



Talk  
with our kids  
about money™

A program of

**CFEE**

CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

# “Virtual Money Fair for a Virtual World”

A fun way to explore the world of money - and win a prize!

## What is a “Virtual Money Fair”?

Simply - it's a video of a money topic that a student or child has chosen, researched, developed an engaging way to talk about it and submitted it to Canadian Foundation for Economic Education (CFEE).

A Virtual Money Fair involves students at any grade level (4 to 8 recommended or up to age 14) selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and preparing a 3 minute video presentation that showcases the outcome of their research and what they learned (very similar to a science fair but about money or money matters). They may choose to use video, PowerPoint, song, storytelling, posterboard, or any format that they wish, but in the end the submission must be in video format for showcasing on the CFEE website and for judging.



It is important that students select topics that are of personal interest to them. Students are most likely to be engaged and learn when they are focusing on something that is of interest to them.

Once complete, students submit their videos on the "Talk With Our Kids About Money" secure website ([www.talkwithourkidsaboutmoney.com](http://www.talkwithourkidsaboutmoney.com)). CFEE will showcase these videos on their website and social media channels throughout the year. In April, CFEE will showcase and judge some of the best submissions by "financial celebrity judges". There will be a first prize award of \$2000 and subsequent 2nd and 3rd place awards of \$1000 and \$500 respectively.

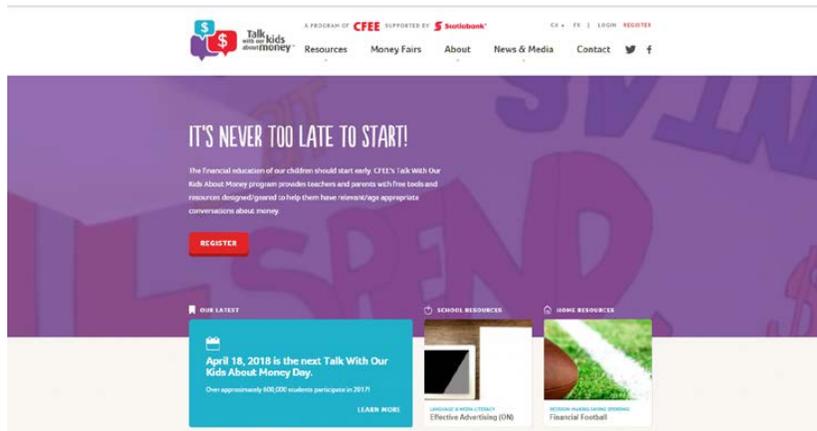
A Money Fair should be a fun, interesting, and engaging activity for students – at the same time as they learn about money and improve their financial literacy and capability.

## Organizing a Money Fair project

A Money Fair should also be a fun activity for parents/guardians and teachers. It is an activity that should be

“student focused and led” so that students do most of the work – work that is hopefully fun and interesting. Parents/guardians or teachers can set up the Money Fair activity by conducting one or more introductory lessons focusing on money topics or even have a conversation with the student about what might interest them with money topics. This can take place in any subject area. For parents/guardians or teachers looking for lesson plan ideas, they can visit the “Talk With Our Kids About Money” website

([www.talkwithourkidsaboutmoney.com](http://www.talkwithourkidsaboutmoney.com)) and find lesson plans which help to integrate money lessons into all subject areas.



### Best to Start with Student Interest – And Topics They Want to Learn More About

As noted, it is important that students select a topic that is of interest to them – but, to help, there is a list of possible topics provided on the next page. IF a student is doing this as part of a classroom activity, once students select their topic, they can complete, and share with the teacher, the brief “Money Fair Topic Form” that is provided here. This Form will let teachers know the topics that students have selected, the key questions that they hope to explore, and what they hope to learn. This will also help teachers ensure that topics selected are appropriate and that not too many students have selected the same topic. This form can also be used by parents/guardians to help their student focus their ideas before proceeding with the research and presentation.



## **Excellent Opportunity for Student Research and Creativity**

Students can be encouraged to undertake various kinds of research – discussions and conversations with various individuals, library and Internet research, student surveys in the school, student conversations with family members, and so on. They can also be encouraged to be as creative as they would like to be in creating their presentations and highlighting what they have learned.

We suggest that you "check-in" with the student at regular intervals to make sure they are on the right track and answer any questions.

## **Opportunities to Learn and Practice Presentation Skills**

Once the research and development time is completed, it is best if time can be allocated within class or at home for the students to make their presentations to their classmates, family members or friends. This provides an opportunity for classmates, friends, family and teacher to ask questions – which will usually provoke some very interesting discussions.

## **Competitive Option Possible – But Not Required**

This year for the first year, we are offering prizes for the top 3 submissions from around the country. There will be the opportunity to win \$2000 for first, \$1000 for second and \$500 for third place. IF your student or child does not want to compete they do not have to. We will have a panel of "Financial Celebrity Judges" who will pick the top three presentations in April 2021. Sample judging criteria is included as an attachment.

This is a way to celebrate the great work that these students have done as well as show the country what students at this age are interested in want to know more about. It may surprise you what they decide to research!

## **Learning Outcome Opportunities**

Through participation in a Money Fair experience, students will have the opportunity to:

- Explore a range of money topics and issues and decide which are of personal interest
- Apply a variety of research techniques to learn more about a selected money topic
- Apply decision-making skills to select information most relevant to their presentation
- Organize their research findings into a clear, coherent, and interest-engaging order
- Apply their creativity to design and create a presentation in any format they would like but eventually produce a final presentation in video format.
- Explain their research findings and conclusions to a variety of audiences
- Discuss a variety of money topics with other students to learn more from their classmates, family and friends.
- Demonstrate improvement in personal understanding of money matters and financial capability.

## Money Fairs Help Instil On-Going Interest in Money – Curiosity – Questions - and Learning More

Overall, experience has shown that teachers, students, parents, and guardians really enjoy organizing and being involved in a Money Fair – and much discussion and learning about money takes place. As importantly, it helps to get students interested in money, asking questions about money, talking about money, and improving their knowledge, skills, and capability. It also is an excellent means by which to get students talking with other students about money – and involving parents and guardians in the learning opportunities. Many parents struggle with understanding many money topics. A Money Fair can help everyone learn more about money.

If you have any questions about the Money Fair Program, or if there are ways in which we might be able to assist you, please contact Carolyn Clark at [cclark@cfec.org](mailto:cclark@cfec.org).



## **LIST OF POSSIBLE MONEY TOPICS FOR STUDENTS TO CONSIDER**

- **Saving Versus Wasting: How to Help the Environment**
- **The cost of owning and caring for a pet.**
- **Credit cards: Good, Bad, How to Use Them Wisely**
- **Money Lessons from \_\_\_\_\_ (movie)**
- **Money Lessons from \_\_\_\_\_ (novel)**
- **Money Lessons from \_\_\_\_\_ (a song)**
- **Sharing Money: How to Help Others – and Who to Help?**
- **Gambling: Understanding the Real Odds of Winning**
- **Watch Out! Avoiding Frauds and Scams online**
- **Keys to Wise Money Management**
- **What are Stocks and Bonds – and How do People Make, and Lose Money**
- **Compound Interest – How It Helps Savings to Grow**
- **The Cost of \_\_\_\_\_ (Dance Lessons, or Playing a Sport, or Learning an Instrument)**
- **The Cost of Holidays**
- **Why Prices Change – and When are Good Times to Buy**
- **How Advertising Can Affect Our Money Decisions**
- **Buying Clothes – Comparing Options and Choices**
- **Eating Out or Eating In – A Comparison of the Costs and Benefits**
- **The Costs of Operating a Car**
- **The Costs of Running a Household**
- **How to Protect Our Personal Information**
- **How Making and Living with a Budget Can Help**
- **Getting Money – How to Plan for a Career and a Good Job**
- **Taxes: What Taxes We Pay and Why We Pay Them**
- **Saving for Prom**
- **Problems People May Have with Money – and How to Avoid Them**
- **What is Used As Money Around the World**

**Others:**

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**MONEY FAIR TOPIC FORM**

**NAME:** \_\_\_\_\_

**What is the topic that you plan to research?**

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**Why did you pick this topic and why is it of interest to you?**

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**What questions do you have now about this topic and that you will hope to answer?**

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**What are some of the ways you will go about researching your topic?**

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**If you have any questions about the assignment, please write them below.**

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# MONEY FAIR REPORT

NAME: \_\_\_\_\_

What is the title of your project?

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What are the most important things that you learned from this assignment?

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\_ What questions did people ask you about your research?

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What helped you most in your research and learning more about the topic?

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Describe what you think of the assignment and if you enjoyed it – and if there are still questions that you have about the topic and hope to explore.

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# MONEY FAIR SCORE SHEET

Topic: \_\_\_\_\_

Students' Names: \_\_\_\_\_

Money Fair Scoresheet \_\_\_\_\_/50 marks

*1. Video Presentation*

Visually appealing  
Connection to topic obvious

1 2 3 4 5 6 7 8 9 10

*2. Engagement*

Video presentation draws in viewer

1 2 3 4 5 6 7 8 9 10

*3. Knowledge of Topic (Key terms)*

Key terms are used correctly in connection to topic  
Topic is understood and effectively relayed in the presentation

1 2 3 4 5 6 7 8 9 10

*4. Creativity*

*Has the student shown creativity in how they presented the topic and also in how they used the medium for presentation.*

1 2 3 4 5 6 7 8 9 10

*5. Age appropriate*

*Is the presentation done in a manner that reflects the age of the presenter.*

1 2 3 4 5 6 7 8 9 10