



Teacher Resource

Cash Mandate

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. When you buy something, how do you usually pay for it?
2. What are the pros and cons of cash?
3. What has happened to the use of cash over the years?
 - a. Increased
 - b. Decreased
 - c. Stayed the same
4. What are the new cash mandate rules the government announced recently?
5. Do you think the new rules are a good idea? Explain your answer.

Activity: Class Discussion

Discuss the information raised in the BTN Cash Mandate story. Focus the discussion on the pros and cons of using cash to pay for things.

Students will respond to the following:

- When you buy something, how do you usually pay for it? Cash, card, or another method.
- Can you think of examples of when cash is the only accepted payment method?
- What are some reasons people still use cash, even though other methods like cards or phones are available?
- What are some of the positives and negatives of using cash to pay for things? Record the information on a T-Chart.
- Do you think the cash mandate is a good idea? Explain your answer.

Activity: Comprehension

After watching the BTN Cash Mandate story students can answer one or more of the following comprehension questions, for example:

- What are some keywords from the BTN story?
- What did you learn from the story? Write a summary.
- What is the purpose of this news story? To entertain, persuade, inform, explain or describe?

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KEY LEARNING

Students will investigate the advantages and disadvantages of using cash.

CURRICULUM

Mathematics – Year 5

Create simple financial plans.

Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.

Mathematics – Year 6

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.

Mathematics – Year 7

Identify and investigate issues involving numerical data collected from primary and secondary sources.

Economics & Business – Year 7

Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives.

Apply economics and business knowledge, skills and concepts in familiar and new situations.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Cash Mandate story. Below are some words to get students started.

DEPOSIT	WITHDRAWAL	CASH
CURRENCY	ROYAL MINT	BANKNOTES

Activity: Research Inquiry

Discuss the information raised in the BTN Cash Mandate story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Students will develop their own question/s to research or choose one or more questions below.

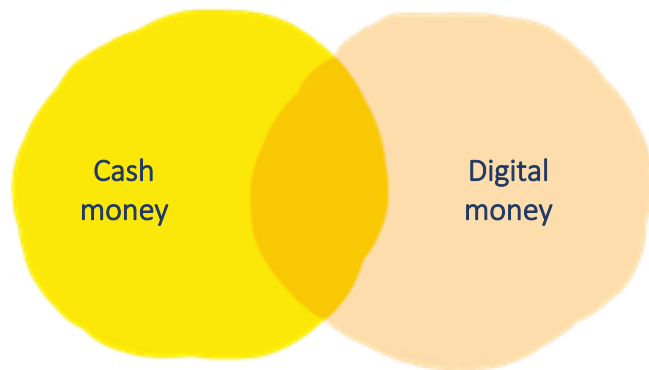
- When did people first start using money? Create a timeline of key moments in the history of currency. Watch the BTN [History of Currency](#) story to learn more.
- What are the positives and negatives about using cash to pay for things? Use a T-chart to record your findings.
- Who makes our banknotes and coins? Explore in more detail and present your findings as an infographic.
- Why shouldn't we go cashless? Write a persuasive text highlighting 3 main reasons.
- How has the form of money evolved over time? Create a timeline to show your findings.
- What are some of the key events in the evolution of money? Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?

Activity: Venn Diagram

Students will find similarities and differences between 'digital money and 'cash money. Use the questions below to start a class discussion. Students will use a Venn diagram to help organise their information.

- What are the differences and similarities between cash and digital money?
- When would you use physical money (coins and notes) to buy or pay for something?
- How and where can you access cash money?

- What is a cash deposit and what is a cash withdrawal?
- What can an ATM do?
- When would you use a prepaid card, debit card or credit card to buy or pay for something?
- What is meant by the term 'cashless society'? Explain using your own words.
- Where does the money come from when you use digital money?
- Why is digital money sometimes called 'invisible' money?
- What does tap and pay mean?



Venn Diagram

Activity: Class Debate

Debating is an activity that helps students improve a range of skills including public speaking, communication skills, research skills, persuasion, confidence, teamwork and critical thinking. Use the following guide to help plan a classroom debate.

Before starting this activity watch the BTN Cash Mandate story and BTN [Newsbreak](#) story which cover the topic about the new cash laws.

Brainstorm

As a class brainstorm a list of pros and cons about the topic, using a T-chart to record your student's responses.



BTN Newsbreak – [Do Aussies still use cash?](#)

Pros of using cash

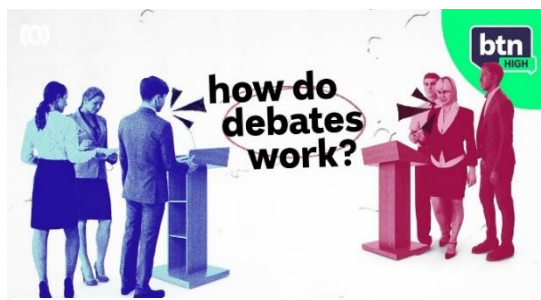
- Your purchases can't be traced, so it is anonymous.
- You might not spend as much, because you only spend what you have.
- It is accepted almost everywhere.
- There are no additional fees like a card might.
- You don't need the internet to use it, so it is reliable if there is an outage.

Cons of using cash

- There is the risk of theft.
- It can be inconvenient to carry around especially large amounts
- It is not accepted everywhere.
- There is no record of your transaction.
- It's not as secure, for example if it is lost or stolen, unlike a card.

Classroom Debate – Cash is becoming obsolete

Divide your class into groups of 6. Each group will then be divided into 2 teams, one representing the affirmative and the other the negative. The team arguing for the topic is called the affirmative and the team arguing against is called the negative, and the team that's judged to make the best argument wins!



To learn more about how debates work watch the BTN High [School Debating](#) story.

For each team there is a 1st speaker, 2nd speaker and 3rd speaker, each with a special role. Below is a list showing the order of speakers and their responsibilities. Each speaker will prepare a 1–2-minute speech. Working together as a team students will choose their 3 best points to argue during the debate, work out their roles and what points each speaker will cover.

Activity: Choose an activity

Working in pairs or small groups, students choose one of the following activities.

Piggy Bank

Make your own piggy bank out of papier Mache! Here are some [instructions](#). Start saving using your own personalised piggy bank.

Budget

Create a budget to buy dinner for 1 night for your family. Ask your family if they would give you money to buy the ingredients for your family dinner.

Wants V Needs

What is the difference between wants and needs? Which are more important? Record your results using a T-Chart.

Tips & hints

Do you have any good financial tips and hints? Share and compare your ideas with the class. Create a handbook with all your class's tips!

Useful Websites

- [New Cash Laws](#) – Newsbreak
- [History of Currency](#) – BTN
- [Going Cashless](#) – BTN
- [Different ways to pay \(lesson\)](#) – Money Smart