



**Try It! Convert It!**  
**Money and Movement Tracker**



**HSBC rugby ambassadors Ben and Nolli will take you on your financial and rugby journey sharing their experiences from the world of rugby to help you along the way. They'll get you thinking about how to achieve your goals/ambitions and help you develop some valuable life skills whilst having some fun too.**



“One of the things I love about rugby is that it is a game for everyone, and to be successful you have to find a way to work well together as a team. Alongside teamwork, when playing rugby you learn a lot of different skills and what’s great is that many of them help in everyday life too. Knowing more about finances and the value of money is a great tool to have but it can be pretty tricky to understand. That’s where the teamwork of rugby comes to lend a hand in the rugby counts programme. Using games and skills you can do with your friends - learning about finance has never been more fun!!”

**Nolli**

**Belongs to:** .....

**This special tracker is all yours!**

**One place to record all things finance and rugby.**

**Yours to:**

- **Set goals**
- **Showcase your work**
- **Record your reflections**
- **Capture fun moments**
- **Earn points**
- **Celebrate achievements**



“Coaching has taught me that all of us get to be our best version through taking different paths. It is never the same for one person as it is for another to achieve their potential. It’s ok not to like learning something in a certain way to do something totally different. Embrace it. I hope learning more about finances and money through rugby and games might also unlock some of your learning and begin a cool journey for you too. Have fun, enjoy yourselves and see what’s possible.”

**Ben**

**“Do not save what is left after spending but spend what is left after saving”**

**Warren Buffett**

**“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.”**

**Nelson Mandela**

## How to use your tracker:

### In school

Use your tracker to complete learning tasks. Sometimes you will work in a team, sometimes you will work independently.

Some activities will have a **Try It!** icon, meaning you earn 5 points for completing them. Some will have a **Convert It!** icon meaning you earn 3 points.

You may also be awarded extra Try It! Convert It! points from your teacher for role modelling the key rugby values (**teamwork, respect, enjoyment, discipline and sportsmanship**). You can capture all these points on your personal scoreboard.

### At home

There is lots to learn about finance in everyday life at home. Points can be earned by completing the home learning activities set out in your tracker.

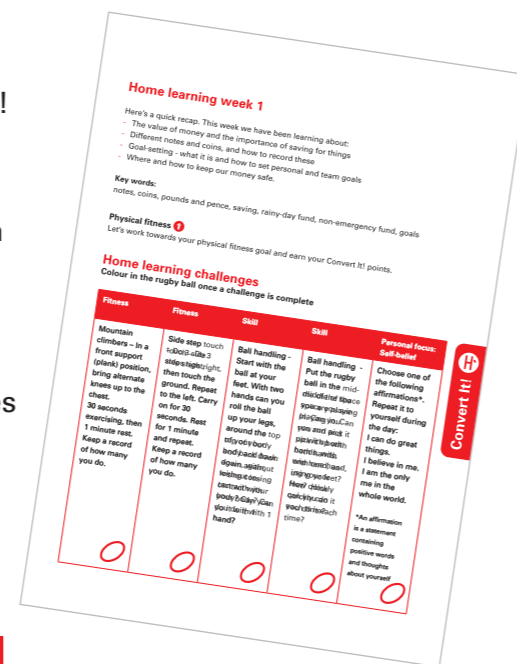
In week one you will set yourself a physical and a financial goal. At home there will be activities that support you to reach to reach these goals.

**Physical fitness.** Complete a weekly challenge to earn Try It! Convert It! points.

**Financial fitness.** Complete the activities you are set to earn more Try It! Convert It! points.

**Extra points.** These can be given by a parent/carer for extra things you do to help out at home showing the rugby values of **teamwork, respect, enjoyment, discipline and sportsmanship**.

Every week your teacher will collect the points that you have earned and put them on the class wall tracker, with the chance to earn some class privileges.



### Show this page to an adult at home

Welcome to your child's Money and Movement Tracker

Your child will use this to showcase their work in school and at home, reflect on their learning and earn points towards their physical and financial fitness goals.

### How to help your child

You can help your child by:

- Talking to them about what they have been learning in school about money
- Talking to them about their PE lessons, and how this has brought to life concepts such as saving, budgeting and fraud
- Asking them about the goals they have set themselves
- Taking part in the physical fitness challenges with them
- Supporting them with the financial fitness task
- Bringing the learning to life by relating to everyday tasks and financial activities and decisions.

### Home activities

Each week your child will have a home learning activity to complete, connected to the financial theme they have been learning in school.

- **Physical fitness-** Can your child complete one or more of the activities, answer the questions to reflect on the activity and maybe do the extension?
- **Financial fitness-** Can your child reflect on their school lessons and apply their learning to the home activities?

#### **Child icon**

These activities should ideally be completed independently

#### **Parent/carer icon**

Your child may need your help with these activities

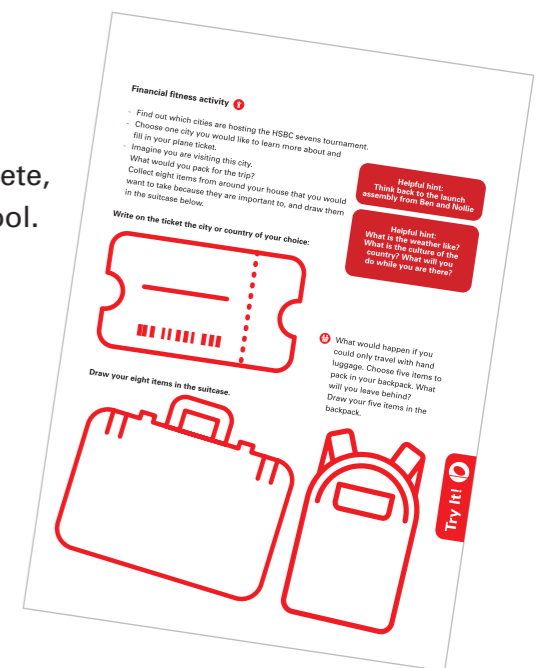
- **Bring it to life-** ideas and activities that link the financial focus to the real world and daily/weekly activities you may already do such as the food shop.

## **Try It!** **Convert It!**

Each activity or task will earn them points towards their saving goal. Try It! tasks are worth 5 points and Convert It! tasks 3 points.

- All points can be added up on the scoreboard, for your child to share with their teacher back in school to add to the class wall tracker.

You can award extra Try It! / Convert It! points across the week for any additional things your child may help with around the house and for displaying the rugby values of teamwork, respect, enjoyment, discipline and sportsmanship.



## Launch assembly Let's get started

Write and/or draw

What I already know  
about rugby...

What I  
already know about  
money/finance...

What I'd like to learn

### Rugby

eg. To learn more about  
the game

### Money

eg. To understand how  
to budget

### Personal/life skill

eg. To work well as part  
of a team

I am most excited about: .....

I am part of team: .....

The rugby values are:

T  
R  
E  
D  
S

## Week 1 The value of money

Learning objective: Understand the value of money and  
the concept of saving with effective goal setting

### Activity 1:

#### Spending and saving

Label the rugby items and match the price tag. In the purse underneath each item, draw or write the correct notes and coins you could use to make the value.

Activity 1: Spending and saving. The image shows six items with price tags and purses:

- Rugby ball: Price tag £....., Purse
- Black boot: Price tag £....., Purse
- Mouthguard: Price tag £....., Purse
- Bar of chocolate: Price tag £....., Purse
- Whistle: Price tag £....., Purse
- Banknotes and coins: £5, £10, £20, 1p, 2p, 5p, 10p, 20p, 50p

## Rainy-day v non-emergency funds

Give examples of items or services you may save for in a rainy-day fund and in a non-emergency fund.

<p><b>Rainy-day fund</b> Eg. Fixing your car if it breaks down</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>£</p> <hr/>	<p><b>Non-emergency fund</b> Eg. A new pair of trainers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>£</p> <hr/>
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Where you might keep these funds?

## Activity 2: Goal Setting

**Play video** Watch the video from the rugby ambassadors (Nolli and Ben) about goal-setting and answer the following questions.

- What is physical fitness?

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- What is financial fitness?

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- What goals did Nolli have when she was younger?

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- What does Ben save for?

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- What skills do you need when working towards a goal?

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**Activity 3: My goals**

Write and/or draw the goals you are going to set yourself over the course of the project.

**Physical fitness goals:**

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**Financial fitness goals**

<b>Points to save</b>	<b>Goal:</b>
<b>Pupil privilege</b>	<b>Goal:</b>

**Class goal**

<b>Points to save</b>	<b>Goal:</b>
<b>Class privilege</b>	<b>Goal:</b>

LESSON SCORECARD:	
TRIES	
CONVERSIONS	

Remember to complete your home learning tasks to gain the conversion!

**Home learning week 1**

Here's a quick recap. This week we have been learning about:

- The value of money and the importance of saving for things
- Different notes and coins, and how to record these
- Goal-setting - what it is and how to set personal and team goals
- Where and how to keep our money safe.

**Key words:**






notes, coins, pounds and pence, saving, rainy-day fund, non-emergency fund, goal-setting, value, goals

**Physical fitness** 

Let's work towards your physical fitness goal and earn your Convert It! points.

**Home learning challenges**

Colour in the rugby ball once a challenge is complete

Fitness	Fitness	Skill	Skill	Personal focus: Self-belief
Mountain climbers – In a front support (plank) position, bring alternate knees up to the chest. 30 seconds exercising, then 1 minute rest. Keep a record of how many you do.	Side step touch – Do 3 side steps right, then touch the ground. Repeat to the left. Carry on for 30 seconds. Rest for 1 minute and repeat. Keep a record of how many you do.	Ball handling - Start with the ball at your feet. With two hands can you roll the ball up your legs, around the top of your body and back down again, without losing contact with your body? Can you do it with 1 hand?	Ball handling - Put the rugby ball in the middle of the space you are playing in. Can you run and pick it up with both hands, with one hand, using your feet? How quickly can you do it each time?	Choose one of the following affirmations*. Repeat it to yourself during the day: I can do great things. I believe in me. I am the only me in the whole world.  *An affirmation is a statement containing positive words and thoughts about yourself
				

Try It!

Convert It!

How did you find the challenge?: Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

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**Financial fitness activity**  

Read the following carefully and answer the questions about savings goals.

1

Alice gets £2 pocket money a week. How many weeks will it take for her to save up for a rugby ball that costs £11?

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Where should Alice save her money to keep it safe?

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2

Jonal is saving up to buy an England rugby shirt which costs £25. He has saved £17 in pocket money. He gets £10 as a birthday present and earns £5.50 cleaning some neighbours' cars. Can Jonal buy the shirt?

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How much money does he have left in his money box?

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3

Olivia has four £1 coins, two £2 coins, three 50p coins and one 20p coin in her money box. How much has she saved altogether?

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How much more does she need to save to afford a sports bag that costs £12?

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Try It!

**Rainy-day and non-emergency funds** 

We save for different reasons:

- For something we need or would like but can't afford
- In case of a future emergency like our car breaking down

Talk about saving with a family member

Think about the reasons why we save. What might we save for?

How much might these things cost?

Complete the rainy-day and non-emergency fund lists

Rainy-day fund	Non-emergency fund
£	£
£	£
£	£
£	£
£	£
£	£
£	£
£	£
£	£
£	£

**Bring it to life** 

What activities can you help with around the house to earn extra tries and conversions in your tracker.

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HOME SCORECARD:	
TRIES	
CONVERSIONS	

## Week 2- Making choices: Needs and wants

Learning objective: To be able to make spending decisions through effective decision making.

### Activity 1: Need or want?

▶ Watch the video from Ben and Nolli and then answer the questions below as a team.

Describe what a need is

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Describe what a 'want' is

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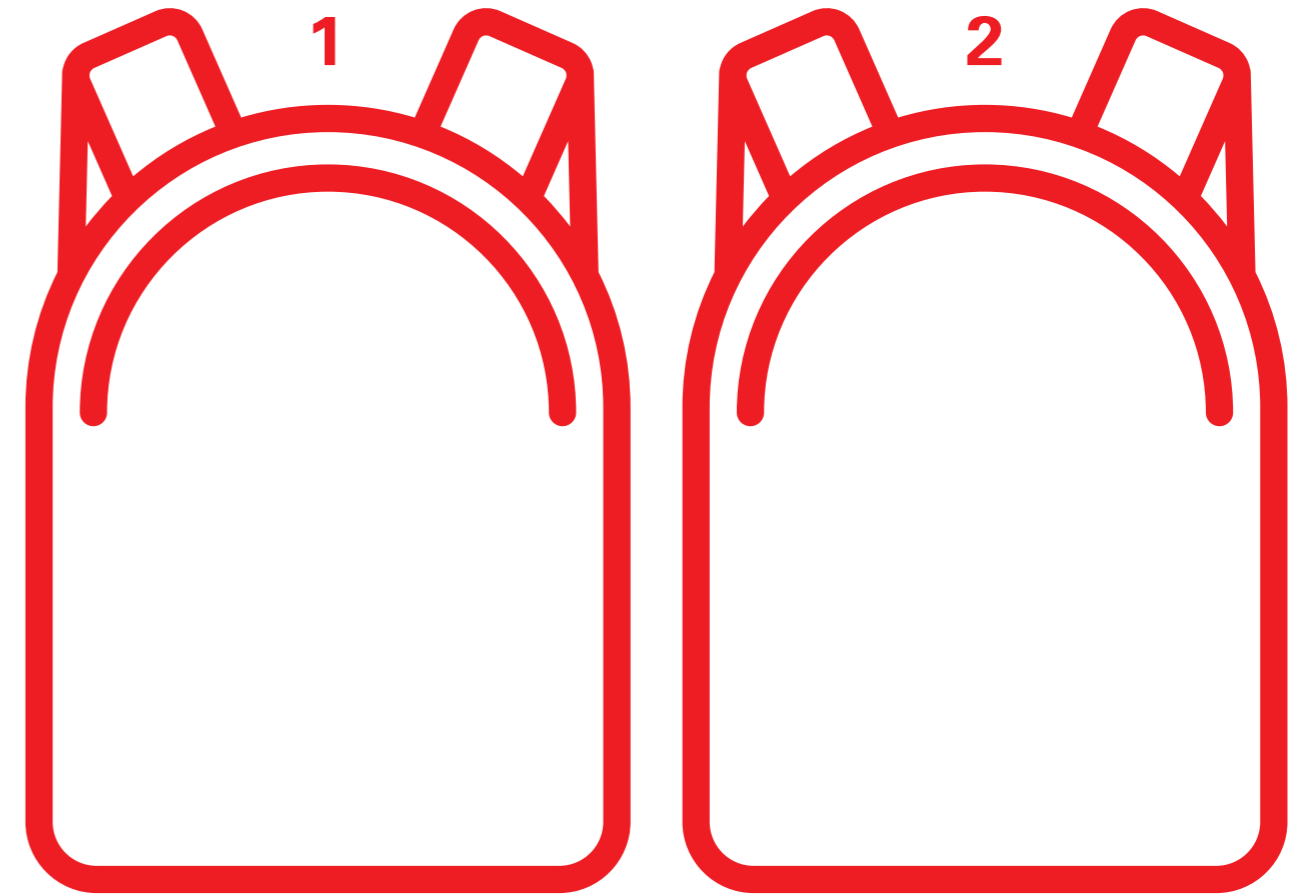
What can you do if you really want something but can't have it straight away?

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Try It!

### Activity 2: What will you pack?



1.

Use bag template 1 to draw or write 8 items you think you would need to pack in your bag for playing in the rugby tournament and for the overnight stay. Think about some of the items your teacher has just shown you in the last game.

2.

Join with a partner to compare bags. Discuss which items you have in common, and which are different.

3.

Join with the rest of your team to compare bags. Discuss the priorities of the team and agree the contents of a new bag. Draw or write your 8 items in bag template 2.

What did you learn about making decisions with others?

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**Activity 3:**  
**Planning for something I may want**

Write and/or draw in your tracker any wants you have and how you might go about achieving them?

**My want:**

**Step 1:**

**Step 2:**

**Step 3:**

LESSON SCORECARD:	
TRIES	
CONVERSIONS	

**Home learning week 2**

This week we have been learning about:

- The differences between needs and wants
- How to prioritise and make decisions
- Why sometimes we can't have what we want straight away and have to save up for it.

**Key words:**

needs, wants, choice, priorities, budget, spending, saving, compromise, nice to have, essential, income, cost, afford

**Physical fitness activity**

**Home learning challenges**

Colour in the rugby ball once a challenge is complete

Fitness	Fitness	Skill	Skill	Personal focus: Decision-making
Boxing jog Jog on the spot and punch alternate arms out in front, then above the body. Can you keep going for 1 minute? Repeat.	The shuffle- on a shiny floor. Sit on a tea towel or similar and without using your hands shuffle across the room. How far can you get in 1 minute?	Throwing and catching - Throw the ball up and clap before catching. Increase the number of claps. How many can you do while still catching successfully?	Ball carrying - Set yourself an obstacle course (you could use books or soft toys). Can you complete the course, carrying your ball? Can you vary how you carry it? How quickly can you do it?	Think about which skills you need to practise. Make a decision on one you will focus on this week.
○	○	○	○	○

How did you find the challenge?

Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

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Convert It!

Can you teach the activity to a family member?  
How could you extend the activity?

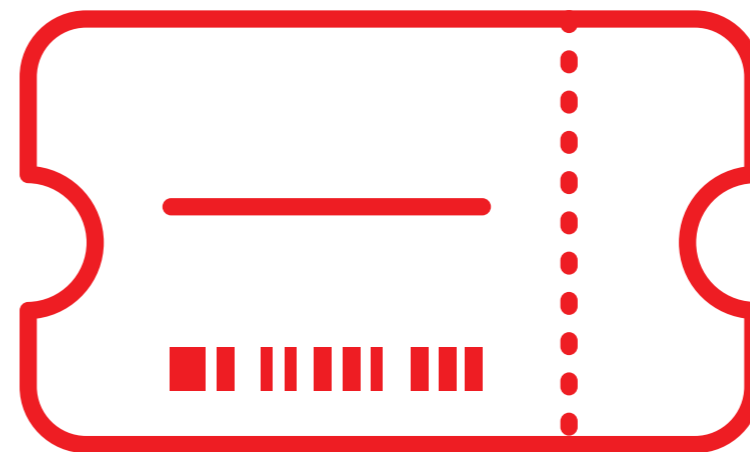
**Financial fitness activity** 


- Find out which cities are hosting the HSBC sevens tournament.
- Choose one city you would like to learn more about and fill in your plane ticket.
- Imagine you are visiting this city. What would you pack for the trip? Collect eight items from around your house that you would want to take because they are important to, and draw them in the suitcase below.

**Helpful hint:**  
Think back to the launch assembly from Ben and Nolli

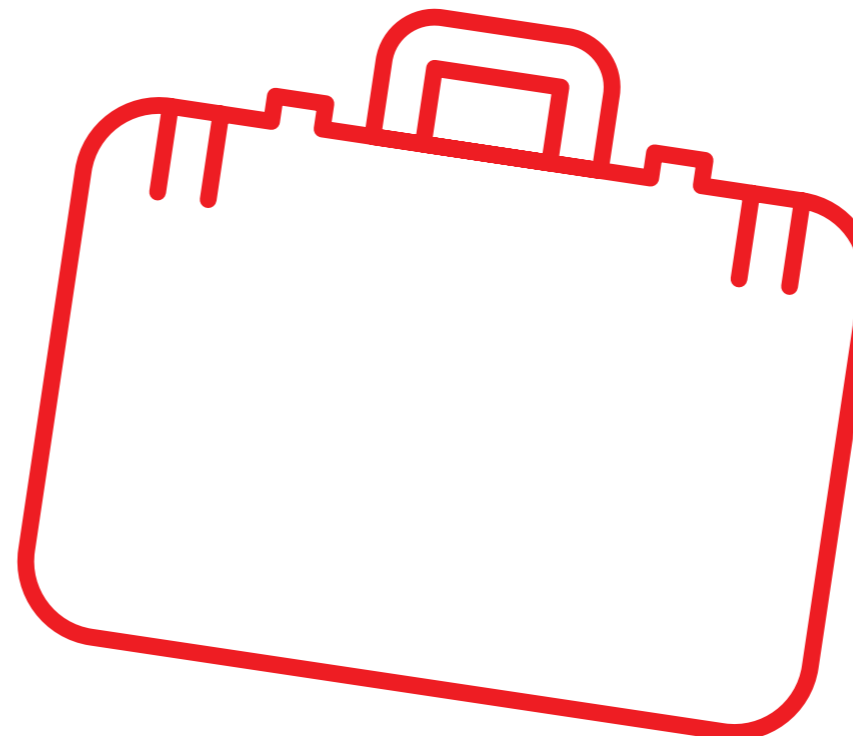
**Helpful hint:**  
What is the weather like? What is the culture of the country? What will you do while you are there?

Write on the ticket the city or country of your choice:



 What would happen if you could only travel with hand luggage. Choose five items to pack in your backpack. What will you leave behind? Draw your five items in the backpack.

Draw your eight items in the suitcase.



Try It!



**Let's talk** 

Talk to the people at home about any other times when choices have to be made. Can they think of any choices they have to make about spending money?

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Why do they not buy some things straight away?

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Can you help write the weekly shopping list? What is the budget and what items are 'must-haves' (needs)? What things would be 'nice-to-haves' (wants)?

**Convert It!** 

Must-haves	
Milk	£ 0.45
_____	£
_____	£
_____	£
_____	£
_____	£
_____	£

Nice-to-haves	
Ice cream	£ 4.95
_____	£
_____	£
_____	£
_____	£
_____	£

HOME SCORECARD:	
TRIES	
CONVERSIONS	

**Week 3**  
**Ways to pay**

**Learning objective: To be able to describe different ways to purchase and pay for items that don't involve cash.**

**Activity 1:**  
**What's in the purse?**

Use the words in the box to help you to correctly label the different ways to pay:

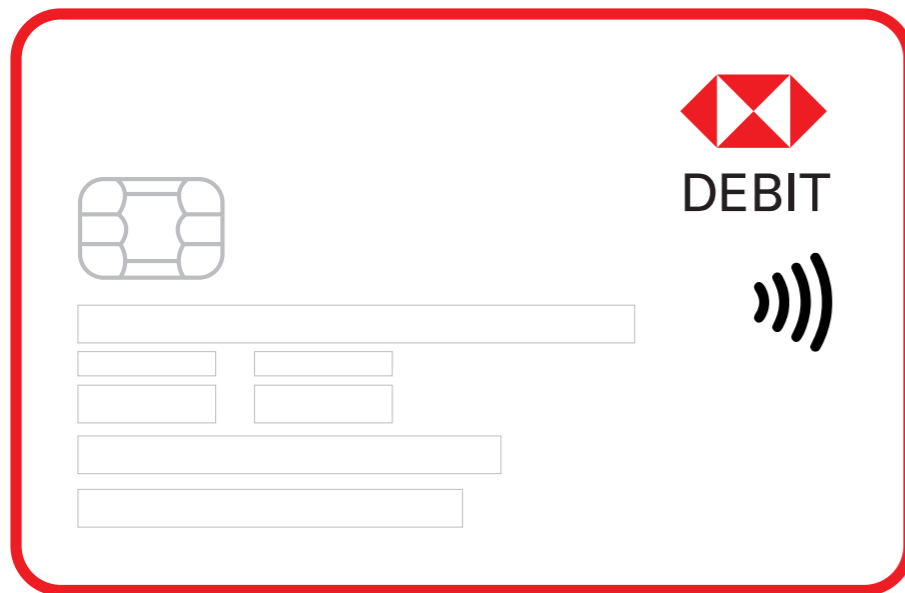


Debit card, credit card, money, gift card

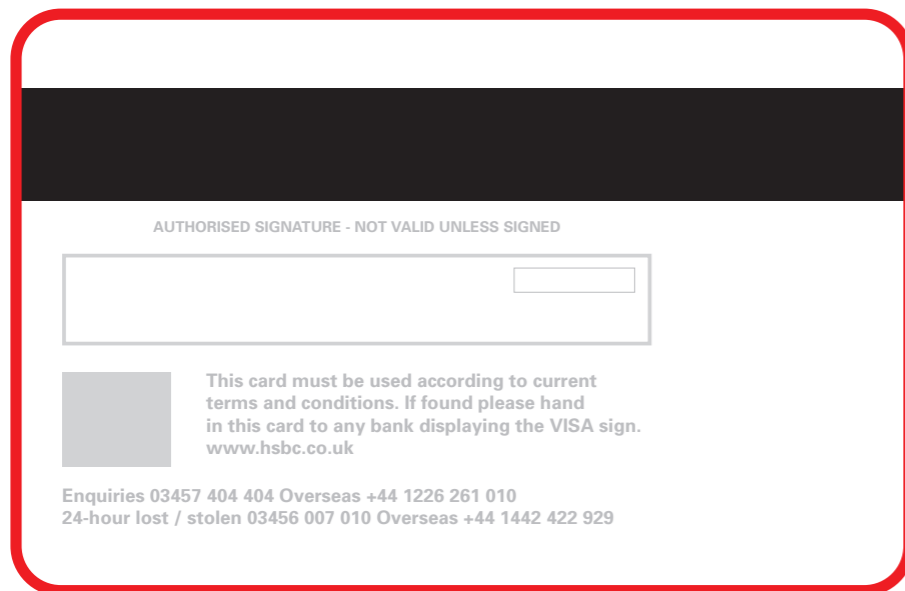
**Activity 2:  
Design a debit card**

Debit cards are used to spend money from your bank account to buy goods and services. You can pay contactless or using a security PIN number.

Design your own debit card; be sure to include all of the information and features that are needed.



**Front**



**Back**

**Activity 3:  
Ways to pay**

Work in your team to think about the best ways for Nolli and Ben to pay for the goods and services they need every month. In each of the purses write/draw the best way to pay for the item/service, choosing from the four ways illustrated at the bottom.

Activity 3 visual content includes various items with price tags and payment options. Items include an energy drink (£3), a boarding pass (£635), a hotel room (£350), a red fuel can (£50), a black football boot (£42), a meal (£5), a group of people (£10), and a person with a knee injury (£60). At the bottom, there are images of a credit card, banknotes, coins, a debit card, and a gift icon.

**Try It!**

**Extension:**  
**Ways to pay scenarios**

1. After playing at the weekend, Nolli's ankle feels painful. She visits the physiotherapist which costs £70. She has a £20 gift card for the clinic, £30 cash in her purse, £200 in her current account and debit and credit cards.

How much does the treatment cost?

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Can Nolli afford it?

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Does she need the treatment?

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How could she pay?

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2. Ben wants to prepare some healthy evening meals to have after training. He spends £60 at the supermarket. He has £15 in cash, a £5 store gift card and £30 in his current account. He doesn't have a credit card.

How much has Ben spent on food?

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Can he afford his shopping?

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Does he need the shopping?

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What can he do?

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Convert It!

## Home learning week 3

This week has focused on the decisions we make around how to pay for things:

- There are many ways to pay for things other than using cash
- We can pay for things remotely and face to face using digital payments
- How we pay for things is an important choice that helps us to better manage our money






**Key words:**

Money, notes, coins, debit card, credit card, gift card, transaction, interest, borrowing, bank account, value, cost, choice, price

**Physical fitness activity** 

## Home learning challenges

Colour in the rugby ball once a challenge is complete

Fitness	Fitness	Skill	Skill	Personal focus: Communication
Crab crawl – On hands and feet, with tummy and bottom off the floor. Move backwards and forwards. Can you balance the rugby ball on your tummy?	Sprints - Mark out start and finish lines. How fast can you sprint from start to finish? Can you extend the distance? How many sprints back and forth can you do in 30 seconds? Rest and repeat.	Throwing and catching - Throw the ball slightly forwards. Run to catch it before it hits the ground and immediately throw it to the side. Repeat throwing to the other side.	Ball handling - How many times can you pass the rugby ball around your waist in 30 seconds? Can you beat your total each time? Can you try one way and then the other way?	Choose something that you really enjoy doing (might be rugby) and make a short presentation to your family/ friends about it.
				

Try It!

How did you find the challenge?

Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

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Convert It! 

### Financial fitness activity

Last week you packed your bags to travel to one of the HSBC sevens tournament host cities. Imagine you are planning your trip and match day, what things would you need to pay for in advance and on the day? Make a list below:

Trip planning list	
<u>Plane tickets</u>	

Now think about how you would pay for each of these items/services. Use a highlighter or a coloured crayon to show how you would pay:

**Red**- Credit card

**Blue**- Debit card

**Green**- Gift card

**Yellow**- Cash

**Helpful hint: Remember the recommendations you gave Ben and Nolli about how to pay in our classroom activity**

**Remember: Debit cards are used to spend money in your current account, credit cards are used to borrow money that you need to pay back.**

### Bring it to life

Choose a day out you'd like to go on as a family. This could be to watch a sports match, see a show, go to a theme park. Discuss and select the spending options, thinking about what is most cost effective.

#### We would like to go to

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How much would it cost for your whole family to go?  
Use the average ticket prices below to help you.

Ticket Type:	Average Ticket Price:
Adult	£50
Senior	£25
Young adult (under 22yrs old)	£30
Junior (under 18yrs old)	£25

Total cost

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How would you pay for your tickets? Why?

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Circle the choices you would make and discuss why:

#### Travel

First class train tickets - £120

Standard train tickets - £65

Coach - £20

Bus - £5

#### Accommodation

Hotel near venue - £110

Bed & breakfast near venue - £80

Stay with friends - FREE

#### Food

Hot dog at the venue - £9

Sandwich from shop on the way - £3.50

Home-made packed lunch - £2

HOME SCORECARD:	
TRIES	
CONVERSIONS	

## Week 4 Budget Management

**Learning objective: To understand budgets and the importance of sticking to them**

### Activity 1: Budget planning

Record your final choice of items into your budget plan, and complete like your teacher has shown you.

Item	Cost	Quantity	Total
<b>Total:</b>			

### Activity 2: Top tips for managing a budget

What are the three most important things you have learned about managing a budget?

<p><b>Top tip 1</b></p>	<p><b>Top tip 2</b></p>	<p><b>Top tip 3</b></p>
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## Home learning week 4

This week we have focused on the areas listed below.  
Now earn your Try It! Convert It! points at home.

- Keeping to a budget
- Comparing prices and making decisions on what to buy
- Balancing own and other priorities






**Key words:**

Needs, wants, priorities, cost, afford, budget, within budget, over budget, underspend, overspend, income, outgoings

**Physical fitness activity** 

### Home learning challenges

Colour in the rugby ball once a challenge is complete

Fitness	Fitness	Skill	Skill	Personal focus: Responsibility
Seal walk – On a shiny floor, wearing socks but no shoes. Make a plank position with the front of the feet on the floor. Use your arms to pull yourself along.	Side step touch – do 3 side steps right, then touch the ground. Repeat to the left. Carry on for 30 seconds. Rest for 1 minute and repeat. Keep a record of how many you do. Did you beat your score from Week 1?	Passing and moving - With a partner pass the ball and run into a space to receive the ball back. Partner has to clap as soon as ball is passed and before receiving it. How many different ways can you find to pass the ball?	Kicking - Kick the ball up and catch it. How many times can you do it? Switch feet.	Think about a job you might do at home. Could be setting the table, washing up, watering the plants. Take responsibility for doing this the best that you can each time.
				

How did you find the challenge?

Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

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**Financial fitness activity**

**Activity 1** 

Look at the Eatwell Plate. This shows how much of each food group we should have in our meals.

How healthy do you think Ben's meal is? Why?

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Ben's meal



Eatwell plate





Try It!

**Bring it to life** 

Discuss and plan with a parent or carer a healthy meal you could enjoy with your family.

Meal: \_\_\_\_\_

**Activity 2:**

Make a shopping list of the ingredients needed to make the meal. Work with a budget of £5 to create your meal for four people.

Use your list for shopping online or instore. Compare the prices of your ingredients, considering supermarket and branded items and see if you can buy all ingredients within your budget.

Convert It!

Item	Quantity	Brand price	Supermarket price
<b>Total:</b>			

**Activity 3: Cook and enjoy your meal!**

<b>HOME SCORECARD:</b>	
<b>TRIES</b>	
<b>CONVERSIONS</b>	

**Week 5**  
**Protecting money**

**Learning objective: To know what fraud is and how to be in control of my own money**

**Activity 1: Ways to protect money**

Where is the best place to keep money safe?



Under the bed



In a purse



In a money box



In the bank

How do banks keep money secure?

\_\_\_\_\_

\_\_\_\_\_

**Activity 2: Fraud**

Fraud is

\_\_\_\_\_

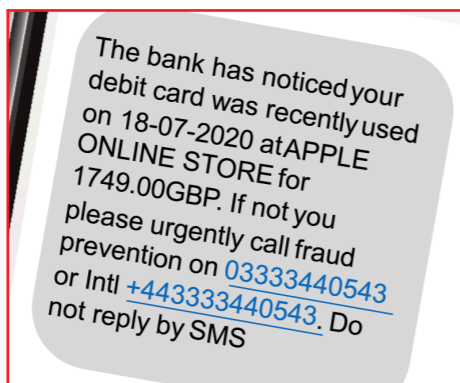
A scam is

\_\_\_\_\_

What information would your bank never ask for?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Can you spot fraud? Circle the clues in this text message that it is from a fraudster.



Match the icon to the correct type of fraud.

**Phishing**

**Smishing**

**Vishing**



**Activity 3: Feelings**

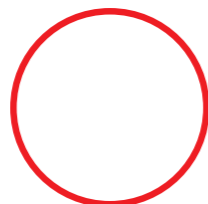
Match the emojis to the scenario to show how it would make you feel and explain what you would do in the situation.



1. You are playing in a tag rugby game against another school. One of the players keeps holding their tag when you are trying to tag them. You have made lots of successful tags but they haven't counted as the referee hasn't seen that the player is holding the tag. At half time the opposition are winning by 5 points.

How do you feel? Draw an emoji:

Feeling:

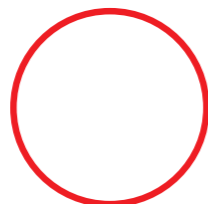


What would you do?

2. You are contacted by a friend's older brother. They offer you cash to receive money into your bank account and transfer it to another account.

How do you feel? Draw an emoji:

Feeling:



What would you do?

**Convert It!**

**Try It!**

**Week 5 home learning**

This week at home we will focus on:

- What fraud is
- Recognising the clues of fraud
- How fraud makes people feel






**Key words:**

Protect, secure, fraudsters, fraud, scam, smishing, vishing, phishing, money mule, PIN

**Physical fitness** 

**Home learning challenges**

Colour in the rugby ball once a challenge is complete

Fitness	Fitness	Skill	Skill	Personal Focus Resilience and teamwork
<p>Mountain Climbers – In a front support (plank) position, jog bringing knees up to the chest. 30 seconds, then 1 minute rest. Keep a record of how many you do. Did you beat your score from Week 1?</p>	<p>Wall seat – Stand with your back against the wall, feet hip-distance and away from the wall in front of you. Slide your back down the wall bending your knees until you look like you are with knees at 90 degrees. Stay there and count to 10. Have a rest and repeat. Can you stay there for longer next time?</p>	<p>Ball Handling – Standing with legs apart, can you make a figure of eight by moving the ball around one leg with one hand and the other leg with the other hand. How quickly can you swap hands?</p>	<p>Throwing and catching - Throw the ball against the wall. Can you catch it on the rebound?</p>	<p>Resilience – Think about how practice can improve your skills. Keep going with the ball handling challenges even if you find them hard. Believe you can get better.</p> <p>Teamwork – Help out Team Family. Pick up and clean up – Put on some music. Pick up 10 things that are lying around and put them away quickly and tidily.</p>
				

How did you find the challenge?

Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

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Can you design your own activity using your midi rugby ball?  
Draw a picture of the activity here and write instructions for doing it.  
Why not show it and teach it to a family member.

1. 

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2. 

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3. 

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4. 

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5. 

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**Financial fitness** 

**Activity 1:**

Can you decide if this message is fraudulent? Circle any clues.

Dear Customer,  
We have detected some fraudulent activity on your account.  
Please follow the link below to reset your password and secure your account. Failure to do so will put your account at further risk.

**Remember: Banks will never ask you for your PIN, access to your bank cards, cheque books or cash, online banking codes, passwords or one-time codes.**

**Activity 2:**

Talk to a family member about fraud and what you can do to stay safe.  
Design a poster to raise awareness of the different types of fraud and how to stay safe. Maybe even present it to a family member.

**Bring it to life** 

Fraud is like not playing by the rules in sport. Sportsmanship is about doing the right thing.  
Think about and discuss the statement below with an adult.

A famous player once said, "Rules make the game fair. Play by the rules even if you think you can get away with breaking them". What do you think about this statement?

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HOME SCORECARD:	
TRIES	
CONVERSIONS	

Try It! 

Convert It! 

## Week 6: Planning for the future

**Learning objective: To understand the need to plan for the future and the importance of saving**

### Activity 1: Career aspirations

**Play video** - Watch the video from Ben and Nolli and then work as a team to answer the following questions.

What did Nolli want to be when she was younger?

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What did Ben want to be when he was younger?

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What skills and qualities does a rugby player need?

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What skills and qualities does a coach need?

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### Activity 2: Planning for the future

**Play video** Watch the video from Ben and Nolli and work as a team to answer the following questions.

What steps did Ben put in place to become a successful coach?

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What set-backs did Nolli come up against?

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What did Ben buy with his first pay cheque?

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### Activity 3:

#### Dreams list

What are your dreams for the future? Write the things you'd like to do and what you'd like to have in the thought bubbles below.



Try It!

Convert It!

LESSON SCORECARD:	
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CONVERSIONS	

## Home learning week 6

For our final home activities we are focusing on:

- The connection between work and money
- Choices we make about our career that impact how much money we might have
- Planning for the future

**Key words:**






Skills, goals, budget, salary, income, future planning, deductions, earn, choice, cost, work, save

**Physical fitness activity** 

## Home learning challenges

Colour in the rugby ball once a challenge is complete

Try It!

Fitness	Fitness	Skill	Skill	Personal focus: Leadership
Compass points - Work with a partner. Partner A is leading, Partner B is doing. Partner B is on hands and knees on the floor. They lift knees up very slightly off the ground. Partner A shouts a compass point and partner B must move to the correct point. Change roles.	Slalom run - Set out a slalom run with objects (books and soft toys). How quickly can you weave in and out of the objects? Can you do it with your ball? Keep changing the pattern of your slalom.	Scoring tries - Make 4 targets on the floor. Carry the ball and score a try in the targets. How quickly can you make all 4 tries. Can you change how you move?	Throwing at a target - Make a target on the floor or on a wall. Can you aim and throw your ball so that it lands in the target? Vary the distance you stand away from the target.	Design a ball handling or fitness activity and teach it to a friend.
				

How did you find the challenge?

Easy  Medium  Hard

What did you notice about your body as you were exercising?

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How did you motivate yourself to keep going?

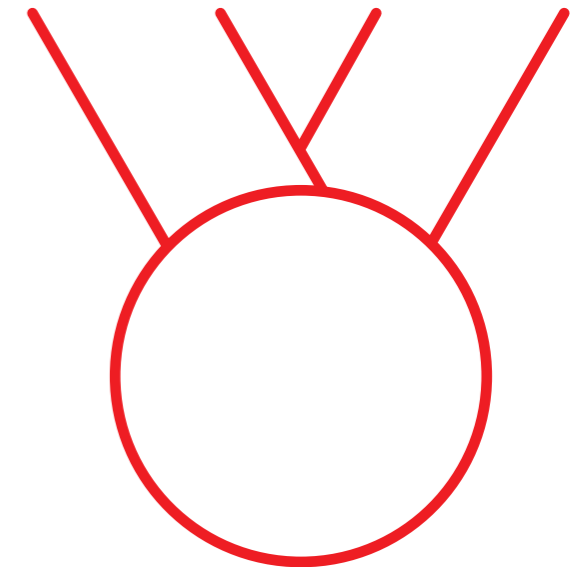
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**Financial fitness activity**

**Activity 1** 

Record your top 3 skills and qualities on the medal.

Make a list of the jobs you think you might like to do and why.



Convert It!

Job	Reason why
<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>
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**Activity 2:** 

Interview two adults about their job. Use the questions suggested below or come up with some of your own.

1. What job did you want to do when you were little? Why?
2. Are you able to work and if so what job do you have?
3. What skills and qualities do you have which make you good at your job?
4. What did you do with your first pay packet?
5. Are you saving for anything in the future?
6. Have you made any financial decisions you regret?

Record what you find out about them:

<b>Name</b>	<b>Name</b>
<b>Draw the job they do:</b>	<b>Draw the job they do:</b>

**Activity 3:**

Have the interviews changed your thoughts on the type of job you would like to do? How?

I would like to be \_\_\_\_\_

because \_\_\_\_\_

Draw a picture of you doing the job you'd like

LESSON SCORECARD:	
TRIES	
CONVERSIONS	

