

Servicing the Community – Bank Tellers

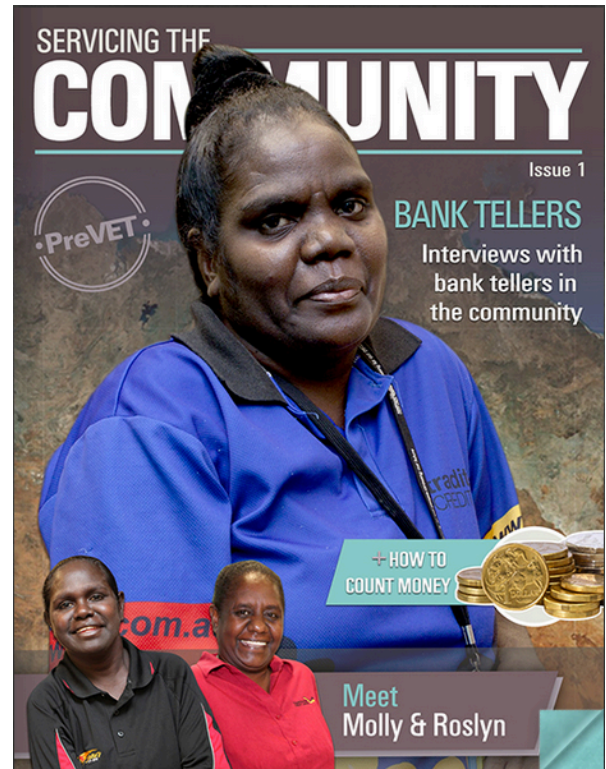
This module gives students examples of how they can have a job servicing the community.

Magazine with activities

Raelene and Roslyn are Member Service Operators for TCU in Darwin and Molly works for ALPA in Ramingining. Their jobs involve looking after people's money in banks and at the store.

Students will learn:

- the type of work tellers do to service the community
- the paperwork and identification required to open an account
- how to count coins and notes, and balance and calculate a float
- completing a withdrawal slip
- counting back the correct change.



Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [5a-curriculum-mapping.xlsx](#)

Australian Curriculum Prior Learning

- English: Receptive mode – Students compare and analyse information in different texts, explaining literal and implied meaning.
- Mathematics: Students represent money values in various ways. They correctly count out change from financial transactions.

T-9 Net Diagnostic Continua



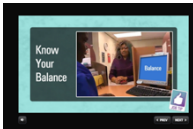

- Reading: Breaking the written code, Making meaning, and Using text.
- Numeracy: Operating & Calculating, Understanding numbers and how they work.

Australian Core Skills Framework

- Reading, Oral Communication, Writing Levels 1-3
- Numeracy Levels 1-2

Overview of 5A Bank Tellers – Activities

See [m5a-transcript-answers.pdf](https://www.5a.com.au/m5a-transcript-answers.pdf) for Activity Answers, [m5a-quiz-answers.pdf](https://www.5a.com.au/m5a-quiz-answers.pdf) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Opening an Account		<p>Learn about the paperwork and types of identification required to open an account and make a deposit.</p> <p>Key points:</p> <ul style="list-style-type: none"> - Using a 100 point identification system - Reading and completing an application form - Reading reference brochures to select an account type <p>Activity Worksheet: bank-account.pdf</p>	<p>I.D.</p> <p>Transaction</p> <p>Interest</p> <p>Deposit</p> <p>Budget</p> <p>Confidentiality</p> <p>Gross Pay</p> <p>Net Pay</p> <p>Superannuation</p> <p>Account</p>	<p>There is a link to the <i>Working with Children</i> website for identification requirements. As a teacher it could be a good opportunity to discuss with the class what working with children is and how every teacher, aide, etc. in their school has had to produce this 100 points of I.D.</p> <p>There are many links to the bank's information on various accounts. Teachers may like to be more specific with directed questions for the students depending on their level when reading these links.</p> <p>Have students compare/research other institutions, accounts and interest rates.</p>	<p>5A.S3.G1.1 Cashed Up</p> <p>5A.S3.A5 Identification Vocabulary</p>	1, 2, 3, 4, 10
A2 Counting Money		<p>Counting money and checking it against the paperwork.</p> <p>Key points:</p> <ul style="list-style-type: none"> - Using counting strategies with coins - Using counting strategies with notes - Matching cash amounts to written requirements 	<p>Float</p> <p>Register</p> <p>Accurately</p> <p>Sanitizer</p> <p>Folds</p> <p>Bundles</p> <p>Coins</p> <p>Notes</p>	<p><u>Money Swat</u> The game has the students using a fly swatter to hit the whiteboard. If it is an interactive board there may be some concern over actually hitting the board. Students could mark the money with an X instead.</p>	<p>5A.S3.G2.1 Bingo</p> <p>5A.S3.G3.1 Money Swat</p> <p>5A.S3.G4.1 Rolling in the Dough</p> <p>5A.S3.A1 Counting Money</p>	5, 6
A3 Spending Money		<p>How to withdraw money from the bank, and counting change back correctly at the store.</p> <p>Key Points:</p> <ul style="list-style-type: none"> - Withdrawing an amount of money - Counting change from a purchase <p>Activity Worksheet: counting-change.ppt</p>	<p>Withdraw</p> <p>Withdrawal</p> <p>Balance</p> <p>Tendered</p> <p>Account</p>	<p>Before the students try 'counting back' the change, there is a power point in the <i>More info</i> link. This would be good to do as a class. This is an excellent activity to have students practice with fake money.</p> <p><u>Cashed Up</u> For money teachers could use the resource sheets from Rolling in the Dough – this activity has \$10, \$5 and coins. Or - Play money is available from educational supply stores. It is also readily available on eBay. This game could be extended to an actual game of Monopoly as a reward for students.</p>	<p>5A.S3.A2 Jungle Coins</p> <p>5A.S3.A3 iCan Count Money Australia</p> <p>5A.S3.G1.1 Cashed Up</p>	1, 7, 8, 9
Lesson – Sausage Sizzle		<p>In this lesson, students conduct a sausage sizzle (or similar) in order to explore money skills in a real-world environment.</p>	<p>Denominations</p> <p>Float</p>	<p>Have students prepare percentage discounts on prices before they sell – in case they have sausages left over that they need to get rid of.</p> <p>Have students research the best place to buy their sausages – e.g. supermarket vs butcher.</p> <p>Work out the ratio of sausages to students at the school.</p> <p>Have a focus on profit and loss – what it means and how to calculate it. This then could be added to the worksheet for the activity.</p>	<p>5A.S3.A4 Lil' Kitten Shopping Cart Game</p>	