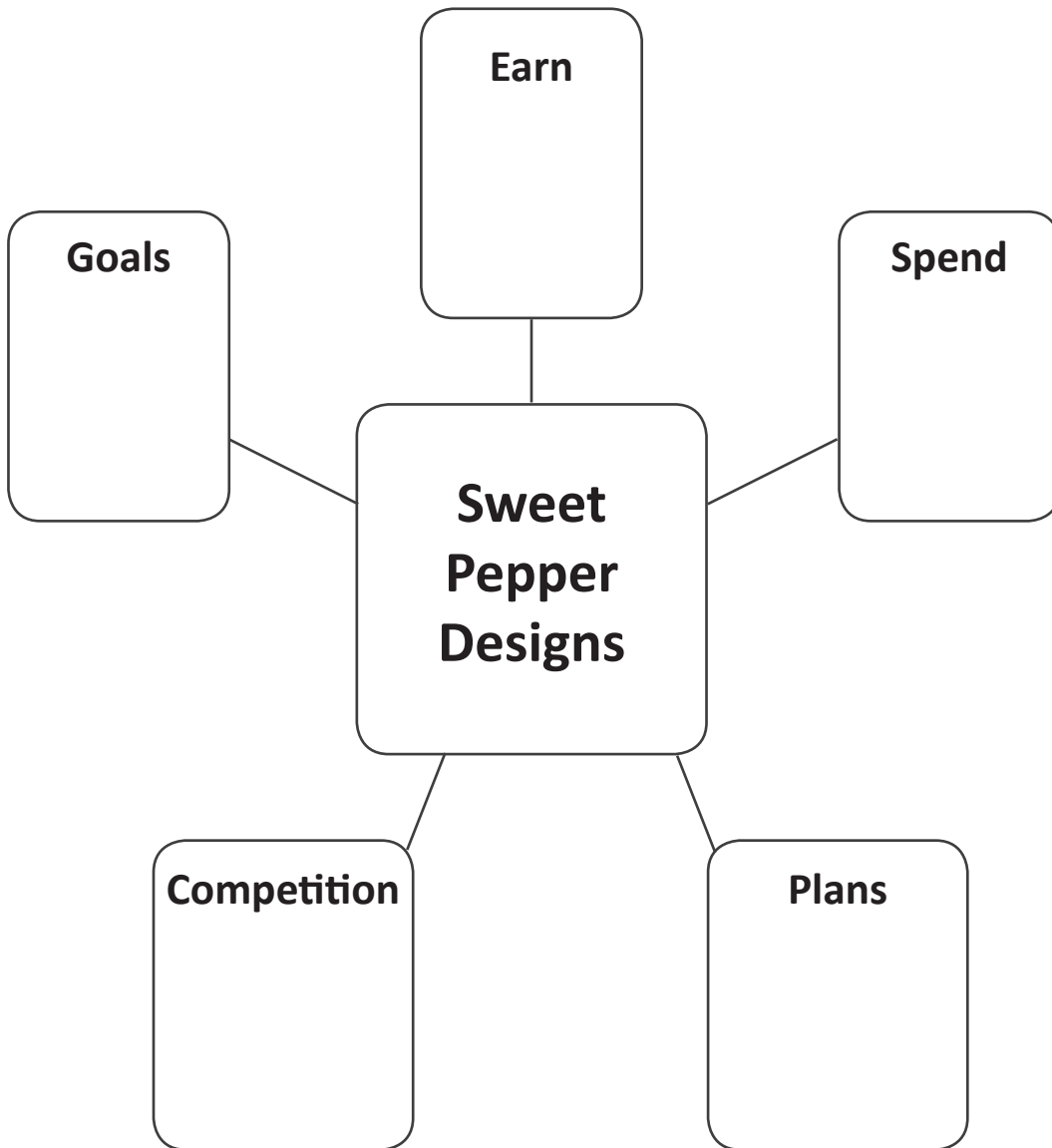


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Sweet Pepper Designs Recording Sheet





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Business Plan

GOAL

Our business goal(s): _____

FINANCES

SPEND We would need to spend money on:	EARN We would earn money by:

COMPETITORS

Explain who might be your competitor (someone who could take business away from you):

FEEDBACK

The feedback our classmates had for our plan was:

REEVALUATE

Based on the feedback we received, how could we change our original idea, so our business might be more "successful?"



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Business Plan (Optional Extension)

Ideas for Pricing:

Marketing Ideas:

Ideas for Creating Variety in Our Product(s):

Resources

Who will we ask to help?

What kinds of help do we need?