

Activity 3:

Pupils set themselves a physical fitness goal and record in their tracker. Explain that for this first week they earn 'Try It!' points for setting the goal and by doing the activity at home they will earn 'Convert It!' points.

Pupils set themselves a saving goal (points) to achieve by the end of the project- How much do they want to save and for what purpose? Record in tracker their points goal and related privilege goal.

Take feedback and discuss a class saving goal- How many points do they want to save and what are they saving for? e.g. first class in for dinner, golden time, extra PE lesson

3 Plenary:

- Why do we save?
- Where do we save?
- How do goals help us?
- How can we track our savings?
(introduce class wall tracker)



Classroom Lesson 1: The value of money and saving



Learning intention	Key vocabulary	Resources
Understand the value of money and the concept of saving with effective goal-setting	Notes and coins, pounds and pence, saving, goal-setting, rainy-day fund, non-emergency fund, value	Money and Movement Tracker, Try It! Convert It! class wall tracker, class poster week 1, baskets, lesson slides, rugby ambassador video, notes and coins, rugby items and price tags

Introduction:

- Organise pupils into teams of 7 (to represent one of the Rugby sevens teams) and explain that this is their classroom team for the HSBC project.
- Explain that these classroom lessons will focus on a financial theme each week, using examples from sport/rugby to bring to life further.
- This 'team talk' approach to learning will develop young people's communication and teamworking skills, preparing them for the PE lesson later in the week.

1 Starter: The value of money

Highlight the financial theme of the week (showing the class the week 1 poster). Share today's learning intention and underline the key words.



Team talk

What do we already know about money and saving?
Teacher takes feedback and collates on whiteboard.

Activity 1:

Teams are given a number of rugby items and some price tags. They must:

- Discuss what the items are.
- Discuss what value they think they are (cheap/expensive).
- Match the tags to the item.

Reveal answers.

- Which item did you think was the cheapest? Most expensive?
- Did any of the values surprise you? Why?
- Are there any items you would like to buy?

Allocate teams a basket of money to be able to 'shop' the items.

Teams allocate the correct money (notes and coins) to make the prices. Be sure to give teams a mixture of different notes and coins, but make sure there isn't enough to buy all items.

- Can you buy all of the items?
- What could you do if you really wanted an item but couldn't afford it?
- How long do you think it would take you to save for this item?

Explain that we save to be able to buy something that we may not be able to afford straight away, or we save for rainy days. Talk about the difference and give examples e.g. a holiday v the washing machine breaking.

- Where might we keep these savings?

Pupils complete activity 1 in tracker

2 Main: Goal-setting

What is goal-setting? Why do we set goals? Examples of when we would goal-set?

Activity 2:

Play video - Goal-setting for physical and financial fitness

As pupils watch they complete activity 2 questions in tracker. Watch first time and record second time, or pause as needed.

- What is physical fitness?
- What is financial fitness?
- What were Nollie's goals when she was younger?
- What does Ben save for?
- What skills do you need when working towards a goal?

Discuss what physical fitness is, and list ideas for physical fitness goals. Discuss what financial fitness is, and list ideas for financial/saving goals.

Introduce the 'Try It! Convert It!' idea in the pupil tracker.

-  Try It! = 5 points for all main tasks completed.
-  Convert It! = 3 points for extension tasks and additional learning/activities.

Throughout the project you will be able to earn points: those points can be built up for different individual, team and class privileges.

Outline privileges on the board