



### Activity description

The aim of this game is to give learners practice in working with money, entering items onto a bank statement and calculating the balance.

### Suitability

Level 1/2 (Foundation/Intermediate)  
depending on whether you include negative amounts

### Time

30 – 50 minutes

### Resources

Student information and bank balance sheet

Set of cards to be duplicated and laminated

### Equipment

Optional: calculators

### Key mathematical language

Bank balance, bank statement

### Notes on the activity

First show students how to enter amounts into a bank balance and calculate the balance. If you have an interactive board you can do this by opening the Word document and writing values over it.

There are 84 cards, so the game can be played by different-sized groups of learners as well as by learners working alone. Use all of the cards if there are 6 or 8 learners in a group, but reduce the number of cards used if there are only 2, 3 or 4 players.

You can ask each learner to write the same starting balance (such as £500 or £1000) on their bank statement sheet, or you can use the 'Starting Balance' cards to introduce an element of chance or to provide differentiation.

You can make the game easier or more difficult by playing with or without calculators, or by changing the amounts used on the cards. For example, you may decide to use whole numbers of pounds with less able students and pounds and pence with more able students.

By varying the starting balances, amounts paid and prices you can make it more or less likely that learners will need to do calculations that involve negative numbers.

## During the activity

To play the game, put the cards face down in a pile. Learners then take turns to turn over a card, enter the value in the correct column of the bank statement, and work out the balance. The winner is the learner with the highest balance when the cards run out.

You can vary this game in a number of ways. For example, you could deal out all the cards at the start and learners could work through them at their own pace.

## Points for discussion

Discuss any problems that arise. For example, if calculators are used students may not be sure about the meaning of results such as £256.7

At the end of the game, discuss different ways of checking the final balance. This can be done using the total amounts paid in and out of the bank. Students can do this by using the bank balance sheets or by sorting the cards they get into two piles.

Also discuss what happens if you take out or spend more than you have in the bank.

## Extensions

Check the calculations on some real (or simulated) bank statements. Discuss the different sorts of transactions shown on bank statements.

Use a spreadsheet to complete a bank statement, using spreadsheet formulae to carry out the arithmetic.