

**Activity 3:**

 **Play video – Sportsmanship**

- What is sportsmanship?
- How does this link to fraud?
- What were some of the emotions that Ben and Nolli felt?

Read out some sporting examples and ask teams to draw an emoji on their whiteboard to show how it would make them feel.

Pupils complete activity 3 in tracker.

 **Plenary:**

Recap on learning intention and success criteria. Use emojis on whiteboard to indicate how comfortable they are with each area of learning.



## Classroom Lesson 5: Protecting money



Learning intention	Key vocabulary	Resources
To know what fraud is and how to be in control of my own money	Protect, secure, fraudsters, fraud, phishing, smishing, vishing, money mules, PIN, scam	Money and Movement Tracker, Try It! Convert It! class wall tracker, class poster week 5, lesson slides, rugby ambassador video, money notes

## 1 Starter: Ways to protect money

Highlight the financial theme of the week.  
(showing the class the week 5 poster).  
Share today's learning intention and underline the key words.



### Team talk

I have £100 to give each team today  
(put money notes on each table).

- How do you feel?
- Who would you trust to tell about your money?
- What risks might there be to having money?  
(lost, stolen)
- What could you do to keep it safe?
- Where would you keep it?

Take feedback and collate on the whiteboard. Agree as a class that the money is going to be banked.

- Each table places their money in the 'teacher's bank box'.
- Make the box secure by tying ribbons around it
- Explain that each ribbon represents a different security measure e.g. PIN number, signature, security questions

### Activity 1:

- Take on the role of bank manager.
- Different pupils come to the 'bank' to draw out money.
- Perform security checks e.g. please sign here, enter your PIN number, enter your password, what was the name of your first pet?

Pupils complete activity 1 in tracker

## 2 Main: Fraud

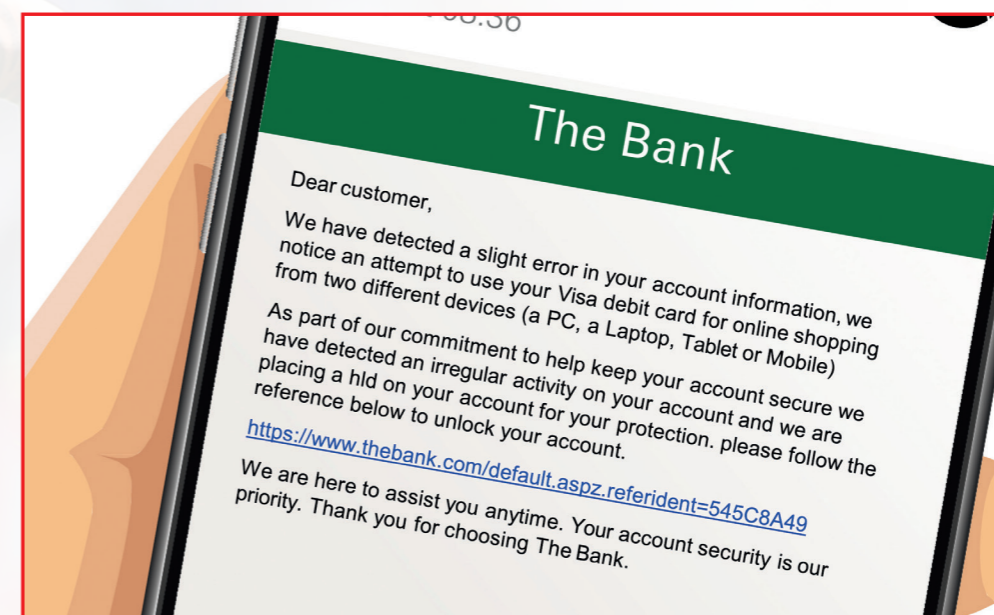


### Team talk:

What do pupils understand about fraud? Who is a fraudster?  
Take feedback and create a word wall to describe fraudsters e.g. cheats, dishonest, liars, devious, sly, false, fake.

### Activity 2:

Example email:



Pupils stand up if they think it is from a fraudster or stay seated if they think it is genuine.

- Reveal it is from a fraudster.
- How does this make you feel?
- Explain the different types of fraud- smishing, phishing, vishing
- How does fraud make you feel?

Pupils complete activity 2 in tracker