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Bank

Explain to the children that they are going to model what really happens when adults earn and spend money. You might want to find out what children know about earning money first.

Setup the bank two children to keep record of account holders totals (computer database). Use a large whiteboard that everyone can see. Good mathematicians helps here. They are the bank and a bank label helps.

Setup children to be the cash machine (ATM). Their job is to give money (£1 coins) to account holders. A large cardboard box with a hole cut in it helps here. Explain that the cash machine is not allowed to give money if it is not in the bank.

Setup a shop with a cashier and helper. Ask how food can be paid for? Answer Cash or debit card. Keep food items at £1 each unless you wish to extend maths ability as well.

Setup go betweens to take information between cash machine and record keeper and shop and record keeper (Information travelling along wire)

Aims: To role play how a bank works

Resources

Large whiteboard/flip chart to act as the bank database

Cardboard box as the cash machine

£1 coins

Debit cards

Till for shop area and shop items

KS1 National Curriculum Coverage

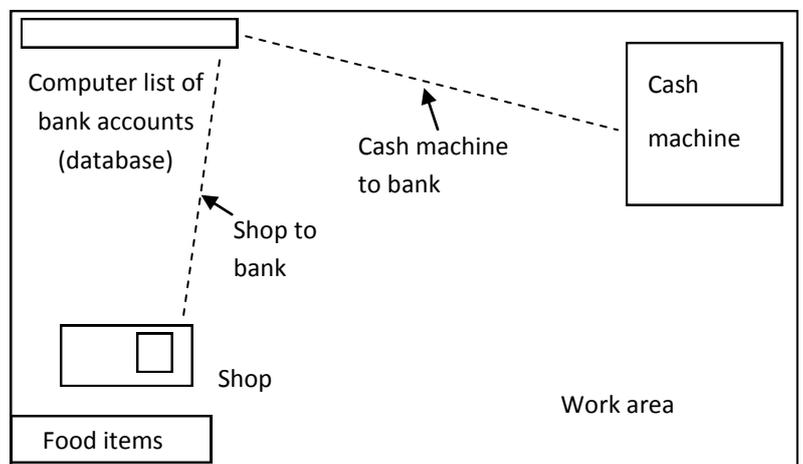
Recognise common uses of information technology beyond school

keep personal information private

Role Play

Get some pupils to join the bank and put their names down the side of the whiteboard (computer database list) you can now issue them with debit cards for taking money out of the bank or paying for things at the shop. (See debit card sheet)

Everyone who has joined the bank now mimes working. At the end of the work mime everyone is given £10 on their database list. Explain that this is put into their account electronically by their employers, the people who provide them with work. (Avoid different amounts for different jobs unless a pupil brings this up and then just acknowledge that they are right but that you are keeping this role play simple. This avoids pre-judging a jobs/parents worth by cash reward alone)





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Bank P2

Explain that pupils can now **take money out of the cash machine** but only if it is in the bank. As pupils take money out the amounts on their bank list are reduced. The cash machine is not allowed to give money if it is not in the bank.

Pupils can also **buy things from the shop** either with cash taken from the machine or with their debit cards but only if it is in the bank list.

Model this slowly at first. Getting everyone to do the same task. To check that they know what is happening to their bank accounts. After a while pupils can run the model independently.

Every now and again add another day of work and add more money to all accounts.

Plenary

It is good to ask pupils what other things parents would have to pay for out of their bank accounts. Explain that most of these would be taken out electronically and very few people would have to visit the bank directly. However they could if they wanted to.

Keeping personal information private

It is good to talk about the debit card pin code parents use in the cash machines. This gives you a chance to talk about keeping information private. Can they explain what might happen if a thief found a debit card and learnt the pin code? How would their parents then pay for all the things the family needs?