



Talk  
with our kids  
about money™

A program of

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

# Alberta Provincial Virtual Money Fair for a Virtual World

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

**SUBMISSION DEADLINE: May 23, 2025, 4:00 p.m. MST**

## What is a “Virtual Money Fair”?

Simply - It's a short video of a researched money topic.

A **Virtual Money Fair** involves students, either learning at home or in the classroom, selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and then preparing a creative and engaging video presentation that showcases the outcome of their research and what they learned. We will be getting submissions from across Alberta, posting them on the secure CFEE website and then highlighting the winner announced on the **Virtual Money Fair** webpage.

We will have a team of judges review all the submissions to identify the best. **The top presentations will win \$1,000 - first prize, \$750 - second prize, and \$500 - third prize. Winners will be announced on June 2nd, 2025, at 4:00 p.m. MST.** This contest is limited to students age 8–14 or grades 4 – 9. A participant can only submit one entry within a given year.

A Money Fair should be a fun, interesting, and engaging activity for students at home or at school – 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 the work – work that is hopefully fun and interesting. Parents/guardians or teachers can introduce the Money Fair activity by engaging interest through some fun introductory lessons or activities. The TWOKAM website ([www.talkwithourkidsaboutmoney.com](http://www.talkwithourkidsaboutmoney.com)) has lots of easy-to-do activities and lessons to help you.

For teachers, a Money Fair activity can take place in any subject area since the activity involves application of a wide variety of essential skills. Visit the **School Program** section of our website for ideas. For parents/guardians there is a wide variety of suggested activities that you can engage your child in the **Home Program** section of our website.



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

It is important that students select a topic that is of interest to them. To help them explore possible areas of interest, there is a list of sample topics provided on page 5 of this guide but students should also be encouraged to think of other possibilities. 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 “**Virtual Money Fair Student Organizer**” that is provided on page 6. 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 to help their student focus their ideas before proceeding with their research and presentation. As well, parents/guardians can use it to help guide their own children as they work on a project.



## Excellent Opportunity for Research and Creativity

Students/youth can be encouraged to undertake various kinds of research – discussions and conversations with various individuals in their community, school or family, library and Internet research, student surveys in the school, interview with peers, and so on. They can also be encouraged to be as creative as possible in creating their videos and highlighting what they have learned.

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

## Opportunities to Learn and Practice Presentation Skills

Once the research and video production activity is completed, it is best if time can be allocated within class or at home for them to make their presentations to their classmates, family members or friends. This provides an opportunity for comments, suggestions and questions – which will usually provoke some very interesting discussions and can help them improve their submissions.

## Competitive Option Possible – But Not Required

This year for the first time, we are offering prizes for the 3 best submissions from across Alberta. **There will be the opportunity to win \$1,000- first place, \$750 - second place, and \$500- third place.** *If your student or child does not want to compete, they do not have to.* If they choose to participate in Alberta Virtual Money Fair, they can participate just for the learning experience. You will have to check in on **June 2nd, 2025 4:00 p.m. MST** to learn about the winners! Sample judging criteria is included as an attachment on page 8 of this guide.

A Virtual Money Fair will be a wonderful way to celebrate the great work that youth have done and demonstrate their ability to learn about money and what they want to learn 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 Instill 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 everyone learns from the discussions and activities that take 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 is also an excellent means by which to get students talking with other students about money – and involving parents and guardians in the learning opportunities and resulting in everyone learning more about money, making good money decisions and managing money in life.

If you have any questions about the Money Fair program, or if there are ways in which we might be able to assist you with a Money Fair activity for your kids, please contact us at [debvance@cfee.org](mailto:debvance@cfee.org) or [deborahmacfadyen@cfee.org](mailto:deborahmacfadyen@cfee.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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# VIRTUAL MONEY FAIR - STUDENT ORGANIZER

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

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

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

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

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

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

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## VIRTUAL MONEY FAIR - POST REPORT QUESTIONS

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

**1.What is the title of your project?**

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**2.What are the most important things that you learned from this assignment and how are you going to apply this learning to your life?**

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**3.What questions did people ask you about your research?**

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

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**5.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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# Virtual Money Fair Score Sheet

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

Name: \_\_\_\_\_

Money Fair Scoresheet

\_\_\_\_/70

## 1. Video Presentation

Well organized  
Clear connection to topic  
Demonstrates what is learned

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)

Demonstration of learning and understanding of the topic.

1 2 3 4 5 6 7 8 9 10

## 4. Explanation of how they are going to apply what they have learned.

Does it show impact on the learner

1 2 3 4 5 6 7 8 9 10

## 5. Demonstration of research

What was done to expand learning and understanding - is there a "voyage of discovery"

1 2 3 4 5 6 7 8 9 10

## 6. 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

## 7. 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