

3 Plenary:

Display the medals (class wall) celebrating the strengths of the class.

What ideas do the children have about what they will do with money to help them work towards achieving their dreams?



Classroom Lesson 6:
Planning for the future



Learning intention	Key vocabulary	Resources
To understand the need to plan for the future and the importance of savings	Skills, goals, budget, salary, income, future planning, deductions, earn, choice, cost, work, save	Money and Movement Tracker, Try It! Convert It! class wall tracker, class poster week 6, A5 medal cut out, lesson slides, rugby ambassador video

1 Starter: Career aspirations

Highlight the financial theme of the week (showing the class the week 6 poster). Share today's learning intention and underline the key words.



Team talk

What jobs do you know? Come up with a class list of jobs and record on the whiteboard. Discuss some of the skills and qualities people doing these jobs need.

Activity 1:

Play video – Career aspirations

Pupils watch the video and then work as a team to answer the activity 1 questions in tracker.

- What did Nolli want to be when she was younger?
- What did Ben want to be when he was younger?
- What skills and qualities does a rugby player need?
- What skills and qualities does a coach need?

National anthem time:

Recognising and celebrating skills and qualities

Play video – Skills and qualities



Team talk

- What skills and qualities do Ben and Nolli have?
- How has rugby developed these?
- How did working as a team help them develop?
- What skills have you developed throughout the HSBC Money and Movement programme?

Give pupils the A5 medal cut out. Ask them to record all of the different skills and qualities they have. Tell them this is their national anthem time – Pupils stand proud of what they can do. Maybe the different teams' national anthems could be played?

Talk about any of the jobs which involve working as part of a team. Pick up on any stereotyping. Point out exceptions such as women working in STEM. Examples could include Katherine Johnson - NASA Scientist, Joan Clarke - Code Breaker, Grace Hopper - Computer Scientist.

2 Main: Planning for the future

Play video – Planning for the future

Activity 2:

Pupils watch the video and then work as a team to answer the questions.

- What steps did Ben put in place to become a successful coach?
- What set-backs did Nolli come up against?
- What did Ben buy with his first pay cheque?

Activity 3:

Ask the children to come up with a 'dreams list' - What would they like to have and be able to do in the future?

Pupils complete activity 3 in tracker

Ask the pupils to look at the list of jobs from the starter activity and their own skills and qualities.

- Which job/s do they think they might be suited to?
- Do they think the job they might like will allow them to achieve their dreams?

Extension:

Children research the pathways to get one of those jobs.

- Consider what costs may be associated with getting the job.
- What benefits may they get?