



Talk
with our kids
about money™

A program of

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

MONEY FAIR

A fun way to learn about money!

What is a Money Fair?

A Money Fair involves pairs or small groups of students at any grade level selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and preparing a presentation that showcases the outcome of their research and what they learned. Their presentations can take a variety of forms: display board, audio, video, PowerPoint, etc. Creativity is encouraged.



It is important that students select topics and key questions 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 personal interest. They may need some assistance in exploring possibilities but most will find it easy to select a topic.

Consistent with many changes underway or in place in curriculum in Canada, rather than a “topic,” students can select a main or “big” question they wish to explore. In this way, a Money Fair is a great complement to the inquiry approach many educators are taking towards learning today.

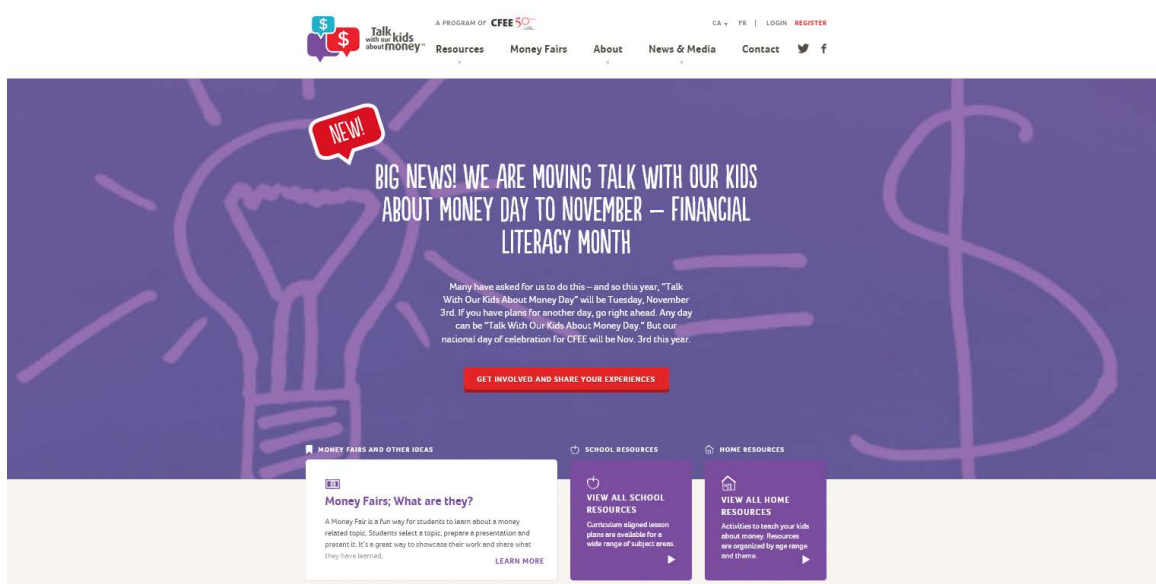
Once complete, students arrange their presentations in a classroom or large open space, so that others can visit, and talk with them about what they have learned. Ideally, the school will arrange time for other students to visit and speak with the students about the money topic they chose. In addition, a Money Fair provides an excellent opportunity to invite parents and community members to the school to see the presentations 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, creative, 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. As noted, a Money Fair fits well with the inquiry approach to learning and the exploration of key questions of interest or that they have always wondered about.

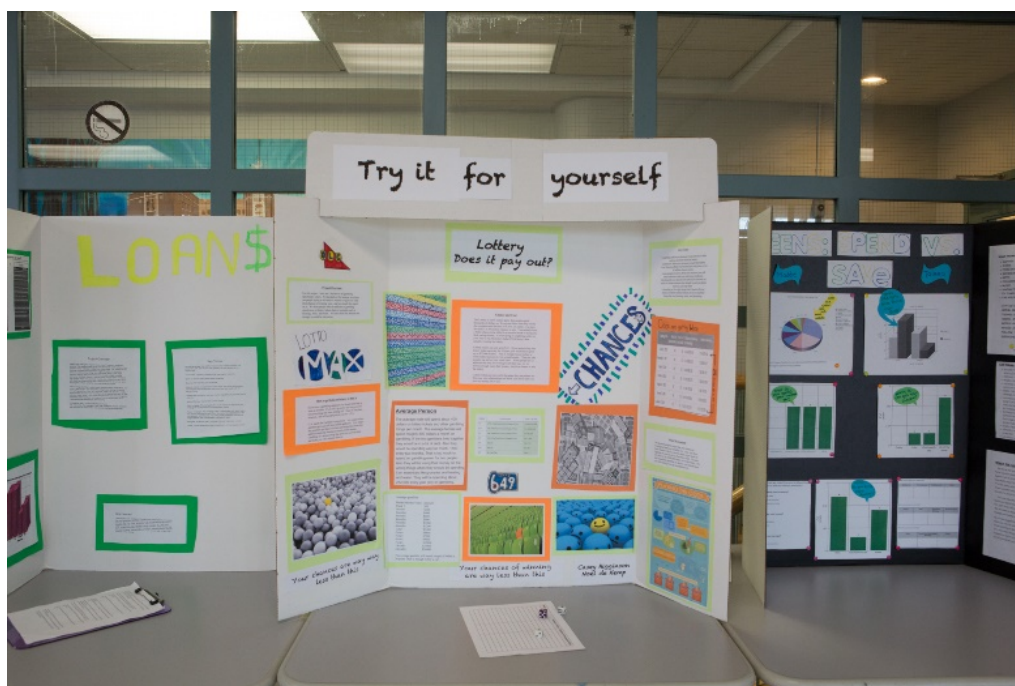
Teachers can set up the Money Fair activity by conducting one or more introductory classes focusing on various topics and aspects of money in the students’ lives. This can take place in any subject area. For teachers looking for lesson plan ideas, they can visit the “Talk With Our Kids About Money” website (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 Questions They Want to Explore – and to Learn More About

As noted, it is important that students select a topic or key question that is of interest to them – but, to help, there is a list of possible topics and questions provided further in this guide. Teachers can decide whether they wish to share some possible topics and questions with students or let them research and make a selection on their own. Once students select their question or topic to explore, they can complete the brief “Money Fair Topic Form” that is provided here with the teacher for review. This Form will let teachers know the topics and questions 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 and questions selected are appropriate and that not too many students have selected the same topic or question.



Excellent Opportunity for Student Research and Creativity

Once the topics and questions have been selected and approved, teachers assign a time for completion of student research and the preparation of their presentations. 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 developing their presentations and highlighting what they have learned. Students may use video, an audio recording, music, etc. – and various ways to make their presentation 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 to 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 – and extend learning as students share information and insights with their fellow classmates.

It is at this point that teachers can also evaluate the work undertaken by students. They can be assessed on the basis of 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 forms of evaluation and assessment.

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 presentations can be set up so that they can be seen and discussed with other students, teachers, and parents/guardians, and community members 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 view the presentations, talk with the students about what they have learned, and judge the presentations 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 to this guide.

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 presentations 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, questions and issues and decide which are of personal interest
- Identify the major and secondary questions they want to try and answer through their research and investigation
- 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 presentation to showcase what they have learned
- Explain their research findings and conclusions to a variety of audiences
- Discuss a variety of money topics and questions 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.

We also encourage teachers to help students to apply technology tools to their presentations. To the extent to which student presentations are in an electronic format, we would like to receive them. We will review those we receive and post a selection of them on our website 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 us at mail@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 QUESTIONS FOR STUDENTS TO EXPLORE

- How do the costs of eating out compare with the costs of eating at home?
- How do the costs of buying a car compare with those of leasing a car?
- What are the different costs involved in managing a household for a family?
- How can working with a budget keep with making good money decisions and staying in control?
- What are the different ways that people can try to steal your identity – and how can we protect against that?
- Why do we pay taxes and what kinds of taxes do we pay? Are there ways to reduce the amount of tax we pay?
- How can our decisions about money impact the environment – positively and negatively?
- What are the costs and responsibilities that go with owning and caring for a pet?
- How is a credit card used wisely to be helpful and not cause problems?
- What money lessons can we learn from (name of selected movie)?
- What money lessons can we learn from (name a selected song)?
- What money lessons can we learn from (name a selected TV show)?
- What are ways in which we can help others with money we have to share or invest in our community?
- What are the ways gambling can impact people’s well-being and happiness?
- How can we protect ourselves from those who want to take advantage of us through frauds and scams?
- How do people make – and lose – money from investing in the stock market?
- How does compound interest affect our ability to save money for the future?
- Why do prices change for goods and services we want to buy and are there times when it is best to buy certain things?
- What are the different ways used by advertisers to impact decisions we make with our money?

Others:

MONEY FAIR TOPIC FORM

NAME: _____

What is the overall question that you plan to research, explore and answer?

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

What further questions do you have now about this overall question and that you will hope to answer?

What are some of the ways you will go about undertaking your research?

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

MONEY FAIR REPORT

NAME: _____

What is the title of your presentation?

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 question you explored?

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

Money Fair Score Sheet

Topic: _____

Students' Names: _____

Money Fair Score Sheet _____ / 40 marks

1. Presentation

- Creativity of presentation
- Visually appealing
- Connection to key question is clear

1 2 3 4 5 6 7 8 9 10

2. Engagement and Interaction

- Student(s) engage in conversation
- Presentation in the viewer
- Demonstrates effective communication skills
- Demonstrates confidence in what has been learned

1 2 3 4 5 6 7 8 9 10

3. Knowledge of Subject Matter

- Key terms are used correctly
- Insights and key learning is shared
- Demonstrates understanding and can answer questions

1 2 3 4 5 6 7 8 9 10

4. Written Material

- Concise explanations are used
- Written component is clear and free of errors – spelling and grammatical
- Conveys what has been learned clearly
- Demonstrates overall good writing skills

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 activity. 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 presentations 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** presentation, and a pencil/pen. The briefing should take no longer than 15 minutes.

Points to cover:

- Each judge will be required to spend 3-5 minutes with each student pair/group. (A judge can interview up to 20 groups during a total judging time of 60-100 minutes.)
- Each judging session will last 3-5 minutes. Judges will be asked to stand with a selected student or pair/group of students, and then told to “Begin Judging.” The facilitator will time the first round.

TIP – USE A STOPWATCH FOR TIMING

When one minute remains on the stop watch the facilitator will call “One Minute Remaining.” At the end of the selected time (3-5 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

- Judges will complete the Assessment Form for the student(s).

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 student(s) AND total up the mark out of 40 before moving on.

- Caution the judges to use their time effectively as they will only have a few minutes at each group. Remind them that you will be calling for them to start by announcing “Begin,” 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 judges to meet back at the same location where briefing was held to hand in their completed results for tabulation. Note: it is also possible for the judging forms to be completed after each judging. Someone can collect completed forms from judges and bring them to a person who can enter the judges’ results.

Students

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

Points to cover:

- Describe the process for judging to students. Indicate that the judges are here to learn about the work students have completed. Indicate that the judges will start their judging at a set location, and that each judge will spend 3-5 minutes with them prior to moving to the next presentation.
- Note that you will be calling out three signals:

“Begin” – 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 and criteria judges will use with students.
- 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 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.

Note: It is important to monitor progress of the judging process, 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.