



Finance progressions:

Set a savings goal:

- Repeat the activity using only rugby balls (sponge and rubber).  
Sponge= £2, rubber red= £5, rubber blue= £20
- Allow pupils to reflect as a team and take learnings from last time.
- This time teams set savings goals and pupils consider their personal saving goal to contribute to the team goal.
- Give teams time to decide how they will reach their goal.
- Which balls will they go for?
- How will they adapt if the ball they were going for is already taken?

Physical progressions:

Use the STEP examples in the teacher guide, e.g. pupils carry the ball in different hands

3 Plenary:



Team huddle:

- Did you reach your savings goal?
- How were you successful (individually and as a team)?
- How did it feel if you didn't make your saving goal?
- How did you maintain self-belief as a team?

Team tunnel:

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



# PE Lesson 1:

## The value of money and saving

Understand the value of money and the concept of saving with effective goal-setting



Learning intention	Life skill	Equipment
Carry and ground a ball, moving with speed and agility	Self-belief	Cones, rugby balls, sponge rugby balls, range of sports balls, money spots, hoops, whiteboards, whiteboard pens, baskets

Learning focus icons to look out for:



## 1 Starter: Money tries

### Set up:

- Marked out rectangular playing area(s).
- Randomly placed money spots

### Pupils move around playing area, carrying rugby ball

- Can pupils vary the way they move?
- Can pupils vary the way they carry the ball?

Teacher calls out money values; pupils find equivalent money spot, ground the ball to bank the money and score a try.

### Play then continues

- Can pupils mentally keep track of how much money they have saved?
- Can pupils make a savings goal?

### Reflect: 🏃 £ 👤

What does being agile mean?

Why is this important in rugby?

What decisions did you need to make?

## 2 Main: Savings goals

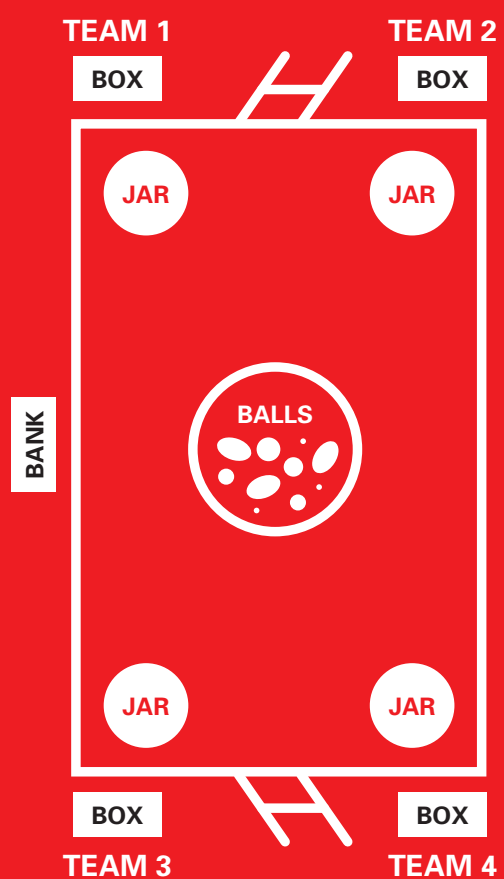
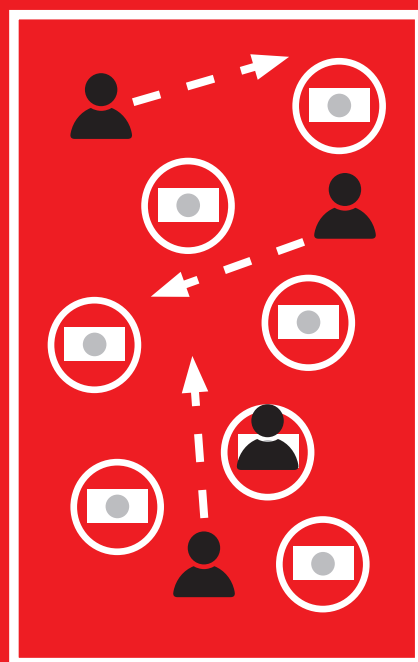
🏃 **Physical:** Ball carrying, speed, agility

£ **Financial:** Saving

👤 **Personal:** Self-belief

### Set up:

- Team savings jar (hoop) and money box (basket) placed in each corner of playing area.
- Pupils put into 4 equal teams, each allocated to a corner of playing area.
- Hoop in middle of playing area with a range of different sports balls including sponge and rubber rugby balls
- Give each type of ball a £ value (but the pupils are not to be told this)



### Activity

Teams work together, one pupil running out at once to collect a ball for their team and bringing back to score the try in their savings jar.

### Aim is to:

- collect as many balls as possible
- score as many tries as possible
- save as much as possible in their saving jar before the time runs out.

Once the balls have been collected from the middle, the teacher shouts, 'Share the jar', and pupils (one at a time from each group) take balls from other team's savings jars. The game continues until the time runs out and the teacher shouts, 'Share'. Teams record on whiteboard how much money they have saved.

Which team 'saved' the most balls?

Reveal that each type of ball has a different monetary value; teams add up how much money they have saved.

Collect the appropriate notes and coins from the bank to add to their money box (basket)

### Reflection 🏃 £ 👤

- Which balls were easier/harder to carry and did you carry them differently?
- In which sports would you carry a ball?
- How do balls travel in other sports?
- What is unique about passing a rugby ball? (It needs to go backwards).
- Which team saved the most and why were they successful?
- How did you contribute to the team, and how did you feel when you scored a try?