

**Physical progressions:**

- Use the STEP examples in the teacher guide.  
For example, can players vary their passes- one hand, two hands, below knees, above head etc. Maybe the harder passes deduct more money to make the purchase quicker.

**Reflection**   

- When do we use a debit card? When might you choose to use a credit card?
- How did you communicate as a team to keep possession?
- How did you encourage other members of your team?

**Finance progression:**

**Credit card use:** Introduce a different coloured rugby/sponge ball to represent a credit card. Teams can choose to use the credit card when they need to, e.g. they've spent the money in their current account, they don't have quite enough money left to make the full purchase. But using the credit card incurs a £5 charge, so they must make additional passes.

**3 Plenary:**



**Team huddle:**

- What can you do to protect yourself from unexpected spends?
- What are the risks of using a credit card?
- How can you keep a check of your spending when using a credit card?

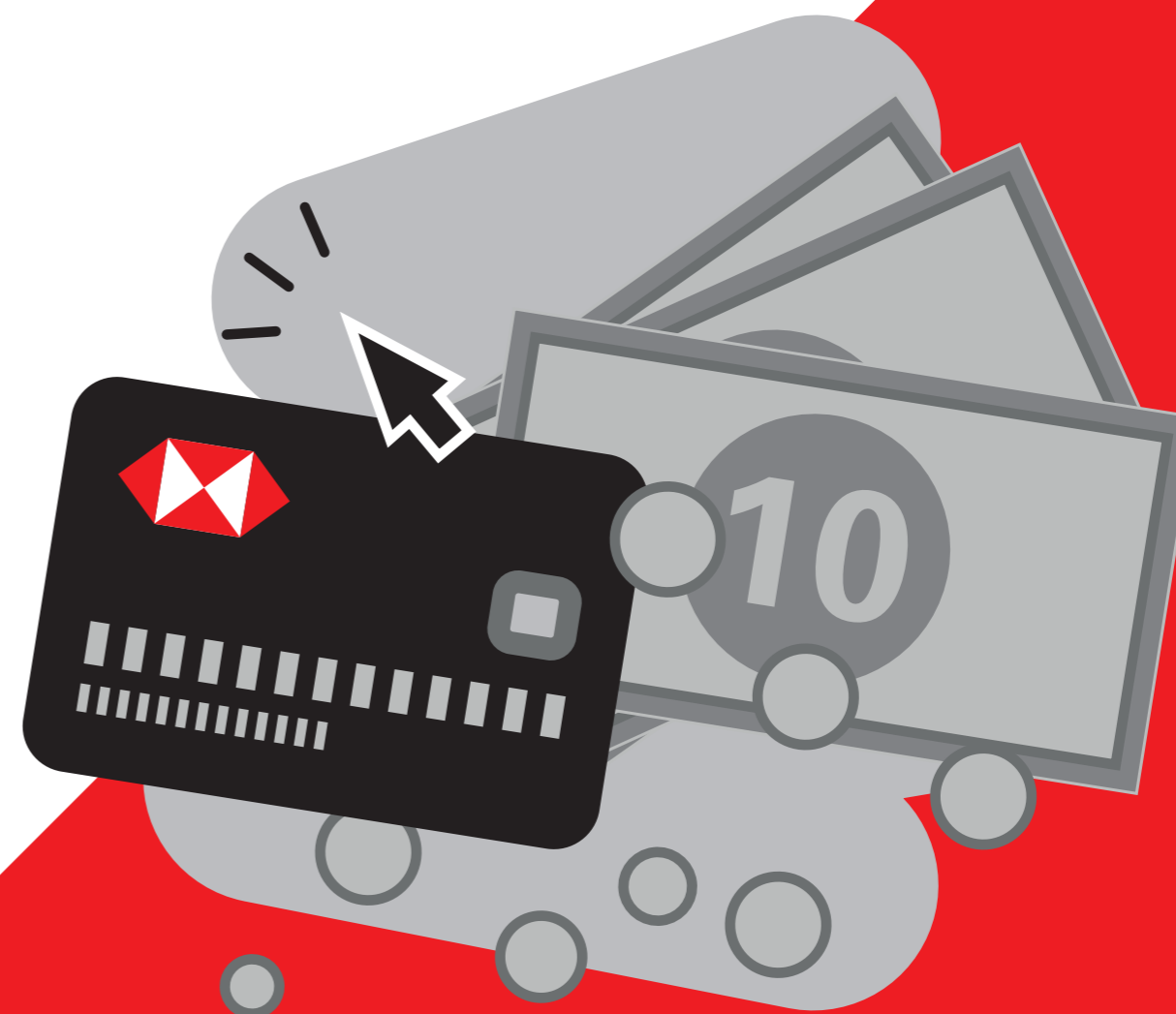
**Team tunnel:**

- What you enjoyed today.
- What you were proud of.
- What you learned.



**PE Lesson 3:**  
**Ways to pay**

To be able to describe different ways to purchase and pay for items that don't involve cash



Learning intention	Life skill	Equipment
To pass accurately and receive safely in order to keep possession	Communication	Cones, rugby balls, sponge rugby balls, hoops, whiteboards, whiteboard pens

Learning focus icons to look out for:



## 1 Starter: PIN

### Set up:

- Organise pupils into teams of 4 and give them a rugby ball
- Allocate each team to a designated square area
- Pupils number themselves 0-3

Pupils spread out, but still face each other.

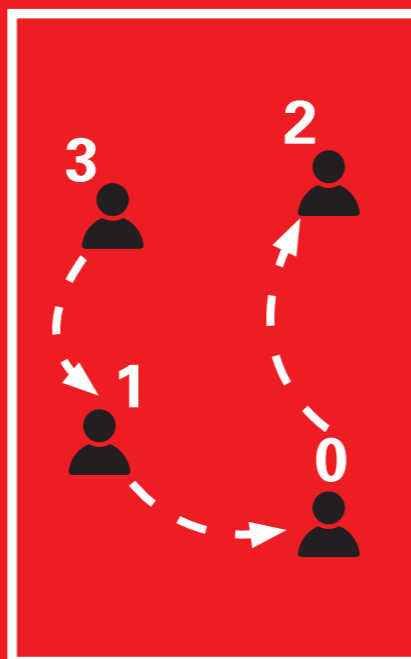
Teacher shouts out a PIN number combination e.g. (3-1-0-2) and pupils must pass the ball accurately and in the correct order to the relevant team member. Team shouts, 'Transaction', when all passes have successfully been made. If a player drops the ball, the PIN sequence resets from the first player again.

Pupils number themselves 0-9. If a pupil's numbers are called consecutively, the pupil must throw the ball up in the air and catch, before passing onto the next player.

In real life we would need to keep our PIN safe. One pupil per team is now responsible for coming up with the PIN, and must use non-verbal communication to ensure the ball is passed in the correct sequence during play.

### Reflect:

- How did you ensure speed and accuracy with your passes?
- Why is a PIN used?
- How did you communicate to a teammate that you were ready to receive the ball?



## 2 Main: Making transactions

**Physical:** Keeping possession

**Financial:** Understanding credit and debit card use

**Personal:** Communication

### Set up:

- Keep pupils in their teams of 4
- Rectangular playing area
- Place 3 hoops at one end of the playing area. Each hoop represents different spends associated with going to a rugby match (tickets £15, programme £10, fan scarf £7)

### Activity

#### Recap on learning from the classroom

Imagine we are going to a rugby match.

There are certain things we will need to buy and some we may want to buy. What could these be?

In our game, the items we need and want to buy are tickets (hoop 1), programme (hoop 2), fan scarf (hoop 3).

#### The aim is to:

- Keep moving within the playing area
- Deduct the money (successful passes)
- Make the transaction (score the try)

Teams have £40 in their current account (rugby ball).

Teams choose which item they'd like to buy first, and work out how much will be left in their current account after they buy it.

Players pass the ball within their team, moving around the space and counting back in £1s from £40, with each successful pass.

When they reach their purchase value, the player with the ball sprints to the relevant hoop, scores the try and shouts, 'Transaction'.

Play resets from the new current account amount and teams choose what they would like/can afford to buy next.

We need to be careful with our money- if a player drops the ball, or runs out of the area, deduct a further £1 from the spend.

