

Reflection   

- Did you manage to shop for each item?
- Did you get the quantities you needed?
- How did the time pressure affect your decisions?
- How did that make you feel?
- Did you manage to stay within your shopping budget set in the classroom? (per item and overall?)
- If not, why not? What information were you missing? (recap on budget, spending costs)

Finance progression:

Stick to the Budget – Teams are given a budget of £30. They decide how much of the budget they will spend on each of their items and add this value to the whiteboard, e.g. fruit £7 (work only in pounds). Teams place balls in their starting hoop that add up to their budget total (no possibility of over-spend), making sure they have a mixture of £1s (sponge balls), £2s (blue/yellow rugby ball) and £5s (green/yellow rugby balls).

No time limit on this activity. The bank manager becomes the budget manager. The focus is spend not quantities. They check progress during the game and tell pupils when they have reached the budget total for the different items to ensure pupils don't spend more money than they had budgeted for on certain items.

Physical progressions:

Use the STEP examples in the teacher guide. One example could be – to introduce pass backwards only.

3 Plenary:



Team huddle:

- Why is setting a budget important?
- Why is it important to stick to a budget?
- Did you feel different in the second activity when you knew exactly how much you could spend? Explain your answer.
- What different skills did you need to use in the activity?
- What does taking responsibility mean?
- How can you demonstrate this as a team?

Team tunnel:

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



PE Lesson 4:
Budget management

To understand budgets and the importance of sticking to them



Learning intention	Life skill	Equipment
To pass and move, creating space and moving forwards	Responsibility	Hoops, sponge rugby balls, blue/yellow rugby balls, green/yellow rugby balls, whiteboards and pens, pupil money and movement trackers

Learning focus icons to look out for:



1 Starter: Earn an income

Set up:

- Put pupils into teams of 7 (ideally linked to classroom teams)
- Rectangular playing area per team
- Players number themselves 1-6. The extra player is the banker with a whiteboard and pen.

Moving around the space players pass a rugby ball in number order. Every time the rugby ball completes a full circuit a point is scored and recorded by the banker. After 10 points the banker swaps in and another player becomes the banker.

Can players vary the types of passes and get quicker?

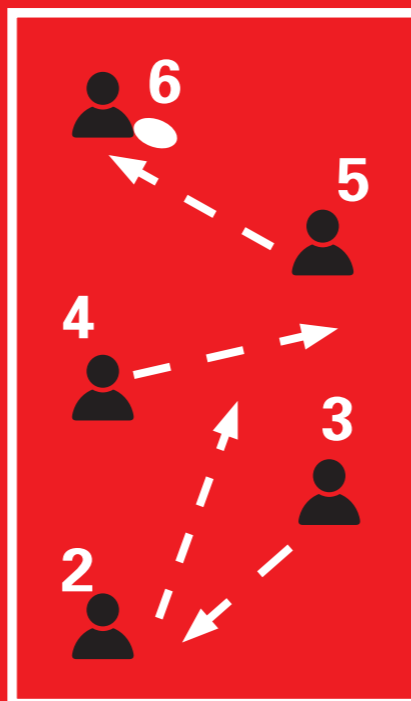
Can they pass only backwards?

If the ball is dropped, no point is scored, the ball is returned to player 1 and the game resumes. At the end of the game, teams count up their total earned income.

1 point = £1




Reflect:

- Why is having an income important?
- Where is the best place to throw a ball for your teammate to catch it?
- Did your team use a strategy to maximise savings?
- How did you take responsibility if this didn't work?



X BANKER

2 Main: Budget ball

-  **Physical:** Pass and move, create space, move forwards
-  **Financial:** Importance of setting and keeping to a budget
-  **Personal:** Responsibility

Set up:

- Pupils remain in the teams and playing space from starter
- 2 playing groups of 3 and 1 player is allocated as bank manager
- Teams given classroom shopping list
- Create try lines at each end of pitch.
- Behind one try line place spend hoops, one for each item on the shopping list (max of 4 hoops/items)
- Hoops/shopping items are labelled with a whiteboard.
- At the opposite end (start line) place sponge and rubber rugby balls in a hoop behind the line.
- Sponge ball= £1, blue/yellow rugby ball=£5
green/yellow rugby ball=£10
(but only the banker knows this)

Activity

- Pupils recap on the items they have on their shopping list and the quantities they set out to buy.
- Pupils 'shop' for their items by passing the ball backwards in groups of 3 from the start line to the opposite end and scoring the try in the appropriate spend hoop.
- Pupils then run around the outside of the pitch to the beginning again. The second 3 players can start as soon as their teammates have reached the halfway point.
- If a ball is dropped the 3 players must go back to the start around the outside of the pitch.

Teams have 3 minutes to shop for their items. The bank manager stands at the try line and keeps a track on the quantities bought and how much money the team spends in each hoop/on each item. At the end of the time the bank manager checks how much money the team has spent in each hoop (item).

X BANK MANAGER

SPEND

