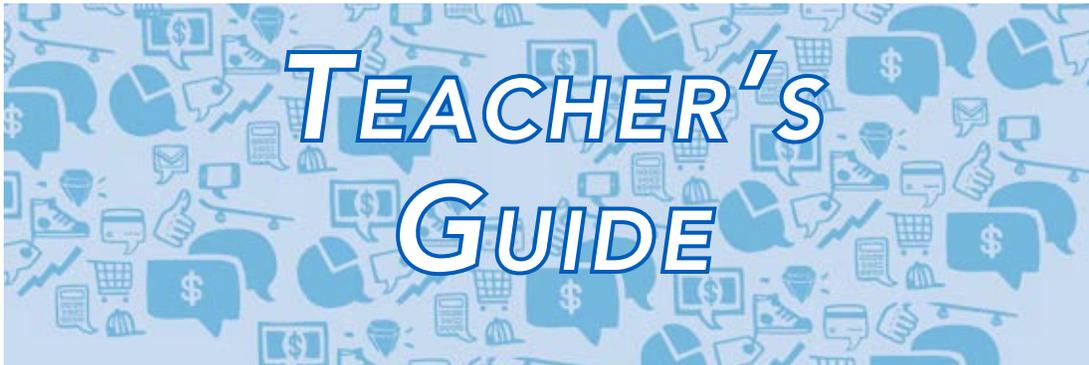




Talk
with our **kids**
about **money**™

A program of

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



by Gary Rabbior, President



Introduction

The Canadian Foundation for Economic Education extends its appreciation to the many school board officials, principals, and teachers who have helped to launch the “Talk With Our Kids About Money Day” in schools in Canada. Financial education and financial literacy have become important components of a student’s basic education—to help prepare for their future financial roles and responsibilities. The Talk With Our Kids About Money Day program can help to bring attention to the importance of talking with our kids about money and working to ensure that they will be able to undertake their future financial decisions with confidence and competence.

CFEE has been working since 1974 to improve economic, financial, and enterprising capability. We are very pleased to see the progress that has been achieved in recent years and the increase in efforts to help our youth to prepare for a successful financial future.

CFEE is also grateful to the educators who have assisted in developing the support resources—those that are being provided on the website—www.talkwithourkidsaboutmoney.com—and in companion resources such as the Teacher’s Guide. **PLEASE NOTE THAT THERE IS A LONGER VERSION OF THIS TEACHER’S GUIDE AVAILABLE ONLINE.**

Our goal is for this program to get the conversations started with our kids about money—get them interested, encourage them to ask questions, and to help them learn. We are hopeful that the Day will provoke and support discussions and activities both in schools and in homes across the country. We encourage teachers, as they are able, to try and engage families in their school activities so that learning opportunity in the home can complement those that take place in school.

We very much encourage those who participate in the program to create their own ideas, lessons, and activities—and, if you do, to use The Talk With Our Kids About Money Day’s website to share them with us so that we can share them with others. But, to get things started, we have developed this Guide for you. Combined with the support information and resources on the website, we hope your participation will be easy, fun, engaging, and valuable—for you and your students.

If you have any questions, or if we can help in any way, please do not hesitate to contact us. We hope you and your students enjoy The Day!

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A. For The Teacher: Some General Q & As

1. *What is the purpose and goal of the program?*

The goal is to focus attention on talking with our kids about money—and to encourage and support parents, guardians, and teachers to start or continue such talks with youth. Canada’s Task Force on Financial Literacy noted that improving financial literacy was a shared responsibility, that it would be a lifelong process, and that it was important for financial education to be provided in our public schools. This project responds to all of these key points. In addition, experts and research indicate that young people can benefit from early discussions about money—to help build knowledge and skills for the decisions they will face. Any day could be “Talk With Our Kids About Money Day” but we are focusing on one day a year—the third Wednesday of April—to “get conversations started” and bring attention to the importance of talking with our kids about money—starting at a young age.

2. *Who is the target audience for the program?*

There is a “**School Program**” and a “**Home Program.**” The School Program targets teachers and students. Teachers from all grades and subject areas are encouraged to participate. However, to make things easier for school and classroom management, the program specifically targets students. Teachers are encouraged to teach a lesson on the Day, relevant to their subject area, with a focus on a money topic. The Home Program supports parents and guardians with children of all ages.

3. *If my colleagues teaching different grades want to participate, can they?*

By all means! Our hope is that all teachers in a school may be willing, on the Day to have a talk (lesson) about money. At the same time, any number of teachers from a school can choose to participate—from one to all. Targeting a single grade is to try and make it easier for schools to organize and manage participation. However, there is nothing to stop any teacher at any grade level with participating in Talk With Our Kids About Money Day—and we encourage any interested teacher to do so!

4. *How do I register for the program?*

Go to www.talkwithourkidsaboutmoney.com and click on the word REGISTER. You can register as an Educator or Parent/Guardian. Once you have filled in the required information, you will have the ability to access all of the lesson plans. You will be able to select and save the lesson plans to your favourites, edit your profile, and change your password.

5. *How are schools and teachers being supported?*

Lesson plans for a variety of subject areas have been developed as examples and suggestions and are on the website (www.talkwithourkidsaboutmoney.com)—and more will be added over time. Our goal is to provide teachers with options and choices. Circumstances and realities vary in every school and every part of the country. We encourage teachers to create their own ideas or adapt those that we have provided to suit their needs.

The lesson plans developed have been linked to the provincial curriculum. On the website, when a teacher registers, he/she will be provided with the sample lessons provided for the province where the registrant lives. Access is also provided to the lesson plans for other provinces as reference and for further ideas. Lesson plans have been developed with the aim that they will not require much preparation, and

will be fun, engaging, and educational for students and teachers. The website, designed to support the program and teachers, provides online access to additional information, ideas, resources, teacher’s guide, and tools. The website also provides an opportunity for teachers to post questions if they require further assistance.

6. How are parents and guardians being supported?

The “Talk With Our Kids About Money Day” website provides parents and guardians with ideas, activities, tools, resources, etc. to help them engage their kids in talks and activities about money on the “Talk Day.” The support resources are organized by age range—e.g. ages 5–7, ages 8–10, etc. There are ideas for activities in the community, day trips that could be taken, games, activities, music, TV shows and movies to watch, etc.

We recognize that the interaction of a parent/guardian with a child is different than that for a teacher—and the ideas, activities, etc. aim to reflect that to make the suggested “talks” and interactions fun and engaging for both parents/guardians and their children in a way that is comfortable and “fits” with the parent/child relationship. Participating schools are encouraged to send home and share information with parents/guardians about the program in the hopes of getting families engaged and supporting the efforts of teachers at school.

7. What is the cost to participate in the program?

There is **no cost** to a teacher, student, parent, or guardian to participate.

8. Is the program available in English and French?

Yes—all aspects of the program are in English and French.

9. Will this be an annual program and, if so, what will determine the date each year?

Yes—this will be an annual event and will take place on the third Wednesday in April.

10. Will there be help available throughout the year or just on the “Day?”

Yes—as noted, any day can be “Talk With Our Kids About Money Day.” While we are focusing on a single day to draw attention to the importance of talking with youth about money and money matters, parents, guardians, and teachers on any day can, and are encouraged to, have such a talk or to continue a talk that has been started. The “Talk With Our Kids About Money Day” website will be up and active all year long to support any and all who wish to help our youth by talking with them about money—and helping to prepare them for their financial future.

11. Who is “The Canadian Foundation for Economic Education?”

CFEE was created in 1974 and is a charitable, non-profit, non-partisan organization working to support improved economic and financial literacy in Canada as well as the development of enterprising skills. More information is available at the CFEE website—www.cfee.org. CFEE did research for the Task Force on Financial Literacy and is working with a number of the provinces to integrate financial education into the core curriculum. The “Talk With Our Kids About Money Day” will support teachers in helping to address provincial efforts or mandates to integrate financial education into the curriculum.

B. Setting Your Sights: Exploring the Interest of You and Your Students

What to Teach

In one day, for Talk With Our Kids About Money Day, the sky is practically the limit in terms of what you could choose to talk about. The online version of the Teacher’s Guide provides a lengthy list of possible topics for the Day that you could consider. The list shown there is not intended to overwhelm but rather to provide a quick fertile field for your exploration and creativity. The list provides some quick examples of topics you may want to talk about with your students. If you are looking for a topic for discussion, take a quick look at the list and see if anything jumps out. We have more ideas in this Teacher’s Guide, and there are also some complete lesson plans on the website. But the list can help get your thinking started—if you are wondering what possible topics to discuss. (www.talkwithourkidsaboutmoney.com)

What If You Want To Do More?

If you have the opportunity to go “beyond the Day” and integrate more financial education into your course or subject area, and wish to do so, we have resources to help. CFEE is working with a number of provinces to integrate financial education into grades 4-10. This program is called the Building Futures Program and work is underway in Manitoba, Saskatchewan, and soon Alberta. The work is most advanced in the province of Manitoba. Each province will have its own separate website.

If you visit the “Building Futures in Manitoba” website, you will find a complete outline of a basic financial education program. You will find a “Learning Framework” identifying the target areas of knowledge, skills, and behaviours to integrate at each grade level and various subject areas—although, in this case, the courses and outcomes identified are for Manitoba. You will find Teaching Units to support teachers with integration. And you will find additional links and resources for teachers who are teaching students about money. If interested, you can visit the website at www.buildingfuturesinmanitoba.com

C. Some Possible Activities Prior to The Day

An Introductory Talk With the Class

Prior to Talk With Our Kids About Money Day, you might want to have a general talk with the class about the upcoming day, explain to them what it is, and make them aware of what the day is for and what it hopes to accomplish. There is a Handout in the Appendix of the online version of the Teacher’s Guide that is provided for you if you wish to use this with your students.

Prior to the Day: Getting Some Student Feedback and Ideas

In setting the stage for the Day, you might want to seek some feedback and ideas from students as to what they might like to talk about or learn about on Talk With Our Kids About Money Day. This will help you align the Day with what is of interest to your students. There is a Handout in the Appendix of the online version of the Guide that is provided to support you if you want to seek some input and feedback from your students.

A Favourite Book, Movie, TV Show, Video or Board Game, Website, or App About Money

In advance of the Day, you might want to ask your students to think about, and identify, a movie, TV show, video game, website, app, or book that deals with money. You can ask them what the key message is that they got from watching the movie or TV show, using the app, visiting the website, playing the game, or from the book they read. If you collect these in advance, you could take time on the Day to discuss some of the “lessons” that could be learned from the experiences that the students have had.

A Note Home: Engaging Families

It would be a good idea, if you can and if you wish, to try and engage the “home” with the Day’s program. Encouraging families to talk with their kids about money and activities at school can be a catalyst for this. Teachers are usually very sensitive to the home situations of students and how to avoid students feeling awkward or embarrassed. But there are many chats that can be had at home that don’t have to deal with how much money people have, who has more money than others, etc.—the kind of topics that can be awkward for parents/guardians.

As we said, you know your students and their situation best—and how best to handle any links to the home. But, if you can, we think it will be valuable to get “Mom” and “Dad” or “Uncle” or “Aunt” or “Grandma” or “Grandpa” ... involved in talking with their kids about money. The list of topics previously provided includes many that could be discussed regardless of an individual’s or family’s financial status or situation. Even as simple as helping their children with the exercise above—identifying a movie, TV show, book, website, game, etc. that deals with money—and the lesson one could learn—is one that all families could help with and not feel any discomfort about the topic.

In the end, one of the goals is to help break down barriers that stand in the way of families talking with kids about money—and helping kids learn before making mistakes—even if we can help them learn from the mistakes that we made.

If you can reach out and engage families in the Day, we think this would be some real value-added from the program. In the Appendix of the online version there is a sample letter home if you would like to use it—and feel free to change/adapt it as you would like.

Getting the Community Involved

For your activity for the Day, you might want to invite in a guest speaker—or more than one guest from the community to meet and talk with the class. The options for this are many and will depend on the community, your interest, the interest of your students, and the availability of “guests.”

Examples could include:

- Someone from a local financial institution could come in to talk about how banks work, the services they offer, the kinds of bank accounts there are, etc.;
- An employer who could talk about what they look for in their employees, how workers are paid and earn income, what’s in a paycheck, deductions from a paycheck, benefits that workers can receive, etc.;
- Someone from a retail store could come in to talk about how prices are set, why they change, and how stores use credit and debit cards;
- Someone could come in from a local agency that works with people who are in need and how people help—and can help;
- Someone could come in from the local government offices to talk about taxes and what is done in the community with the tax dollars that they receive;
- Someone from a local college or university could come in to talk about the costs of future education;
- Someone from Junior Achievement or another similar organization could come in to take about basic budgeting and the costs of running a household;
- Someone from a local financial institution could come in and talk about the ways in which money can be saved, the concept of interest, and how compound interest works.

There are all kinds of possibilities—and, as before, you will now choose the best in terms of your students’ interest and the resources available in the community. Having one or more guests invited to the classroom on the Day could be one activity to consider. If you do, it may be helpful to share with students the guest or guests who will be coming in and ask them to prepare questions they would like to have answered. Sharing such questions with the guest(s) can help them fit their comments to what is of interest to the students.

In the Appendix of the online version of the Teacher’s Guide there is a sample letter of invitation that could be used to invite a guest to the class for the Day.

Money in the News

Another way to prepare students for the Day, and get them engaged, would be to have them monitor the “news,” in all its forms these days, for a few days or a week in advance of the Day, to watch for stories about money. You could have students pin to a board in the class each day stories that they have seen or heard about. They could post newspaper stories or simply a line or paragraph on a card describing what they heard. You could ask them to include one question on each posting asking something they would like to know about. This could build up to a “collage” and, if you like, you could use the collage to prepare for the Day and talk with students about some of the stories or items they heard about and posted in the collage—drawing on their questions to help guide the discussion.

A “Money in Your Life” Log

Another possible idea or way to prepare for the day is to ask each student to keep a log for one day, a few days, or a week of all the times, instances, or circumstances, that they encounter with money—a subway ride, buying gum at a store, shopping for groceries with parents, going to the bank or an ATM, buying an app or something from i-tunes, and so on. On the Day, or on some other occasion, draw upon the students’ experiences to make a list of all the ways in which money enters into people’s daily lives. You can then draw upon these experiences to seek questions from students about their “money encounters” or you can pose a series of questions to them to provoke discussion.

How Can We Help?

One thing many students are interested in is how to help those who are in need. Students often have a desire to learn more about why some people are homeless, struggle to feed their families and use food banks, etc. This can be a more challenging area for teachers to venture into with their students in terms of talking with students about money—but they are often interested and the questions they often have are important ones to discuss. It won’t be the choice of all teachers, but one option, in preparing for the Day, could be to ask students to think about those in their community who are in need—and to learn more about how people are able to help others if they can—and challenge students to think of ways that people could help others in need—perhaps ways that have never been thought of before. Talking with students about how they could help others can help set the stage for things they may do later in life when they may have the opportunity for time, money, effort, and ideas to help others in need of help. This topic can also include looking into, and discussing, how governments try to help those in need of assistance.

Money Meets the Environment

Another possible activity would be to ask students, in advance of the day, to think about, observe, and note ways in which money decisions can hurt or harm the environment—and how they can help improve or sustain the environment. Many of the money decisions and actions we undertake can have an environmental consequence—positive or negative. The Day can provide an opportunity to get students thinking about this—and to think about how they can make decisions, and undertake actions, that can have a positive, rather than a negative, effect.

D. The “Lightning Round”— Some Quick Ideas for the Day

The Talk With Our Kids About Money Day website provide you with additional support beyond what you will find in this Teaching Guide including complete sample Lesson Plans. We encourage you to go to www.talkwithourkidsaboutmoney.com and take a look at the lesson plans and other support resources that are provided for you there. You will also find there a significantly longer version of the Teacher’s Guide that provides additional support and ideas for teachers who are looking for such.

But to help get your creative juices flowing, let’s “Play the Lightning Round”—that is, let’s look at some quick ideas for what you could do—or talk about—on “Talk With Our Kids About Money Day.” You could probably come up with a variety of ideas on your own—and you may have already. As we noted, you know your students best. And, if you have your own ideas, we are encouraging you to share them with us via the website. But, if you are looking for some quick ideas, here are some for your consideration—listed by subject area.

Arts Education

- Ask students, prior to The Day, to research and find a favourite song about money and, on the Day, either arrange a way to play the chosen songs or ask students to bring in the lyrics. From a sample of the songs selected, discuss the messages conveyed in the songs. Discuss the influence that songs can have on how people think, what people do, and how people can learn. Sample songs could include the following. You can identify others and challenge your students to do so as well.
 - “I Hope You Dance” by various artists including Lee Ann Womack
 - “Material Girl” by Madonna
 - “Can’t Buy Me Love” by The Beatles
 - “Taxman” by The Beatles
 - “9 to 5” by Dolly Parton
 - “Money” by The Flying Lizards
 - “Money, Money, Money” by ABBA
 - “She Works Hard for the Money” by Donna Summer
 - “Independent Woman” by Destiny’s Child
 - “Cats in the Cradle” by Harry Chapin
 - “The Gambler” by Kenny Rogers
 - “Money” by Pink Floyd
- Have students, in groups, create a song with a “money message” and share their song with the class.
- Discuss the factors that affect the price of art and why the prices for various artworks vary so dramatically.
- Discuss art as an investment—and what investing is and how investments can make money—and lose money.
- Discuss the importance of respecting “copyright” and the impact of downloading songs, videos, etc. illegally. What goes into making a record? And what if people can’t earn a living from the returns from their music or movies?

- Have students act out a role play exercise to convey a problem that many youth have with money—and how they could overcome the problem.
- Discuss the challenge of earning a living via a career in the arts? What are the challenges? What are the opportunities? How can those with a passion for the arts aim to be able to earn a living from a career where they can apply their passion?
- Ask students to watch the “Money Dance Routine” from “So You Think You Can Dance” on YouTube and analyze the interpretation of the song by the choreographer. www.youtube.com/watch?v=otNdHqj0AxE
- Challenge students to draw a picture conveying a money message for youth—either what to do—or what not to do—and create a class display board of the collection of artwork for each set of messages

Health and Physical Education

- Exploring their personal skills—have students go to the “Mentors, Ventures, and Plans (MVP)” website (<http://www.mvp.cfee.org/>) and use the quizzes, personal surveys, etc. there to explore their entrepreneurial interest and potential.
- Discuss personal motivation—what are the factors that motivate you—to do what you do—to make the decisions you do—to act in the ways that you do? What affects your decisions about money—positively and negatively?
- What are ways to earn a living from employment that entails an active, healthy lifestyle that is part of the job?
- How to put together a plan to achieve a goal? How would this relate to a “financial plan” to achieve a financial goal?
- In protecting personal safety and well-being, how does insurance help people to protect their possessions, their income, and the well-being of loved ones?
- How can young people protect their personal information, PIN numbers, money, and identity from those who might want to do them harm in some way—and how can a person guard against being a victim of a fraud or scam?
- What impact can money, and money problems, have on personal and family stress and anxiety—and create problems? How can people manage their money to avoid stress, anxiety, and personal problems?
- What does it cost to have a healthy lifestyle? What about those who cannot afford a healthy lifestyle? What is the consequence of that? How can government and others assist them?
- What can be the impact of a poor diet and unhealthy living on a person’s chances of getting a job, keeping a job, and earning an income? What can be the impact on society if many people are not able to afford healthy living?

Language

- Have students create a poem conveying a message about money—share the poems with the class and discuss the messages conveyed.
- Search the web for “poems about money” and select one, two or a few and read poems to the class with a money message or theme and analyze the messages conveyed.
- Bring in a credit card statement or similar financial document, with personal information removed or hidden, and discuss the language used on many financial documents—and how many people have trouble understanding the level of language used. Talk about credit cards and the pros and cons of credit cards. Refer to the CFEE publication *Money and Youth* (www.moneyandyouth.cfee.org) for a summary of the pros and cons of using credit.
- For Media Literacy, discuss advertising and advertising techniques (see “Money and Youth” for a summary of advertising techniques. Discuss the role and purpose of advertising, how advertising aims to influence decisions, etc. Ask students to bring in “good ads” and “poor ads”—their opinion—and make a class board of the ads selected and discuss the advertising techniques—and how youth can make decisions with careful consideration of the impact of advertising. Discuss other factors that affect their buying decisions—peers, family members, ego, etc.
- Discuss how social media is having an impact on “trends,” buying decisions of youth, what’s “in” or “out,” etc. How is social media impacting youth and their money decisions?
- Discuss and explore the way the internet is being used by some for frauds and scams to try and take people’s money.
- Create a “Facebook” page with messages for youth about how to manage their money and make good money decisions.
- Prepare a multi-media report on “A Money Guide for Youth” that could be presented to groups of students in the school at an assembly.
- Have students work in groups to create an ad for a product and present their ad to the class. Discuss what the goal of the ad was and how it sought to influence people.
- Create a title and brief description for a play about money and assign groups of students the task of writing, and role-playing a particular scene that will convey a specific message, problem, opportunity, etc.

Math

- Discuss and ask students to identify all the various ways in which “mental math” can come in handy when making money decisions—e.g. if told a price for an item *with taxes* and how to quickly calculate if that is approximately correct. How to determine a tip at a restaurant. How to determine if it is better to pay more for a bigger size of a product.
- Discuss and ask students to identify how math comes into various decisions around the home that relate to money—e.g. how many cans of paint to buy to paint a room, how much gas it will cost to take a trip, how to work out a monthly budget for food, how to cut back on expenses to save a certain amount of money, how to calculate the approximate cost for post-secondary school, how long it will take to save for something that is wanted—e.g. computer, ipad, etc.
- Talk about interest and provide examples of the cost of a loan at different rates of interest and discuss some of the factors that can affect how much interest a person may have to pay on a loan.
- Discuss “compound interest” and provide illustrations of how compound interest can help people save to achieve their goals. Talk about goals that they may have in life.
- Work out a sample household budget with students to show the kinds of expenses that households incur—and how much it takes to operate a household.
- Have students “track their expenses”—and where their money goes—for a week prior to The Day and then talk with them about whether they were surprised, after the week, to find where it was going and if they are likely to change how they use their money now that they know where it has been going.
- Have students develop and implement a survey among students in the school on a money topic and prepare a report and present it to the class. (e.g. do students think financial education should be mandatory; what do students think should be taught about money; what do students think are the “money problems” youth most frequently encounter; what advice would students offer as important to help youth make good decisions with their money)
- Have students create and conduct a survey to demonstrate how “bias” can occur in a survey and that might mislead people with the results.
- Work with students to determine the odds of winning at various lotteries that are run by the government—or the odds of winning at Roulette. Discuss the pros and cons of legalized gambling, lotteries, and casinos and the problems this can generate for some people and families.
- Discuss with students the various ways in which money decisions and actions can have an impact on the environment—both positive and negative.
- Discuss the economic challenge of needing to use resources to produce goods and services that people need and want, and generate incomes for people through employment with sustaining and improving the environment.
- Conduct the “Survival” simulation that is provided in the online version of the Teacher’s Guide, which illustrates many basic economic concepts for students such as economic resources, production, efficiency, specialization, and distribution.
- Discuss how our transportation decisions—cars, public transport, buses, subways, bicycles, etc. can affect the environment—the costs of each—and why people make the decisions about transportation that they do.

- Have students create a multi-media presentation on a money topic.
- Discuss with students ways in which energy can be saved at home to save money and help the environment.
- Challenge students to create a unique design for, and then on the Day construct, a unique “piggy bank structure”—that is, a unique way to save money.
- Discuss with students how to assess the quality and durability of various products (e.g. jeans, shoes, cell phones, purses/wallets) and why this is important, how it can affect costs, and how it can affect buying decisions. Discuss what goes into good buying decisions.
- Discuss the various ways in which economic activity generates CO₂ and the possible actions that could be taken to reduce CO₂ emissions.
- Discuss the infrastructure problems and challenges that countries like Canada and the United States face in terms of roads, bridges, public transportation, etc. and where the money comes from for such investments and what this may mean for the future with so many in need of repair or replacement.

Social Studies

- Use the fur trade as an early example of how people exchanged goods with one another to get the things they needed and wanted. Discuss how this becomes complicated as an economy advances and the role that money serves to make exchanges, and setting prices, easier.
- The “Survival” simulation, noted in the section above, can also be used in social studies and illustrates many basic economic concepts for students such as economic resources, production, efficiency, specialization, and distribution.
- Conduct a lesson on what has been used in Canada as money—right up to the new currency. Discuss the roles of money, what we use as money, and the concept of the “purchasing power” of money and how the purchasing power of money is reduced by rising prices (inflation.)
- Ask students to research and bring to class on The Day a brief biography of a famous Canadian entrepreneur and be able to discuss the contributions that this individual made to Canada.
- Ask students to research and bring to class on The Day examples of Canadian inventions and innovations and discuss the important role of innovation in our economy.
- Discuss the changes and evolution of the role of women in Canada’s economy and society from the early days to the present.

A decorative blue banner at the top of the page features various white icons related to finance and technology, such as a smartphone, a shopping cart, a speech bubble, a pie chart, and a dollar sign. The word "Conclusion" is centered in white text on this banner.

Conclusion

We hope you have found this Teacher’s Guide to be helpful. There is, as noted, a longer version of the Guide available online that contains the Handouts referred to here and also additional activities and resource materials. The website has much more.

We hope you and your students enjoy the Day. We hope it inspires you to do more to help improve the financial literacy—or capability—of your students. If CFEE can help in any way, please let us know. Our goal is to help prepare youth for the future and assist them to acquire the confidence and competence to undertake their future financial roles, responsibilities, and decisions in a way that will help them to build a successful future—however they wish to define success. You are in direct contact with youth and so the best way we can help is to help you. So please call upon us any time. We are anxious to help.

All the best—and have a great Day!

“Tell Us What You Think—And What You Did”

The Canadian Foundation for Economic Education (CFEE) is very anxious to hear from you—how things went, what you did, suggestions you and your students may have, and so on. We would greatly appreciate it if you could take a moment to complete the following and return it to us after the Day. This Form is also part of the online Teacher’s Guide and you can complete it online as well. Thank you very much.

Name: _____ School: _____

Location: _____

Email: _____ Phone: _____

1. Did you and your students participate in “Talk With Our Kids About Money Day?”

Yes ___ No ___

If No, why not: _____

If yes, how would you rate the success and enjoyment of the day on a scale of 1–10 (1= Wouldn’t Do It Again; 10 = A Great Day) _____

How many students participated in The Day? _____

2. Did other teachers in your school participate? Yes ___ No ___

If yes, approximately how many other teachers participate and at what grade levels?

3. Can you briefly describe for us what you did with your students on the Day?

4. Did you receive a Teacher’s Guide in advance of the Day? Yes ___ No ___

If yes, please rank the quality and usefulness of the Guide on a scale of 1–10 (1 = Very Poor; 10 = Excellent). _____

5. Are there recommendations you would offer to improve the Teacher’s Guide to make it more valuable and useful for teachers?

6. Did you visit and make use of the "Talk With Our Kids About Money Day website?"

Yes ___ No ___

If yes, please rank the value and usefulness of the website on a scale of 1–10

(1= Very Poor; 10 = Excellent). _____

Are there suggestions you would like to offer to improve the website and make it more valuable and useful for teachers?

7. Did you try and involve the home and families in the Day's activities? Yes ___ No ___

If yes, can you please share briefly with us some feedback on how you did this and how it worked out?

8. How did you hear about "Talk With Our Kids About Money Day?"

Mailing to the school or online notice: ___

School Principal: ___

Board mailing or online notice: ___

The Media: TV ___ Radio ___ Newspaper ___ Internet ___ Facebook ___ Twitter ___

Other ___

Colleague at school: ___

Other: _____

9. Are you likely to do more in the area of financial education with your students—or leave it at the Day?

Just the Day: _____

Other activities:

10. Are there any other comments or suggestions that you would like to share with us about the "Talk With Our Kids About Money Day" Program and how we could make it better in the future?

Please fax your form to Susan Lennox at CFEE at 416-968-0488 or you can scan the form and return it to Susan at slennox@cfee.org