



Buying and selling - Games activity plan



Description

Three physical games to explore the concepts and vocabulary covered through the previous tasks and stories.

Preparation

Create one money ball per learner, by painting gold or adding a £1 label sticker.

Create one goods ball per learner, by labelling with the item name such as bread, milk, toy car, chocolate bar.

Try to keep items within a reasonably similar value range.

Label two large buckets or baskets.

One labelled 'Bank' and one labelled 'Building Society'.

Label three small tubs – 'Wages', 'Goods' and 'Till'.

Create the obstacle course as described in the activity description.

Resources

12 Light balls e.g. ball pool balls, foam balls or table tennis balls

6 small solid balls e.g. baseballs, tennis balls

3 large balls e.g. basketballs, footballs

12 skittles or empty plastic bottles

2 large buckets or baskets for throwing balls into – labelled 'Bank' and 'Building Society'

3 small tubs – labelled 'Wages', 'Goods' and 'Till'

Vocabulary

Buy, sell, money, goods, till, trade, earn, work, wages, shop, deposit, bank, building society

Introduction/context

Session duration
20–30 mins

Bowling trade

Split learners into three groups. One group is given 3 large balls (football or basketball), one group is given 6 small, solid balls (baseballs, tennis balls) and one group is given 12 small, light balls (ball pool balls, foam balls or table tennis balls). Line up skittles or empty plastic bottles in a line at the end of the hall. Learners must use their balls to try and knock down all of the skittles. Explain to learners that the larger balls will have a greater impact, but they will have less chances. The lighter balls will have less impact but a greater number of chances. Allow learners to make trades with each other before they attempt to knock the skittles down. For example, four light balls for one large ball. Allow them to reset after each attempt with all of their balls, and trade again.

Session duration
20–30 mins

Buying and selling balls

Ask learners to sit in a circle on the floor. Issue each learner with one money ball and one goods ball. One at a time, learners should state "I want to buy..." and call out their desired goods. The learner who has that item replies "I want to sell..." or "I do not want to sell...". If they want to sell, the customer rolls their money ball to the seller and the seller returns the goods ball. The game can be expanded with multiple value balls e.g. 10p, 20p, 50p, once learners have a sufficient grasp of the concept and can begin bartering. This will allow learners opportunity to explore more financial language such as worth, value, pay, etc.

Session duration
30–40 mins

Money flow obstacle course

To reiterate the basic principles of how money flows through our society, set up an obstacle course with the following bases, inserting obstacles in-between such as balancing, hopping, crawling, weaving, etc.

Work – learners complete five repetitive tasks such as star jumps and collect a money ball.

Shopping – learners collect a goods ball and deposit their money ball in the till tub.

Selling – learners sell their goods ball to the teacher by asking "would you like to buy my...". Teacher exchanges for two money balls.

Bank/Building Society – learners must throw their money balls from a marked line into one of the two buckets – one labelled 'Building Society' and one labelled 'Bank'. The activity can be timed or run as races with a small group at a time, or simply run for fun. Reinforce the vocabulary throughout.

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