

Drama Lesson Plan

This plan contains tailored activities for KS2 drama lessons. These are to be used alongside curriculum as a way to improve student's understanding of the effects of brain injury.

If your school has adopted us as your charity of the year or is having fundraising events to support The Children's Trust, then these activities can help students learn more about what they are fundraising for and how their efforts make a difference.

Lesson: KS2 Drama

Lesson duration: 60 Minutes

Objectives:

- For students to grasp a basic understanding of brain injury and how it effects your ability to communicate.
- Students should be able to express themselves through means other than speech; this is to simulate the difficulty children with brain injury often have.

Lesson Plan

Warm up: 10 min

Order Line:

- Get the students into groups of approx 6-8. Students can't communicate verbally and must get into a line of height order from the smallest to tallest.
- This idea can be developed to get more challenging. Eg getting into a line of first names (lining up from A-Z) ,surnames, birth month. This exercise demonstrates the obstacles of communication struggles through not being able to communicate vocally.

Introduction to The Children's Trust: 10 min

- The Children's Trust is the UK's leading charity for children with brain injury and neurodisability. Our aim is to ensure that children and families affected by brain injury are able to live their best lives possible.
- Every year 40,000 children in the UK are left with a brain injury as a result of an accident or illness and it can be devastating – they may no longer be able to walk, talk, stand, sit, or feed themselves – sometimes all of these abilities.
- At The Children's Trust, we aim to help rebuild as many of their skills as possible, as well as their self-esteem. A child's confidence is central to that relearning.

- We help children do this through play, exploration, laughter and having fun; things that are often absent when a child has limited mobility or has had a challenging time. By combining music, singing, arts and crafts, day trips and other activities, with therapy, healthcare and education, children do not focus on what they cannot do, they just do it and have fun.
- The Children's Trust runs a range of specialist care, education and therapy services for children and young people from across the UK, including the UK's largest rehabilitation centre for children with acquired brain injury, which is based in Tadworth.
- Brain injury is a commonly misunderstood area and through our work and informational offerings like the brain injury hub, we are trying to better educate the public on the realities of life with brain injury and how cutting edge therapy and rehabilitation can change the life of a child.

If you need any further information, please visit <https://www.braininjuryhub.co.uk/>

Main activity 1: 15 min

Storytelling:

- Get the students in pairs. In these pairs they must communicate to each other (this story could be made up or based on one of their favourite texts). However they are only allowed to communicate the information by **miming it** to their partner. They are not allowed to use speech or lip sync. They can use gesture, levels, movement, mannerisms etc. This exercise will demonstrate the obstacles of hearing and communication difficulties that often come with brain injury.

Main activity 2: 15 min

Storytelling:

- The activity leader will once again get students in pairs and label them either A or B. A must play the role of an alien coming to Earth for the first time, B will be their human guide showing them how everything works and explaining it in the simplest terms.
- Students could start off by guiding the alien around the classroom introducing them to chairs, pencils and so on. The idea can then be developed by changing the setting to a beach, airport, hotel. The activity leader should allow the students to be as creative or as mundane as they want when picking the setting. This exercise demonstrates the obstacles of memory loss and the reintroduction of daily life through occupational therapy. It also emphasises the difficulty of explaining and demonstrating day to day tasks that we often take for granted.

Plenary: 5 min

- The activity leader should pick a couple students to explain how they found the lesson. Ask them why they found it harder and how it changed their perception.

Outcomes

By the end of the lesson, the students should have developed an understanding of how an ABI changes the lives of children and their ability to undertake cognitive tasks. The students should be able to explain why the tasks they undertook were different and more difficult than usual. They should also be able to explain how The Children's Trust helps improve the lives of those children with ABI.