

Maths Lesson Plan

This plan contains tailored activities for KS2 Maths lessons. These are to be used during your drama curriculum as a way to improve students 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 this activities can help students learn more about what they are fundraising for and how their efforts make a difference.

Lesson: KS2 Maths

Lesson duration: 60 Minutes

What you will need: The activity leader will need to provide each group with a piece of A3 paper and pens for the second activity.

Objectives:

- Students must have developed an understanding of brain injury and the work that The Children's Trust specialises in
- Students should have begun to understand how to conduct their own fundraising events.

Lesson Plan

Warm up: 10 min

The Students will be given a set of five number sequences. There will be two sheets on each table and the children should work in groups of 2-3 in trying to figure out what the key to the sequence is.

Here are some example sequences you can use (it's up to you what difficulty you set)

- 1,2,4,8,16,32
- 4, 1, -2, -5, -8
- 3, 9, 27, 81
- etc

The aim of this warm up is to challenge the children to use the problem solving part of their brain and deal with information that is not immediately presented to them. They will also be required to exercise effective team work and show their working.

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

Comprehension Questions: This activity is used to help give an insight into the lives of the children. Ask each child to write down the answers to the following comprehension questions:

1. Between 2018 and 2019, The Children’s Trust helped 89 children in rehabilitation, 71 children attended The Children’s Trust school and 1,069 children were supported by our Brain Injury Community Service. How many children did The Children’s Trust help in total? (1,229)
2. The Children’s Trust was started in 1984 and it is now 2020. How many years has The Children’s Trust been helping children with brain injury? (36)
3. For every £1 that The Children’s Trust receives, we spent 77% on the children and young people that we support. What is the remaining percentage left? (33%)
4. If we hold 3 big fundraising events a year, all of which require 40 volunteers each, how many volunteers do we need in total for the year? (120)
5. If 1 football costs £8, and we received a £32 donation, how many footballs can we buy? (4)

After 10 minutes, the activity leader should run through the answers with the students.

Main activity 2: 20 min

For the second main task you will split the students into groups of five and send them into a corner of the room away from the other groups.

The aim of this task is to organise a bake sale fundraiser for The Children's Trust using a limited budget. The bake sale will be happening in their local high street on a weekend afternoon.

Students will be given a limited budget of £100, their aim to make £500 from the fundraiser.

With this £100 they must decide how to prioritise the allocation of their budget.

The list of possible things they can buy for their fundraiser is below:

Cake mix: £2.50

Icing: £2

Sprinkles: £1

Cake Trays: £10

Posters for their fundraiser: £20

A local radio announcement: £50

Flyers: £30

A paid online social media advert: £10

A collection tin for money donations on the day: £5

A PDQ (card reader for contactless payments): £10

Students will also be required to accompany their expenditure with a full working plan for the sale. This will detail how they are going to organise the sale and run it on the day.

This plan will include what cakes they are making, how they are going to advertise the event, how they are going to set up and what they expect to raise from the event.

Students must not go over budget in their expenditure. After 10 minutes is up, the students will be required to present their cake sale plan and justify their expenditure choices to the class and why they think that they would be the most effective uses of the budget. This presentation section should last 10 minutes.

The aim of this task is to develop the student's understanding of event planning and fundraising tasks. By requiring them to plan each phase of the fundraiser you encourage group work and analytic thinking.

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 have engaged with the general mathematical tasks and learnt more about the role of The Children's Trust through these tasks. They should have also developed a deeper understanding of the fundraising event process. The activity leader should emphasise the importance of fundraising and encourage the students to take what they have learnt from the lesson and organise their own fundraisers outside of class.