

# Treasurer

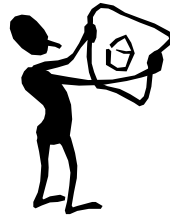


18 U.S.C. 707

Developed by: Wisconsin 4-H Southern District Leadership Team Members  
Sponsored in part by the Wisconsin 4-H Foundation  
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# TEACHING PLAN

## *Topic: Treasurer*



Date of presentation: \_\_\_\_\_ Location: \_\_\_\_\_

Audience description: \_\_\_\_\_ Age range: \_\_\_\_\_ Group size: \_\_\_\_\_ Length of lesson: 40 minutes

Visual aids needed: \_\_\_\_\_ Equipment/supplies needed: newsprint pad, easel and markers; 10 3"x5" note cards per participant

Handouts needed: Identification Sheets 1-4 per participant, Identification ANSWER Sheets 1-4 per trainer, Work Sheets 1-4 per participant, Work Sheet ANSWER Sheets 1-4 per trainer, Assignment Sheets 1-4 per participant, blank "Sample Club Treasurer's Report" forms per participant. Adapted from the 4-H Club Treasurer Handbook, University of Wisconsin-Extension.

When the lesson is completed, learners will be able to:

1. Identify reasons a club treasurer is important to the club
2. Label the parts of a blank check, a deposit ticket, a check register, and a meeting report
3. Complete a check, a deposit ticket, a check register, and a meeting report

How will you be able to know the learners are able to do that? Participants will be able to verbally state in a large group reasons why a club treasurer is important to the club; partnership pairs will be able to verify to the trainers that their pair can label the parts of a blank check, a deposit ticket, a check register, and a meeting report; trainers will be able to visibly see participants complete a sample check, a deposit ticket, a check register, and a meeting report.

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Setting the scene: introducing the topic</i>            Say “Do you like money? As club treasurers, you have the chance to work with you club’s money on a regular basis. Let’s start by talking about why we like money. Any ideas?”</p> <p>Now let’s look at these reasons and see if they can be the same for a 4-H club.</p> <p>Looks like being treasurer is pretty important to your 4-H group!”</p>	<p>Write on newsprint paper the reasons why people like money. Try to bring out a variety of ideas from the group.</p> <p>Compare the reasons listed for individuals to those for a 4-H club. Look for similarities. For example, people like to buy things with money. What might a 4-H club like to buy? Stress how important, then the management of money is to fellow club members.</p>	<p>Treasurers say reasons why they like money.</p> <p>Treasurers discuss why money is important to their 4-H clubs.</p>
<p><i>An emotion-producing experience: why the topic is important!</i>            Say “We’re going to now think about what it would be like to NOT have money. On these 10 note cards, write down 10 things you would buy if you had extra cash. Put 1 item on each card.</p> <p>Now, imagine losing some of your money. You aren’t able to buy as much stuff. Take one item away from your 10 purchases—now you can only buy 9.</p> <p>Was it hard or easy to decide which items you could not afford? Why was it that way for you?</p> <p>Now, what are things your clubs purchase or support with their money? How would your group feel or have to function differently if the money wasn’t there?</p> <p>So can we agree that money is pretty important to all of us—and to our clubs as well?”</p>	<p>Give each person 10 3” by 5” note cards.</p> <p>Have them each remove 1 card and continue this removal process until only 1 or 2 items remain.</p> <p>Write on newsprint paper things clubs purchase or support with their money.</p>	<p>Treasurers write down ten things they would buy—1 item on each card.</p> <p>Treasurers remove 1 card at a time until the process is stopped.</p> <p>Treasurers tell why the process was easy or hard for them.</p> <p>Ideas are generated from the group.</p>

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Explaining what is to be learned: providing information about the topic</i></p> <p>Say “We mentioned earlier how important it is to manage money well. It takes a good understanding of how to use financial documents correctly to accomplish this. In this part of the session, let’s look at 4 documents important to club treasurers: (1) a check; (2) a deposit ticket; (3) a check register; and (4) a meeting report.</p> <p>Here is a blank check. What goes here?</p> <p>Here is a deposit ticket. Can you identify the parts that go with the letters?</p> <p>This is a check register. What is this part?</p> <p>Here is a meeting report. Can you tell us what the parts of the report are?”</p>	<p>Distribute the <b>Identification Sheets</b> for each document. Ask them what each letter refers to in the sample documents.</p>	<p>Treasurers take turns responding to each letter on the blanks.</p>
<p><i>Learning activities: exercises to teach the information to be learned</i></p> <p>Say “Now that we have identified the parts of these documents, let’s practice working with them. We’re going to ask you to partner up for this activity so everybody find a partner.</p> <p>Work with your partner to come up with the answer to your assigned question.</p> <p>Do we all agree to these answers?”</p>	<p>Help all participants to find a partner.</p> <p>Distribute the 4 <b>Work Sheets</b>—make sure all 4 are scattered among the pairs for the activity.</p>	<p>Treasurers find and sit by a partner to work on the activity together.</p>

WHAT YOU SAY	WHAT YOU DO OR SHOW	WHAT LEARNERS DO
<p><i>Applying the information: providing opportunities to practice the skills or roles involved</i>            Say “It’s important to practice using these 4 documents so, when your club needs you, you are ready to use them correctly.</p> <p>Stay in your partner pairs, and we’ll give each pair an assignment sheet. Work through the assignment, and we will talk about how it went when you are done.</p> <p>What did you think? Did anyone discover anything new?”</p>	<p>Give each pair an <b>Assignment Sheet</b>.</p>	<p>Pairs complete the assignment together.</p> <p>Treasurers state new things learned through this activity.</p>
<p><i>Processing the practice opportunities: reinforcing what was good and relating the actions to their 4-H club</i>            Say “Let’s talk about mistakes that a treasurer might make. Any ideas?”</p> <p>Why might these mistakes happen? Thinking back to the activities you’ve just completed, what might you do to avoid making these mistakes?</p> <p>Who might be good people to help you be accurate?</p> <p>Good job working with the 4 important documents covered in this session!”</p>	<p>Write on newsprint paper mistakes that might happen. For example, treasurers might say spelling names wrong or writing down the wrong amount in the check register.</p> <p>Repeat important reasons for these mistakes, and identify strategies to use to try to avoid these mistakes.</p> <p>Write down categories of resource people to assist with accuracy such as 4-H leaders, older members, other officers, etc.</p>	<p>Treasurers list potential mistakes, reasons mistakes might happen, strategies to avoid making mistakes, and resource people to help with accuracy.</p>
<p><i>Summarizing and concluding: responding to questions and reviewing the information learned</i>            Say “Today we have talked about how important money is to each of us as well as to our respective 4-H clubs. We’ve explored 4 important financial documents and practiced completing them. Your effectiveness—and accuracy—as a treasurer depends on these important record-keeping pieces. Don’t be afraid to get to know them very well.</p>		

<b>WHAT YOU SAY</b>	<b>WHAT YOU DO OR SHOW</b>	<b>WHAT LEARNERS DO</b>
<p>At least remember these 3 things: (1) Fill out checks properly; (2) record accurate deposits and withdrawals; and (3) don't take money!</p> <p>Does anyone have any questions?</p> <p>Thanks for participating and good luck in your office this year.”</p>	<p>Respond to questions as participants ask them. If you do not know the answer, encourage them to check with their local 4-H staff for assistance.</p>	<p>Participants ask questions as necessary.</p>
<p><i>Notes and reminders: did you forget anything?</i></p>	<p>Give any extra copies of your handouts to the count 4-H staff in charge before you leave. Thank them for allowing you to present your information and for including them in their program.</p>	

# Assignment Sheet #1

## *Check*

Write a check to your county Extension Office for \$121.50. The check is for your club's softball team dues, and you write it on October 21, 1999.

4-H Cloversall Club

1152

Date \_\_\_\_\_

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

**HOME TOWN**  
**Trust & Savings Bank**

Purpose \_\_\_\_\_  
\_\_\_\_\_

# Identification Sheet # 1

## *Check*

Busy Badgers 4-H Club  
Your Town, WI 55533

**D**

---

Pay to  
the order of

**A**

/

**E**

---

**B**

---

3<sup>rd</sup> National Bank  
Your Town, WI 55533

Memo **C**

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**F**

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# Identification ANSWER Sheet

## *#1 -- Check*

**A = WHO THE RECIPIENT OF THE CHECK IS**

**B = THE WRITTEN OUT AMOUNT OF THE CHECK**

**C = THE PURPOSE OF THE CHECK**

**D = THE DATE THE CHECK IS WRITTEN**

**E = THE NUMERICAL DOLLAR AMOUNT OF THE CHECK**

**F = THE SIGNATURE (S) OF THE WRITER (S) OF THE CHECK**

# Assignment Sheet #2

## Deposit Ticket

Prepare a deposit ticket for September 12, 1999. You are depositing \$2.00 in cash, \$1.31 in coins, and checks numbered 1103 (\$1.25) and 787 (\$10.00) for a total deposit of \$14.56.



CASH	CURRENCY		
	COIN		
LIST CHECK SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

Date \_\_\_\_\_

\_\_\_\_\_  
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

➤ 2160 Rimrock Rd.  
 ➤ Madison, WI 53713-1481  
 COUNTY CREDIT UNION ➤ (608) 256-5665

**AVAILABILITY  
OF DEPOSITS**  
 Notice: Deposits  
 may not be  
 available for  
 immediate  
 withdrawal.

# Identification Sheet #2

## *Deposit Ticket*

### Deposit Ticket

DATE \_\_\_\_\_ **A**

\_\_\_\_\_ **B**  
Sign if cash received

3<sup>rd</sup> National Bank  
Your Town, WI 55533

	Dollars	Cents
Currency	<b>C</b>	
Coin		
List Checks Singly	<b>H</b>	
From Other Side	<b>D</b>	
Total	<b>E</b>	
Cash Required	<b>F</b>	
Total	<b>G</b>	



# Identification ANSWER Sheet

## *#1—Deposit Ticket*

- A = DATE THE DEPOSIT IS MADE**
- B = SIGNATURE OF THE PERSON TO RECEIVE CASH**
- C = THE CASH AMOUNT DEPOSITED**
- D = CHECKS LISTED ON THE BACK OF THE DEPOSIT TICKET**
- E = THE TOTAL OF CURRENCY, COINS AND CHECKS TO BE DEPOSITED**
- F = THE TOTAL OF CASH REQUIRED**
- G = THE TOTAL AMOUNT TO BE DEPOSITED**
- H = INDIVIDUAL CHECKS TO BE DEPOSITED**





# Identification ANSWER Sheet

## *#3—CHECK REGISTER*

**A = THE NUMBER OF THE CHECK**

**B = THE DATE THE CHECK IS  
WRITTEN**

**C = THE PERSON TO RECEIVE THE  
CHECK OR TO PROVIDE THE  
DEPOSIT**

**D = THE PURPOSE OF THE CHECK  
OR DEPOSIT**

**E = THE AMOUNT OF THE CHECK**

**F = THE AMOUNT OF THE DEPOSIT**

**G = THE AMOUNT OF THE CHECK  
OR DEPOSIT**

**H = THE ENDING BALANCE AFTER  
THE TRANSACTION IS  
RECORDED**

# Identification Sheet #4

## *Meeting Report*

A

B

C

D

E

I

G

H

J

K

L



# Identification ANSWER Sheet #4

## *MEETING REPORT*

- A = THE NAME OF THE 4-H CLUB**
- B = THE DATE OF THE BEGINNING REPORT BALANCE**
- C = THE BEGINNING REPORT BALANCE**
- D = THE AMOUNT TAKEN INTO THE ACCOUNT**
- E = THE PURPOSE OF THE MONEY TAKEN INTO THE ACCOUNT**
- F = THE AMOUNT OF PAYMENTS MADE FROM THE ACCOUNT**
- G = THE PERSON RECEIVING PAYMENTS FROM THE ACCOUNT**
- H = THE REASON THE PERSON IS BEING PAID**
- I = THE TOTAL AMOUNT OF MONEY TAKEN INTO THE ACCOUNT**
- J = THE TOTAL AMOUNT OF PAYMENTS MADE FROM THE ACCOUNT**
- K = THE DATE OF THE ENDING REPORT BALANCE**
- L = THE ENDING REPORT BALANCE**

# Assignment Sheet #4

## *Meeting Report*

Complete a meeting report for your club. The starting balance for your club's treasury as of October 2, 1999, was \$2,184.21. Over the past month, you made 3 deposits. A \$96.00 deposit was made for a cookie sale. \$42.00 was deposited for the sale of club T-shirts. The third one was for \$38.00 to cover flowers for a 4-H parent's funeral. The total deposit amount was \$176.00. You wrote a check for \$126.00 to the Camper's Cookie Company, another one for \$171.00 to the Colonial Shirt Shop. That was for the club T-shirts. You wrote a check to Florence's Floral Shop for \$45.00 for funeral expenses. An additional check to the county leaders' association was written for \$81.00 to cover club dues. The total of all payments from the account was \$423.00. An ending balance was recorded on November 4, 1999, of \$1,937.21.

# Work Sheet #1—*Check*

**Which of these examples is the proper way to write out the amount of a check?**

*A. four hundred 69 and 20 cents*

*B. 4 hundred 69 and and 20/100*

*C. four hundred sixty nine and 20/100*

*D. four hundred and sixty nine and 20/100*

**ANSWER: \_\_\_\_\_**

# Work Sheet #1—*Check*

**Which of these examples is the proper way to write out the amount of a check?**

*A. four hundred 69 and 20 cents*

*B. 4 hundred 69 and and 20/100*

*C. four hundred sixty nine and 20/100*

*D. four hundred and sixty nine and 20/100*

**ANSWER: C**

## Work Sheet #2—*Deposit Ticket*

**Which of these examples is the proper way to sign your name when receiving cash from a deposit ticket?**

*A. Jon Anderson*

*B. Jonny*

*C. Jon A.*

*D. Jonathan L. Anderson*

**ANSWER: \_\_\_\_\_**

## Work Sheet #2—*Deposit Ticket*

**Which of these examples is the proper way to sign your name when receiving cash from a deposit ticket?**

*A. Jon Anderson*

*B. Jonny*

*C. Jon A.*

*D. Jonathan L. Anderson*

**ANSWER: D**

## Work Sheet #3—*Check Register*

**Which of these examples is the proper way to designate a transaction description in a check register?**

*A. wreath and roping fund raising supplies*

*B. stuff for Mom*

*C. food*

*D. stamps*

**ANSWER: \_\_\_\_\_**

## Work Sheet #3—*Check Register*

**Which of these examples is the proper way to designate a transaction description in a check register?**

*A. wreath and roping fund raising supplies*

*B. stuff for Mom*

*C. food*

*D. stamps*

**ANSWER: A**

## Work Sheet #4—*Meeting Report*

**Which of these examples is the proper way to designate the reason a person is being paid from the club treasury account?**

*A. snacks*

*B. stuff for my Mom*

*C. clothing project workshop supplies*

*D. registration*

**ANSWER: \_\_\_\_\_**

# Work Sheet #4—*Meeting Report*

**Which of these examples is the proper way to designate the reason a person is being paid from the club treasury account?**

*A. snacks*

*B. stuff for my Mom*

*C. clothing project workshop supplies*

*D. registration*

**ANSWER: C**

# Sample Club Treasurer's Report

\_\_\_\_\_ Club Name

1. State the checking account beginning balance:

Date: \_\_\_\_\_ Balance: \_\_\_\_\_

2. Money received:

Amount \$ \_\_\_\_\_ for (what purpose) \_\_\_\_\_

Amount \$ \_\_\_\_\_ for (what purpose) \_\_\_\_\_

Amount \$ \_\_\_\_\_ for (what purpose) \_\_\_\_\_

Amount \$ \_\_\_\_\_ for (what purpose) \_\_\_\_\_

Amount \$ \_\_\_\_\_ for (what purpose) \_\_\_\_\_

Total Received: \$ \_\_\_\_\_

3. Payments:

\$ \_\_\_\_\_ to \_\_\_\_\_

for (what purpose) \_\_\_\_\_

\$ \_\_\_\_\_ to \_\_\_\_\_

for (what purpose) \_\_\_\_\_

\$ \_\_\_\_\_ to \_\_\_\_\_

for (what purpose) \_\_\_\_\_

\$ \_\_\_\_\_ to \_\_\_\_\_

for (what purpose) \_\_\_\_\_

\$ \_\_\_\_\_ to \_\_\_\_\_

for (what purpose) \_\_\_\_\_

Total Payments: \$ \_\_\_\_\_

4. State the ending balance:

Date: \_\_\_\_\_ Balance: \_\_\_\_\_