

Focus Questions

History of Currency

- 1. Discuss the History of Currency story in pairs. Record the main points of your discussion.
- 2. Why do we use currency?
- 3. What is bartering?
- 4. Give examples of objects that were used as currency in different parts of the world.
- 5. Who invented the first coins?
- 6. Who introduced the first forms of paper money?
 - a. Tang Dynasty
 - b. The Lydians
 - c. Ancient Romans
- 7. What are promissory notes?
- 8. The value of currencies is determined by
 - a. Governments
 - b. Banks
 - c. International trade
 - d. All of the above
- 9. What are cryptocurrencies?
- 10. What was the first cryptocurrency?

Decimal Currency

- 1. Briefly summarise the BtN story.
- 2. What was Australia's currency before dollars and cents?
- 3. In which year did the currency change?
- 4. Why did the currency change to the decimal system?
- 5. What percentage of the world's population was using a decimal currency in the early 1960s?
- 6. How did most Australians feel about the change?
- 7. What did the government do to make the change easier?
- 8. Why was the design of the new currency popular with people?
- 9. Give three examples of the names suggested for the new currency.
- 10. What do you understand more clearly since watching the BtN story?

Going Cashless

- 1. Discuss the BTN Going Cashless story in pairs. Record the main points of the discussion.
- 2. The Reserve Bank says fewer people are using cash to pay for things. True or false?

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English - Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English - Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English - Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English - Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

- 3. How are people choosing to pay for things? Give at least one example.
- 4. What have some banks closed in response to fewer people using cash?
- 5. Why are fewer people using cash since the COVID-19 pandemic?
- 6. How have businesses preferred people pay for things since COVID?
- 7. What are some advantages of going cashless?
- 8. What are the disadvantages?
- 9. Do you think a cashless society is a good idea? Give reasons for your answer.
- 10. How does a cashless society impact on you?



History of Currency

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Activity: See, think and wonder?

After watching the BTN History of Currency story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?

KEY LEARNING

Students will investigate the history of the currency system. Students will develop their own inquiry question to guide their investigation about currency.

CURRICULUM

HASS - Year 3 and 4

Pose questions to investigate people, events, places and issues.

HASS - Year 5

The influence of people on the environmental characteristics of places in Europe and North.

HASS - Year 5 and 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Examine different viewpoints on actions, events, issues and phenomena in the past and present.

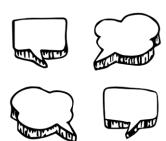
HASS - Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Activity: Class discussion

As a class discuss the BTN History of Currency story, using the following questions as a guide. Record the main points of the discussion.

- Why do we use currency?
- What different currencies are used around the world? Make a list.
- What are the origins of money?
- How has currency changed over time?



Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN History of Currency story. Below are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

BARTERING	CRYPTOCURRENCY	TRADE
CURRENCY	MINT	PROMISSORY NOTES

Further investigation: Tricky words

Students will choose additional keywords and terms to add to their class glossary that are tricky. For example, inflation, exchange rate or foreign exchange market. Students will find a definition and explain to their classmates what the keywords mean.

Activity: Research project

After watching and discussing the BTN History of Currency story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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 select one of the questions below.

- Why do we need currency? What is the purpose of currency?
- When did people first start using money?
- How has the form of money evolved over time? Create a timeline to show your findings.
- What objects were used as a form of currency? Choose one to explore in more detail. Find out where it was used and how it was used.

- Why was money introduced as currency?
- When did Australia get its national currency? What system is it based on?
- What were the first forms of coin money? What were the first forms of paper money?
- 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?
- Why can't you take Australian dollars to use in another country? Explore the exchange rate of the Australia dollar compared to other countries around the world.

Activity: Quiz

Students will create their own quiz about the history of currency and then test their classmates.

Alternatively, after watching the BTN History of Currency story, test your students using the following quiz.

		ents will create their own quiz about the history of currency natively, after watching the BTN History of Currency story,
1	L. WI	nat is bartering?
	Α	Investing in cryptocurrencies.
	В	The exchange of goods or services for other goods or services without using money.
	С	Using money to buy goods or services.
2	2. Wl	nich of the following has been used as a form of currency?
	Α	Barley
	В	Shells
	С	Whale teeth
	D	All of the above
3	3. Wl	no invented the first coins?
	Α	Ancient Romans
	В	The Lydians
	С	The Sumerians
_	1. WI	no introduced the first forms of paper money?
	Α	Ancient Britain
	В	Ancient Egyptians
	С	The Tang Dynasty

Α	A note which contains a written promise to repay money that has been borrowed.
В	A written receipt showing proof of payment.
С	The first known type of currency.
- \	Which of the continues of an interview 2
	Which of these is not a type of cryptocurrency?
Α	Bitcoin
В	Dogecoin
С	Kryptocat
7. Th	he value of cryptocurrencies is determined by the government.
Α	True
В	False
A	Vhat are Australian banknotes made from? Cotton
Α	Cotton
В	Paper
С	Polymer
). W	Vhat is the world's oldest currency still in use today?
Α	British pound (GBP)
В	Egyptian pound (EGP)
С	Sudanese pound (SSP)
١٥. ١	What percentage of the world's currency exists as physical cash (notes and coins)
Α	8%
В	18%
С	80%
nswe	ers: 1B, 2D, 3B, 4C, 5A, 6C, 7B, 8C, 9A, 10A.

5. What is a promissory note?

Useful Websites

- <u>Decimal Currency</u> BTN
- Going Cashless BTN
- <u>Cryptocurrencies</u> BTN
- <u>Bitcoin</u> BTN
- <u>5 Cent Change</u> BTN
- Holey Dollar National Museum Australia
- What is Bitcoin and how does it work? Newsround



Decimal Currency

Focus Questions

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- 6. How did most Australians feel about the change?
- 7. What did the government do to make the change easier?
- 8. Why was the design of the new currency popular with people?
- Give three examples of the names suggested for the new currency.
- 10. What do you understand more clearly since watching the BtN story?

Activity: See, think and wonder?

After watching the BTN Decimal Currency story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?

KEY LEARNING

Students will investigate the history of the decimal currency system. Students will solve mathematical problems involving decimals.

CURRICULUM

HASS - Year 5 and 6

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

Maths - Year 5

Compare, order and represent decimals.

Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction.

Maths - Year 6

Connect decimal representations to the metric system.

Maths - Year 7

Round decimals to a specified number of decimal places.

Activity: Campaign

There was a huge public education campaign in the year leading up to the change from pounds and shillings to dollars and cents in Australia, including school talks, cartoons, ads and infomercials.

• Watch this <u>cartoon</u> as a class.

This animated television advertisement was designed to assist Australians with the change from imperial to decimal currency on 14 February 1966. After being shown on television night after night from April 1965 until the beginning of change-over in February 1966, the catchy song was well known by Australians. In September 1965 the Decimal Currency Board reported receiving 500 fan letters from children for Dollar Bill.



<u>Dollar Bill and Australians Keep the Wheels</u> of Industry Turning,

- After watching the video discuss in pairs.
 - What are your first thoughts about this video?
 - o Write down three things that you learnt about decimal currency.
 - O Why was the new decimal currency introduced?
 - O What questions do you have?
- Make your own poster, blog post or short video explaining how decimal currency works. Provide a useful tip, for example, how to round money to the nearest 5 cents.

Activity: Life in Australia 1966

Students will travel back in time to the 14th of February 1966 when Australia introduced the new decimal currency system. Find some interesting information about what was happening in Australia in the 1960s and present your findings in an interesting way.

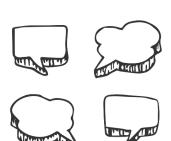
- Who was the Prime Minister?
- What was the fashion like?
- What was technology like?
- How much did things cost (for example food, clothes and shoes)? Get started here

Visit these websites to learn more about Australia in the 1960s

- Find out what life in Australia was like in 1966 watch a video from the <u>Life in Australia Series</u> made by the National Film and Sound Archive.
- Visit the <u>ABC's Timeline</u> to find out what was happening at a certain point of time in Australia's history. Scroll across the timeline to learn more about the 1960s.

Activity: Working with decimals

- Discuss the meaning of decimal and the origin of the word as a class. Did you know that the word decimal comes from the Latin word decem meaning ten?
- We use decimals every day in the world around us. Our money is based on a decimal system. Decimals are also used to measure



height, weight and volume. As a class brainstorm when you would use decimals to measure something?

• Be a decimaster! Learn how to work with decimals by playing one of these <u>ABC Education</u> interactive games.

Useful Websites

- 1966: Switch to Decimal Currency National Museum of Australia
- <u>C-Day: Decimal currency introduced</u> ABC 80 days that changed our lives
- Pre-Decimal Inflation Calculator Reserve Bank of Australia
- <u>Decimal Currency Advertisement</u> YouTube
- Making Sense of Dollars and Cents: 50 years on National Film and Sound Archive
- <u>Decimals</u> ABC Education