

***Unit E: Personal Banking***

***Half Course II***

## ***HALF COURSE II***

### **Unit E: Personal Banking**

**Hours: 7**

#### **General Learning Outcome:**

**Describe consumer banking services,  
including types of accounts and their uses.**

*The intent of this unit is for students to gain familiarity with current banking procedures and to complete appropriate banking forms.*

#### **Specific Outcomes**

- E-1 Name and describe various types of consumer bank accounts.
- E-2 Complete various banking forms.
- E-3 Describe the use of a bank card for automatic banking machines (ABMs) and debit payments.
- E-4 Identify different types of bank service charges and their relative costs.
- E-5 Update a chequebook record and bank statement to reconcile an account.

# ***PERSONAL BANKING***

## **Instructional Materials**

- Banking forms (cheques, deposit slips, reconciliation forms, withdrawal slips) from local banks/credit unions or Appendix I
- Calculator
- “Ways to Pay” (Appendix I)
- “Shopping For a Bank Account” (Appendix I)
- *Helping You Bank* (a free publication from the Canadian Bankers Association — see Suggested Learning Resources, page II-E-5)
- *Essentials of Mathematics 10*, Chapter 2

## **Connections with Problem Analysis and Analysis of Games and Numbers**

Any of the Problem Analysis and Analysis of Games and Numbers activities may be interspersed with problems from the Personal Banking unit.

<p style="text-align: center;"><b>PRESCRIBED LEARNING OUTCOMES</b></p>	<p style="text-align: center;"><b>SUGGESTIONS FOR INSTRUCTION</b></p>				
<p><b>General Outcome</b></p> <p>Describe consumer banking, including types of accounts and their uses.</p> <p><b>Specific Outcome(s)</b></p> <p>E-1 name and describe various types of consumer bank accounts</p> <hr/> <table border="0"> <tr> <td style="vertical-align: top;"> <p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p> <p>Organization and Structure</p> </td> <td style="vertical-align: top;"> <p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p> <p>Technology</p> <p>Visualization</p> </td> </tr> </table>	<p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p> <p>Organization and Structure</p>	<p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p> <p>Technology</p> <p>Visualization</p>	<p>E-1.1 As a way of initiating discussion about banking, use the “Ways to Pay” worksheet (Appendix I-4, page II-E-18).</p> <p>E-1-2 Discuss the three types of accounts (savings, chequing, combination) and possible purposes for those accounts (bill payments, savings, vacation expenses, emergency expenses, new car payments, property tax payment).</p> <p>or</p> <p>Group students to brainstorm possible purposes for bank accounts.</p>		
<p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p> <p>Organization and Structure</p>	<p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p> <p>Technology</p> <p>Visualization</p>				
<p>E-2 complete various banking forms</p> <hr/> <table border="0"> <tr> <td style="vertical-align: top;"> <p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p> </td> <td style="vertical-align: top;"> <p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>✓ <b>Organization and Structure</b></p> </td> <td style="vertical-align: top;"> <p>Technology</p> <p>Visualization</p> </td> </tr> </table>	<p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p>	<p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p>	<p>✓ <b>Organization and Structure</b></p>	<p>Technology</p> <p>Visualization</p>	<p>E-2-1 The most common bank forms are:</p> <ul style="list-style-type: none"> <li>• deposit slips</li> <li>• cheques</li> <li>• cheque registers</li> <li>• withdrawal slips</li> </ul> <p>E-2-2 Make copies and overheads of the blackline masters in Appendices II-1, II-2, and II-3 (Banking Forms). Use the numbers to point out the features of the form.</p> <p>E-2-3 Discuss using cheques with your class. Ask, “Why use cheques?”</p> <ul style="list-style-type: none"> <li>• convenience</li> <li>• recordkeeping</li> <li>• security—only the person named can cash the cheque. If the cheque is lost or stolen, a stop payment can be put on the cheque.</li> <li>• safer than carrying large amounts of cash</li> </ul> <p><b>Note:</b> If a cheque is signed (endorsed), then anyone can cash it.</p>
<p>✓ <b>Communications</b></p> <p>Connections</p> <p>Number Sense</p>	<p>Patterns</p> <p>Problem Solving</p> <p>Reasoning</p>				
<p>✓ <b>Organization and Structure</b></p>	<p>Technology</p> <p>Visualization</p>				

**SUGGESTIONS FOR ASSESSMENT**

Assignment sheets, projects, and written quizzes may be used.

**Journal Entry**

What is your experience with banking/debit cards/chequing account?

Many items in this unit are suitable for a student's portfolio.

**Assignment**

Refer to the booklet, *Helping You Bank*, a free publication from the Canadian Bankers Association. Answer the following questions:

- a) Give four reasons why it is important to have an account at a bank or credit union.
- b) Describe three of the bank's/credit union's responsibilities.
- c) Name five ways you can be a responsible consumer of bank or credit union services.
- d) List eight other services a bank or credit union can provide.

**Assignment**

Once the various banking forms are introduced, administer an assignment in which students must fill out various forms according to a given scenario.

**Example**

You go to the bank to deposit your paycheque worth \$447.29. Later on, you write three cheques: one for \$74.22 to Jeans Plus, another for \$45.34 to Compucentral, and the final one for \$27.21 to CD-City. Fill out a deposit slip and three cheques. Use today's date.

**SUGGESTED LEARNING RESOURCES**

**Print**

*Helping You Bank*. Toronto, ON: Canadian Bankers Association.

A free publication available from the Canadian Bankers Association. Order using one of the following methods:

Phone: 1-800-263-0231

Fax: 1-416-362-8465

Online: <www.cba.ca>

Other relevant publications available from the Canadian Bankers Association:

*Getting Value for Your Service Fees*

*The Interest in Your Life Managing Money*

Appendix I: Blank banking forms

Appendix II: Banking Forms (Blackline Masters)

*Senior 2 Consumer Mathematics (25S) Part II: A Course for Distance Learning*. Winnipeg, MB: Manitoba Education and Training, 2000.  
— Module 7, Lesson 2

Baron, Celia, Rick Wunderlich, and Leanne Zorn. *Essentials of Mathematics 10*. Vancouver, BC: British Columbia Ministry of Education, 2002.  
Chapter 2  
ISBN 0-7726-4675-9

<b>PRESCRIBED LEARNING OUTCOMES</b>	<b>SUGGESTIONS FOR INSTRUCTION</b>										
<p>E-3 describe the use of a bank card for automated banking machines and debit payments</p> <hr/> <table border="0"> <tr> <td>Communications</td> <td>Patterns</td> </tr> <tr> <td>Connections</td> <td>Problem Solving</td> </tr> <tr> <td>Number Sense</td> <td>Reasoning</td> </tr> <tr> <td>✓ <b>Organization and Structure</b></td> <td>Technology</td> </tr> <tr> <td></td> <td>✓ <b>Visualization</b></td> </tr> </table>	Communications	Patterns	Connections	Problem Solving	Number Sense	Reasoning	✓ <b>Organization and Structure</b>	Technology		✓ <b>Visualization</b>	<p>E-3-1 Discuss the use of a bank card for:</p> <ul style="list-style-type: none"> <li>• automated banking machines</li> <li>• Interac purchases (Let students know that stores are charged a fee for Interac use.)</li> <li>• online banking (for access)</li> </ul> <p>E-3-2 Discuss some security issues regarding bank cards:</p> <ul style="list-style-type: none"> <li>• do not make your PIN obvious (e.g., birthday, telephone number, et cetera)</li> <li>• NEVER lend your card or your PIN to anyone</li> <li>• use your hand or body to block the view that others may have when conducting an ABM or Interac transaction</li> <li>• contact your financial institution immediately if your card is lost or stolen</li> <li>• count your money and put it away immediately after making a withdrawal from an ABM</li> <li>• keep your receipts for reconciliation</li> </ul>
Communications	Patterns										
Connections	Problem Solving										
Number Sense	Reasoning										
✓ <b>Organization and Structure</b>	Technology										
	✓ <b>Visualization</b>										
<p>E-4 identify different types of bank service charges and their relative costs</p> <hr/> <table border="0"> <tr> <td>✓ <b>Communications</b></td> <td>Patterns</td> </tr> <tr> <td>✓ <b>Connections</b></td> <td>Problem Solving</td> </tr> <tr> <td>✓ <b>Number Sense</b></td> <td>Reasoning</td> </tr> <tr> <td>✓ <b>Organization and Structure</b></td> <td>Technology</td> </tr> <tr> <td></td> <td>Visualization</td> </tr> </table>	✓ <b>Communications</b>	Patterns	✓ <b>Connections</b>	Problem Solving	✓ <b>Number Sense</b>	Reasoning	✓ <b>Organization and Structure</b>	Technology		Visualization	<p>E-4-1 Discuss with students various types of banking charges. Include:</p> <ul style="list-style-type: none"> <li>• transaction fees (e.g., cheques, transfers, bill payments, ABM withdrawals)</li> <li>• service fees (e.g., safety deposit boxes, blank drafts, foreign currency exchange, traveller's cheques)</li> <li>• NSF (overdraft) penalties</li> <li>• some financial institutions charge for ABM usage, telephone banking, and banking online</li> <li>• independent cash machines charge extra</li> </ul>
✓ <b>Communications</b>	Patterns										
✓ <b>Connections</b>	Problem Solving										
✓ <b>Number Sense</b>	Reasoning										
✓ <b>Organization and Structure</b>	Technology										
	Visualization										

**SUGGESTIONS FOR ASSESSMENT**

**Assignment**

Read *Helping You Bank* and answer the following questions:

1. List five services you can perform at an ABM.
2. What is a PIN? Name two things you should do to keep your PIN secure.
3. What is Interac direct payment?
4. List four types of stores where you can purchase items through Interac.
5. Imagine that your friend has come to you wondering whether or not to get a bank card. List the advantages and disadvantages.

**Project**

Using the “Shopping For a Bank Account” sheet (Appendix I, page II-E-19), have students research and compare service charges between banks.

**SUGGESTED LEARNING RESOURCES**

**Print**

*Helping You Bank*. Toronto, ON: Canadian Bankers Association.

A free publication available from the Canadian Bankers Association.

*Getting Value for Your Service Fees*.

(A free publication available from the Canadian Bankers Association.)

**Internet**

*Finance charges*

<<http://strategis.ic.gc.ca/SSG/ca00669e.html>>

(Service charge calculator)

- <[www.royalbank.com](http://www.royalbank.com)>
- <[www.tdbank.ca](http://www.tdbank.ca)>
- <[www.scotiabank.ca](http://www.scotiabank.ca)>
- <[www.cibc.com](http://www.cibc.com)>
- <[www.bmo.com](http://www.bmo.com)>
- <[www.nbc.ca](http://www.nbc.ca)>
- <[www.cba.ca](http://www.cba.ca)>

**Telephone**

Toll-free numbers:

1-800-555-3000 (Bank of Montreal)

1-800-465-2422 (CIBC)

1-888-835-6281 (National Bank)

1-800-769-2599 (Royal Bank)

1-800-267-1234 (Scotiabank)

1-866-567-8888 (Toronto Dominion)

**PRESCRIBED LEARNING  
OUTCOMES**

E-5 update a chequebook record and bank statement to reconcile an account

**SUGGESTIONS FOR INSTRUCTION**

E-5-1 When a cheque is written, it should be recorded in the cheque register so you know how much money is in the account. This prevents NSF cheques which have a number of charges with it. The cheque register is kept current by adding the deposits and subtracting the withdrawals.

Deposits and withdrawals through ABMs must be included.

***Example***

Amanda Lee had a balance of \$1526.23 in her account. On September 15, she wrote cheque #221 to CD-City for \$27.21. On the same day, her paycheque in the amount of \$297.45 was deposited directly into her account. On September 27, she wrote cheque #222 to Peartree Estates in the amount of \$400 for her rent. On September 30, she noticed she was short on cash so she withdrew \$100 from an ABM. Her bank charges were \$15.00 for her account. What is her current balance?

***Solution***

Enter the date in the first column below, cheque numbers in the second column, and the description of what was being paid or deposited. For the “Cheque Amount” record, record what is being paid out (subtraction). For “Deposit Amount,” record only what is being added to the account (addition).

$$\begin{aligned}
 \$1526.23 - \$27.21 &= \$1499.02 \\
 \$1499.02 + \$297.45 &= \$1796.47 \\
 \$1796.47 - \$400.00 &= \$1396.47 \\
 \$1396.47 - \$100 &= \$1296.47 \\
 \$1296.47 - \$15.00 &= \$1281.47
 \end{aligned}$$

Communications	Patterns
Connections	Problem Solving
✓ <b>Number Sense</b>	Reasoning
✓ <b>Organization and Structure</b>	Technology
	✓ <b>Visualization</b>

**SUGGESTIONS FOR ASSESSMENT**

**Assignment**

Complete the following cheque register.

- On September 1, balance of \$1407.45
- September 4, wrote cheque #242 to CD-City for \$37.22
- September 5, paycheque was directly deposited in the amount of \$623.22
- September 7, wrote cheque #243 to Food Store for \$89.52
- September 11, wrote cheque #244 to General Hardware for \$47.83
- September 18, wrote cheque #245 to K.O. Rentals for \$537.90 for your apartment rent
- September 22, wrote cheque #246 to Body Tone for \$45.35
- October 2, paycheque was directly deposited in the amount of \$325.67

Reconcile the following monthly account balance with the cheque register balance.

Date	Description	Withdrawals	Deposits	Balance
Sep. 1	Balance Forward			1407.45
Sep. 4	Cheque #242	37.22		1370.23
Sep. 5	Direct Deposit		623.22	1993.45
Sep. 7	Cheque #243	89.52		1903.93
Sep. 11	Cheque #244	47.83		1856.10
Sep. 22	Cheque #246	45.35		1810.75
Sep. 30	Service Fee	12.50		1798.25

**SUGGESTED LEARNING RESOURCES**

**Print**

*Senior 2 Consumer Mathematics (25S) Part II: A Course for Distance Learning.* Winnipeg, MB: Manitoba Education and Training, 2000.  
— Module 7, Lessons 3, 5

DATE	CHEQUE NO.	CHEQUES ISSUED TO OR DESCRIPTION OF DEPOSIT	CHEQUE AMOUNT		✓	DEPOSIT AMOUNT	DEDUCT CHEQUES ADD DEPOSITS	BALANCE FORWARD	
								1407	45
Sept. 4	242	TO <i>CD City</i>	37	22			CHEQUE – DEPOSIT +	-37	22
		FOR					BALANCE →	1307	23
Sept. 7	243	TO <i>Food Store</i>	89	52			CHEQUE – DEPOSIT +	-89	52
		FOR					BALANCE →	1280	71
Sept. 11	244	TO <i>General Hardware</i>	47	83			CHEQUE – DEPOSIT +	-47	83
		FOR					BALANCE →	1232	88
Sept. 22	246	TO <i>Body Tone</i>	45	35			CHEQUE – DEPOSIT +	-45	35
		FOR					BALANCE →	1187	53
Oct. 2		TO <i>ABM Withdrawal</i>	100	00			CHEQUE – DEPOSIT +	-100	00
		FOR					BALANCE →	1087	53

**PRESCRIBED LEARNING OUTCOMES**

E-5 update a chequebook record and bank statement to reconcile an account  
(continued)

**SUGGESTIONS FOR INSTRUCTION**

DATE	CHEQUE NO.	CHEQUES ISSUED TO OR DESCRIPTION OF DEPOSIT	CHEQUE AMOUNT		✓	DEPOSIT AMOUNT		DEDUCT CHEQUES ADD DEPOSITS	BALANCE FORWARD		
									\$1526	23	
9.15	221	TO <i>CD-City</i>	27	21				CHEQUE –	-27	21	
		FOR						DEPOSIT +			
									BALANCE →	1499	02
9.15	<i>Deposit</i>	TO					297	45	CHEQUE –	+297	45
		FOR							DEPOSIT +		
									BALANCE →	1796	47
9.27	222	TO <i>Peartree</i>	400	00					CHEQUE –	-400	00
		FOR <i>Rent</i>							DEPOSIT +		
									BALANCE →	1396	47
9.30	<i>ABM</i>	TO <i>Cash</i>	100	00					CHEQUE –	-100	00
		FOR							DEPOSIT +		
									BALANCE →	1296	47
9.30	<i>Bank</i>	TO <i>Bank Charge</i>	15	00					CHEQUE –	-15	00
		FOR							DEPOSIT +		
									BALANCE →	1281	47

E-5-2 Students could create a spreadsheet for chequebook registers.

E-5-3 Emphasize the following:

- the importance of recording cheques, other withdrawals, and deposits as they are made
- monthly reconciliation is important for keeping records accurate

E-5-4 A reconciliation form is used to calculate the amount of money available in a chequing account. This amount should agree with the customer’s chequebook balance. Students need to understand the purpose of numbering cheques.

E-5-5 Various reconciliation forms are in use. Refer to Appendix I, page II-E-20, for sample reconciliation forms.

E-5-6 Students could set up a spreadsheet for reconciliation scenarios.

Communications	Patterns
Connections	Problem Solving
✓ <b>Number Sense</b>	Reasoning
✓ <b>Organization and Structure</b>	Technology
	✓ <b>Visualization</b>

**SUGGESTIONS FOR ASSESSMENT****SUGGESTED LEARNING  
RESOURCES****Problem**

Match each of the following terms to its definition. Refer to the booklet entitled *Helping You Bank*.

1. Interest rate
  2. Minimum monthly balance
  3. Deposit
  4. PIN
  5. Cancelled cheque
  6. Service charge
  7. Cheque register
  8. Withdrawal
  9. Interest
  10. ABM
  11. Minimum deposit
  12. Cheque
  13. NSF cheque
- A. Money taken out of an account
  - B. A fee paid for using a service
  - C. A cheque written on an account that does not have enough money to cover the cheque.
  - D. A cheque that has been cashed.
  - E. The least amount of money that has been in a bank account during the whole month.
  - F. A token amount of money given as a sign of good faith when opening a bank account.
  - G. The percentage used to calculate the interest to be paid.
  - H. The fee paid for the use of money.
  - I. A book with space for you to note the details of every transaction in your chequing or combination account.
  - J. A unique identification number entered by a customer when using an ABM.
  - K. A written order for payment of a certain amount of money.
  - L. A self-service banking machine.
  - M. Money put into an account.

# Appendix I

## Appendix I-1: Deposit Slips

KIERA CREDIT UNION 1601 MAIN STREET CITY, PROVINCE POSTAL CODE	ACCOUNT No. _____	CURRENCY	<input type="text"/>	<input type="text"/>
		COIN	<input type="text"/>	<input type="text"/>
		CHEQUES	<input type="text"/>	<input type="text"/>
		<b>TOTAL</b>	<input type="text"/>	<input type="text"/>
_____ 20 _____		LESS RECEIVED IN CASH	<input type="text"/>	<input type="text"/>
DEPOSITED BY _____		SIGN IN PRESENCE OF TELLER	<input type="text"/>	<input type="text"/>
		AMOUNT OF DEPOSIT \$	<input type="text"/>	<input type="text"/>

KIERA CREDIT UNION 1601 MAIN STREET CITY, PROVINCE POSTAL CODE	ACCOUNT No. _____	CURRENCY	<input type="text"/>	<input type="text"/>
		COIN	<input type="text"/>	<input type="text"/>
		CHEQUES	<input type="text"/>	<input type="text"/>
		<b>TOTAL</b>	<input type="text"/>	<input type="text"/>
_____ 20 _____		LESS RECEIVED IN CASH	<input type="text"/>	<input type="text"/>
DEPOSITED BY _____		SIGN IN PRESENCE OF TELLER	<input type="text"/>	<input type="text"/>
		AMOUNT OF DEPOSIT \$	<input type="text"/>	<input type="text"/>

KIERA CREDIT UNION 1601 MAIN STREET CITY, PROVINCE POSTAL CODE	ACCOUNT No. _____	CURRENCY	<input type="text"/>	<input type="text"/>
		COIN	<input type="text"/>	<input type="text"/>
		CHEQUES	<input type="text"/>	<input type="text"/>
		<b>TOTAL</b>	<input type="text"/>	<input type="text"/>
_____ 20 _____		LESS RECEIVED IN CASH	<input type="text"/>	<input type="text"/>
DEPOSITED BY _____		SIGN IN PRESENCE OF TELLER	<input type="text"/>	<input type="text"/>
		AMOUNT OF DEPOSIT \$	<input type="text"/>	<input type="text"/>

## Appendix I-2: Cheques

\_\_\_\_\_  
120 ELM STREET  
SALEM, MANITOBA \_\_\_\_\_ 20 \_\_\_\_  
R0R 0R0

PAY TO THE  
ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS

BISON BANK  
123 MAIN STREET  
SALEM, MANITOBA \_\_\_\_\_  
R0R 0R0

\_\_\_\_\_  
120 ELM STREET  
SALEM, MANITOBA \_\_\_\_\_ 20 \_\_\_\_  
R0R 0R0

PAY TO THE  
ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS

BISON BANK  
123 MAIN STREET  
SALEM, MANITOBA \_\_\_\_\_  
R0R 0R0

\_\_\_\_\_  
120 ELM STREET  
SALEM, MANITOBA \_\_\_\_\_ 20 \_\_\_\_  
R0R 0R0

PAY TO THE  
ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS

BISON BANK  
123 MAIN STREET  
SALEM, MANITOBA \_\_\_\_\_  
R0R 0R0

## Appendix I-3: Cheque Register

DATE	CHEQUE NO.	CHEQUES ISSUED TO OR DESCRIPTION OF DEPOSIT	CHEQUE AMOUNT		✓	DEPOSIT AMOUNT	DEDUCT CHEQUES ADD DEPOSITS	BALANCE FORWARD	
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		
		TO					CHEQUE –		
		FOR					DEPOSIT +		
							BALANCE →		

## Appendix I-4: Ways to Pay

Name(s) \_\_\_\_\_

- Instructions:
1. Brainstorm and think of the various ways that you can pay for things.
  2. List all of the advantages and disadvantages.
  3. Evaluate and choose the method of payment that is best for you.

Method of Payment	Advantages	Disadvantages

I think the best method of payment is \_\_\_\_\_ because \_\_\_\_\_

---

## Appendix I-5: Shopping For a Bank Account

### Step 1: Determine Your Banking Needs

#### A. Personal Information

##### Discounts:

- youth (under 19)  
 student  
 senior

##### Banking Needs:

- savings  
 chequing  
 savings and chequing

Minimum Monthly Balance:

\$ \_\_\_\_\_

#### B. (continued)

##### Withdrawals/Bill Payments

##### Per Month:

- cheques written  
 in-branch withdrawals  
 ABM-own bank  
 ABM-other bank  
 Interac direct payment  
 transfers between accounts  
 bills paid in-branch  
 **Total withdrawals**

#### C. (continued)

##### Other Banking Services:

- safety deposit box  
 travellers' cheques  
 telephone banking  
 computer banking  
 overdraft  
 credit cards  
 money orders  
 foreign currency

#### B. Give the Number Of:

##### Deposits Per Month:

- in-branch  
 ABM  
 Direct Deposit  
 **Total number of deposits**

#### C. Check Off Your Requirements:

##### Methods Used to Pay Bills

- in-branch  
 ABM  
 telephone banking  
 pre-authorized payments  
 computer  
 cheques

##### Banking Needs:

- monthly statement—  
     cheques returned  
 monthly statement  
 monthly statement—  
     personal computer  
 passbook

### Step 2: Shopping Around

After completing Step 1, take your checklist to a bank or call one of the toll-free numbers provided by your teacher. A customer representative will tell you about the package that is best for you. Fill out the chart below by comparing four different financial institutions. On the back of this page, explain which bank and account is best for you and why.

Name of Bank/Credit Union	1.	2.	3.	4.
Name of recommended account/plan/package				
Features of the account/plan (e.g., Number of transactions)				
Total cost per month				
Additional services and other considerations				

## Appendix I-6: Reconciliation Forms

<b>STATEMENT OF RECONCILIATION</b>	
FINAL BALANCE shown on this bank statement	FINAL BALANCE shown in chequebook record
ADD DEPOSITS made since statement date	SUBTRACT WITHDRAWALS, CHEQUES, & UNRECORDED SERVICE CHARGES made which were not on statement
<b>TOTALS:</b>	<b>TOTALS:</b>



Appendix II  
Blackline Masters:  
Banking Forms

## Appendix II-1: Deposit Slip

KIERA CREDIT UNION 1601 MAIN STREET CITY, PROVINCE POSTAL CODE	ACCOUNT No. ① _____			
		CURRENCY	④	
		COIN	⑤	
		CHEQUES	⑥	
		<b>TOTAL</b>	<b>⑦</b>	
② _____ 20 _____	⑨ _____	LESS RECEIVED IN CASH	⑧	
③ _____	SIGN IN PRESENCE OF TELLER			
DEPOSITED BY _____	AMOUNT OF DEPOSIT \$		⑩	

1. Print your account number here.
2. Print the date here.
3. Write your initials here so the bank knows who deposited the money.
4. Total amount of currency (bills).
5. Total amount of coins.
6. List all cheques (if not enough space, record on the back).
7. Total of currency, coin, and cheques.
8. If you are taking some money back in cash, print the amount here. If not, skip this line.
9. Sign here if you are taking cash back.
10. Total amount of the deposit.

## Appendix II-2: Cheques

⑦ _____		
120 ELM STREET		
SALEM, MANITOBA		① _____ 20 _____
R0R 0R0		
PAY TO THE		
ORDER OF _____ ②		\$ _____ ③
④ _____		DOLLARS
BISON BANK		
123 MAIN STREET		⑥ _____
SALEM, MANITOBA		
R0R 0R0	⑤ _____	

1. Print today's date here.
2. Print or write the name or company that is to cash this cheque.
3. Print the amount of the cheque in numbers.
4. Print or write the amount of the cheque in words.
5. Account number.
6. Sign the cheque to authorize it.
7. Print your name here.

## Appendix II-3: Withdrawal Slip

<b>CANADIAN BANK</b>	
WITHDRAWAL FORM	_____ ① _____ 20 _____
RECEIVED FROM _____ ② _____	\$ _____ ③ _____
_____ ④ _____	DOLLARS
ACCOUNT NUMBER _____ ⑤ _____	_____ ⑥ _____
	(PLEASE SIGN IN THE PRESENCE OF TELLER)

1. Print today's date.
2. Write your bank's name.
3. Print the amount of the withdrawal in numbers.
4. Print the amount of the withdrawal in words.
5. Print your account number here.
6. Sign to authorize the withdrawal.