



**Talk
with our kids
about money™**

A program of

CFFÉ CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

“MONEY FAIR”

A fun way to explore the world of money!

What is a “Money Fair”?

A Money Fair involves pairs of students at any grade level (6, 7, and 8 recommended) selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and preparing a display board that showcases the outcome of their research and what they learned.



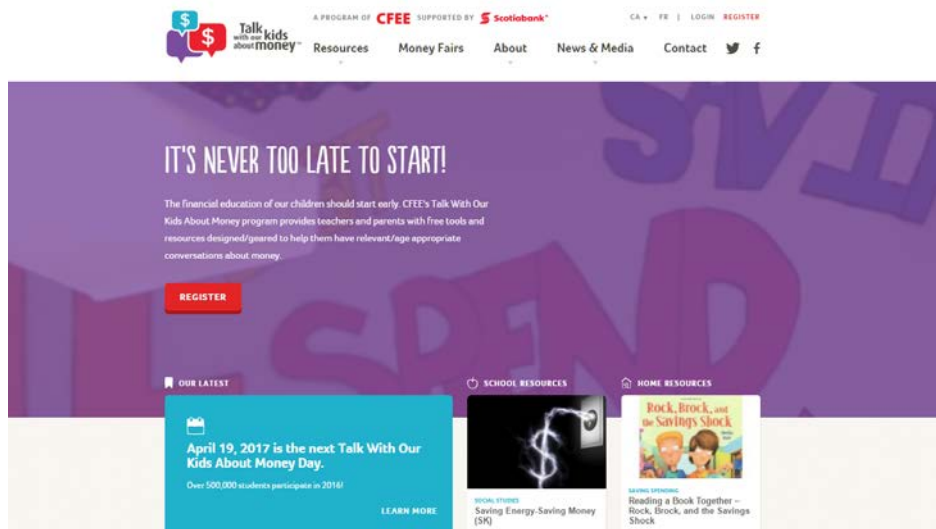
It is important that students select topics that are of personal interest to them. Students are most likely to be engaged and learn when they are focusing on something that is of interest to them.

Once complete, students set up their display boards in a classroom or large open space, so that others can come, visit, and talk with them about their display and what they have learned. Ideally, the school will arrange time for other students to visit the displays and speak with students about the money topic they chose. Also, a Money Fair provides an excellent opportunity to invite parents to the school to see the displays and *talk with kids about money!*

A Money Fair can be an activity that draws attention from the whole school and can help get all students more interested in learning about money – and preparing for their financial futures. 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

A Money Fair should also be a fun activity for 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. Teachers can set up the Money Fair activity by conducting one or more introductory classes focusing on money topics. This can take place in any subject area. For teachers looking for lesson plan ideas, they can visit the “Talk With Our Kids About Money” website (www.talkwithourkidsaboutmoney.com) and find lesson plans which help to integrate money lessons into all subject areas.



The lesson plans are designed to be easy to prepare for, fun to do, involve students in activities, and cover a range of subject areas. Teachers can, of course, use or develop their own lessons to introduce the topic of “money” to students.

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. Teachers can decide whether or not they wish to share some possible ideas with students or let them research and select a topic on their own. 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.



Excellent Opportunity for Student Research and Creativity

Once the topics have been selected and approved, teachers assign a time for completion of the project. 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, and so on. They can also be encouraged to be as creative as they would like to be in creating their displays and highlighting what they have learned. Students may also wish to complement their display with a video, an audio recording, music, etc. – ways to make their display more interesting, have a greater impact, and get their learning message(s) across more clearly.

Teachers can allocate designated times to meet with students to assess their progress, answer questions, offer research tips, and so on.

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 for the students to set up their display and make their presentations to their classmates. This provides an opportunity for classmates and teacher to ask questions – which will usually provoke some very interesting classroom discussions.

It is at this point that teachers can also evaluate the work undertaken by students. They can be assessed on the basis of their display, their presentation, and the completion of the “Money Fair Report” form that is provided here. Teachers can, of course, design, develop and use their own form.

Excellent Opportunity to Get “Money Talks” Started – With Students, Teachers, and Parents

Once the presentation to classmates is completed, it is ideal, as noted, if the student displays can be set up so that they can be seen and discussed with other students, teachers, and parents and guardians who can be invited to the school to see the outcome of the work done by students.



Competitive Option Possible – But Not Required

One option is to include a competitive element in the Money Fair. If this is something that the teacher/school wishes to do, teachers, parents, and guests can be invited to the school to tour the exhibits, talk with the students, and judge the displays on the basis of some designated criteria. This can be a good way to engage members of the community, school partners and sponsors, and parents. Sample judging criteria is included as an attachment.

If this is done, recognition can be provided to the “best” presentations and it may be such that there would be an opportunity for those students to present to the whole school at an assembly – or present on a Parent Night – or some other appropriate occasion.



Opportunity to Reach Out to Local Media and Showcase Student Capabilities

You may wish to use the outcome of the Money Fair as a local media event and invite members of the media, education (school board) and community leaders (mayor, MP etc.) in to see the displays and talk with the students. They may even be part of the judging team if the decision is made to include a competitive element – which is entirely at the discretion of the school staff.

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 construct a display board presentation
- 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
- 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.

Please Share Your Experiences

If you conduct a Money Fair, we would love to see the outcome of it – pictures, video, stories in your local media, letters from students, ... If you have anything to share with us, please go to the “Talk With Our Kids About Money” website and go to the share section and SHARE what happened at your school with us. We would like to post it for others to see.

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 Susan Lennox at slennox@cfee.org.

Thank you for your interest in the Money Fair Program. We hope you will organize a Money Fair at your school and, if you do, we hope it is a huge success!



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**
- **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:

MONEY FAIR TOPIC FORM

NAME: _____

What is the topic that you plan to research?

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

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

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

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

MONEY FAIR REPORT

NAME: _____

What is the title of your project?

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

What questions did people ask you about your research and display?

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

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.

MONEY FAIR SCORE SHEET

Topic: _____

Students' Names: _____

Money Fair Scoresheet _____/40 marks

1. Display Board Presentation

Visually appealing
Connection to topic obvious

1 2 3 4 5 6 7 8 9 10

2. Engagement and Interaction

Student(s) engage in conversation
Presentation, game or video 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

1 2 3 4 5 6 7 8 9 10

4. Written Component

Concise explanation of the project present in the middle of the tri-fold board
Written component is clear and free of errors

1 2 3 4 5 6 7 8 9 10

Judges Briefing Notes

Background

The TWOKAM Money Fair presents a unique opportunity to highlight and celebrate learning that has occurred during the School Program. The purpose of these notes is to provide a facilitator with background to organize and complete a selection process to identify “winners” of the Money Fair.

The facilitator should use these notes to prepare an orientation for:

1. Judges – to be held 15-30 minutes prior to the judging of the event; and
2. Students – to be held after the students have set up their dioramas in a suitable location (library, gymnasium, or classroom.)

Preparation Required

Judges

All judges should be invited to arrive at the location 15-30 minutes in advance of the actual fair. Judges should be briefed in a separate room, adjacent to the money fair. Judges should be provided with a clipboard, judging sheets for **each** diorama, and a pencil/pen. The briefing should take no longer than 15 minutes.

Points to cover:

- Each judge will be required to spend 5 minutes with each student pair/group. (20 groups during the total judging time of 100 minutes.) Start time of 9:00, Orientation for judges from 9:00-9:15, Judging from 9:15-10:55, Conclusion 10:55-11:00
- Each judging session will last 5 minutes. Judges will be asked to stand at a specific display, and then told to “Begin Judging.” The facilitator will begin by timing the first round.

TIP – USE A STOPWATCH

When one minute remains on the stop watch the facilitator will call “One Minute Remaining.” At 5 minutes the facilitator will call, “Time is up, judges please move to your right in a clockwise rotation.”

TIP – USE A BELL OR MICROPHONE TO PROJECT YOUR VOICE

- Review the Judging Form – each presenting group will be evaluated on four attributes, review each:
 1. Display Board Presentation: Is it visually appealing; is the connection to the topic clear?
 2. Engagement and Interaction: Are the students engaged in conversation; does the presentation or display (game, prop) draw in the viewer?
 3. Knowledge of Topic (key terms): Are key terms used correctly in connection with the topic?
 4. Written Component: Are written components clear and free of errors?

Judges should use the rating scale of 1-10, with one being a low score and 10 being high. Each judge should circle the number that best reflects the attributes exhibited by the group AND total up the mark out of 40 before moving on.

- Caution the judges to use their time effectively as they will only have 5 minutes at each group. Remind them that you will be calling for start with “Begin Judging,” and that you will give a one minute warning with “One Minute Remaining.”
- Note that they **must** move to the right when you call “Time is up, judges please move to your right in a clockwise rotation.”
- Ask for questions. Note that the students may be excited, and that this is a great learning opportunity for them. The students have prepared for the judging and will receive a similar briefing.
- Ask them to meet back at the same location where briefing was held to hand in their completed results for tabulation.
- Once briefing is complete leave them to discuss the process and complete the briefing with students.

Students

All students should have their dioramas prepared and set up in a suitable viewing location. The location should provide enough room for display, and conversation. Displaying students should be briefed by the teacher, and ready to present a 3-4 minute overview of their display.

Judging can either take place independently, or as part of an open Money Fair for other students in the school, parents/guardians or other guests.

Points to cover:

- Describe the process for judging. Indicate that the judges are here to learn about their work. Indicate that the judges will start their judging at a set location, and that each judge will spend 5 minutes with them prior to moving to the next display.
- Note that you will be calling out three signals:

“Begin Judging” – indicating that the students should start describing their work/delivering their presentations; the judges will be noting their comments in their evaluation forms.

TIP – IF YOU ARE GOING TO USE A BELL, LET THE STUDENTS KNOW SO IT DOES NOT STARTLE THEM

“One Minute Remaining” – this will indicate that the student presenting should begin to wrap up.

“Time is up, judges please move to your right in a clockwise rotation” – students should stop their presentation, and get prepared for the next round of judging.

- Review the Judging Form – each presenting group will be evaluated on four attributes, review each:
 1. Display Board Presentation: Is it visually appealing; is the connection to the topic clear?
 2. Engagement and Interaction: Are the students engaged in conversation; does the presentation or display (game, prop) draw in the viewer?
 3. Knowledge of Topic (key terms): Are key terms used correctly in connection with the topic?
 4. Written Component: Are written components clear and free of errors?
- Ask for questions.
- Thank them for all of their hard work, acknowledge their excitement, and if required calm down any fears.
- Tell them they will soon learn who the top three displays are, but that they are all winners!
- Once briefing is complete, ensure that the room set up is complete, and that students are ready.
- Return to judging orientation room, and bring judges back to main room.

Process

It is ideal if judging can take place as part of a Money Fair that is open to other students, parents/guardians or guests. This provides an opportunity for the presenters to be continuously engaged.

Note: If judging is done independently of the actual Money Fair there will be down time, unless you have enough judges for each display (i.e. if you have 20 displays, you will need 20 judges. If you only have 5 judges there will be 15 displays with no audience while the 5 judges are engaged).

Step 1 Distribute judges around the room, leaving a gap between each if you do not have the same number of judges as displays.

Step 2 Ensure that you are ready – stopwatch set with the appropriate time.

Ensure that the judges are ready – they are at each display, form and pencil poised.

Ensure that the students are ready – they are focused on the judges and the task.

Step 3 Begin routine “Begin Judging” – start the stopwatch,

- At one minute remaining call out “One Minute Remaining”
- At 5 minutes clearly and definitely state “Time is up; judges please move to your right in a clockwise rotation.”

TIP – BE FIRM, MAKE SURE THE JUDGES STOP AND MOVE TO THE RIGHT
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Step 4 Repeat Step 3 as many times as required.

Note: It is important to monitor progress, especially during the first several rounds to ensure that judges and participants are using their time effectively, and that judges are moving to the RIGHT when time is called.

You may wish to circulate between rounds to monitor both students and judges. Ask “Are you managing the time OK?” or suggest “Remember to keep your comments to the point.” Be sure to check to make sure judges are using the score sheets effectively.

Step 5 When **all** judges have evaluated all displays call time, and provide concluding comments.

- Thank the students, and judges for their great work.
- Indicate to the students that you will be meeting with the judges to tabulate the results, and that they will all learn the outcome shortly.

TIP – TABULATION IS EASIER IF YOU HAVE A SPREADSHEET PREPARED. IF NOT, SIMPLY TOTAL THE FORMS FROM EACH JUDGE FOR EACH DISPLAY AND CREATE AN AVERAGE. IDENTIFY THE 1ST PLACE, 2ND PLACE, AND 3RD PLACE.

Step 6 Lead the judges out of the room, and back to the room where you completed their orientation. Collect their score sheets and tabulate the results.

Step 7 Announce the winners in whatever forum was pre-determined.