

At the end of the game teams get together in a big circle. The sporting behaviour detective discusses positive examples they saw during the game and awards any extra points. The referee and players can also contribute to this discussion.

Reflection   

- Why is it important to have a strategy for the game?
- How does this link to having a plan for your future?
- How did your team's tactics change as the game progressed?
- Did this vary if you were attacking or defending?
- How well did the team work together?
- Did you show leadership at any time during this game?
- How can you use some of these leadership skills in wider school, at home and into the future?

Finance progression:

Salary zones: Add two more try lines at the end of each pitch approximately 3m apart. Tries scored over the original try line score 1 point, the second try line 3 points, the last try line 5 points. Teams play the game, keeping score. At the end of the game teacher discusses how the different zones might apply to different types of jobs and how some have different incomes and require different pathways. Often (but not always) those jobs where extra training is required, pay more and take longer to achieve. Discuss examples of jobs.

3 Plenary:



Team huddle:

- What did you learn about having a game plan today?
- What is your game plan for deciding what job you would like to do in the future?
- Speak to people around you
- Ask what jobs people do at different work places
- Why is good sportsmanship important across all career choices?

Team tunnel:

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

PE Lesson 6: Planning for the future

To understand the need to plan for the future and the importance of savings



Learning intention	Life skill	Equipment
To apply learned skills in a game of tag rugby	Teamwork and leadership	Cones, tag belts, rugby balls, whistles, floor spots, whiteboards and pens

Learning focus icons to look out for:



1 Starter: Finance stepping stones

Set up:

- Organise pupils into small groups of 4 or 5 and allocate to a playing area
- Set up a start and finish line, (river bank) with cones or throw down lines
- Spread money spots (stepping stones) out throughout the space between the start and finish lines
- Put the financial scenario cards in the dice pockets.

Activity:

- The aim is for pupils to get across the river using the stepping stones.
- On 'Go!' pupils try to leap across the stepping stones.

'Foot in the water' means they have to go back to the start.

- On a whistle players stop. Die is thrown and players have to follow the instructions, for example:

- Gained a qualification - 1 step forward
- Gambling debt- 3 steps back
- No savings – 1 step back
- Fees for forgetting to pay a bill – 2 steps back
- Hit a savings goal – 2 steps forward
- Didn't stick to budget – 1 step back

Physical progressions:

- Use the STEP principles in the teacher guide.
One example could be: Pupils carry a rugby ball as part of their crossing. When they get to the other side of the river they score their try.

Reflect:

- How do you make sure you don't fall off a stepping stone when changing direction?
- How did you feel when you had to step backwards?
- What decisions did you need to make?
- What financial decisions will you make at different points in your life?
- What will move you forwards?
- What actions may set you back?



2 Main: Rugby sevens

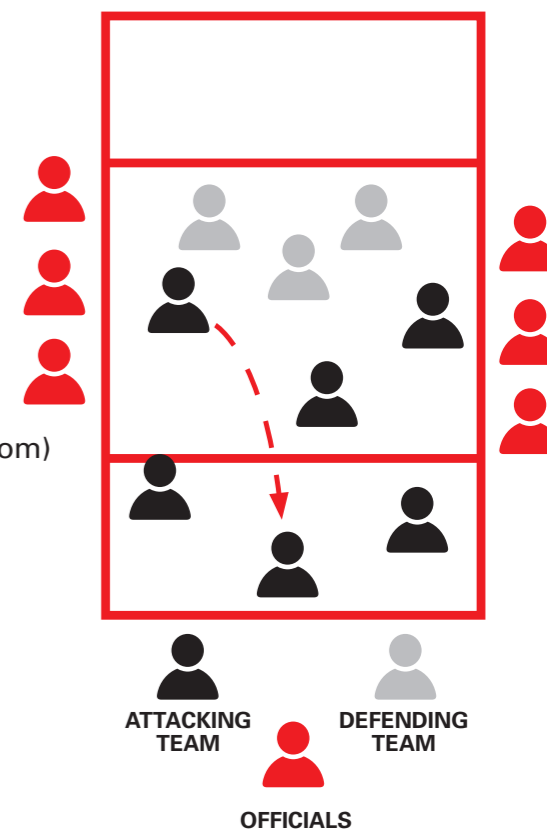
 **Physical:** Evasion, passing and receiving skills, speed and agility

 **Financial:** Having a plan

 **Personal:** Teamwork and leadership

Set up:

- Rugby pitch with clear try lines/area marked out
- Teams of 7 (ideally their rugby sevens team from the classroom)
- Allocate 3 teams to a pitch
 - Team 1- attacking team
 - Team 2- defending
 - Team 3- officials / sporting behaviour detectives
- Each playing team has a set of tag belts
- Allocate officiating roles. Please note you can adapt the roles, have more or fewer pupils doing the same role dependent on your class size. If you don't have enough pupils for 3 teams per pitch, pupils who are off the pitch can officiate or teams can self-referee. Suggested roles:
 - Referee- ensures teams are playing by the rules and keeps track of the score. Could have one referee per team to focus attention. They sound their whistle if a player breaks the rules
 - Sporting behaviour detective- look out for examples of positive sporting behaviour, e.g. motivating others, showing respect or integrity, and award extra points to that team.



Activity

The aim of the game is for the attacking team (the team with the ball) to score as many tries as possible. A try is worth 1 point. Team 1 starts with all 7 players on the pitch. Team 2 has one player on the pitch. Team 1 starts play, from the halfway line of the pitch, and passes must be made backwards. Every time Team 1 score a try, Team 2 can bring on another one of their players. Play for 3 minutes when all players are on the pitch. Swap over.

Rules:

- Three passes must be made before a try can be scored.
- If a ball is dropped, it can be retrieved by either team if on the pitch or if it goes out of play, the opposition take control with a pass back on the pitch.
- If the defending team intercepts the ball, they gain control of the ball and become the attacking team.
- If the defending team makes a tag of the player on the ball, they give the tag back, and the attacking player must freeze (stand still) and pass the ball back to one of their team members.
- Sporting behaviour detectives look out for sporting behaviour and can award extra points to teams, explaining why.