

## PE Lesson Plan

This plan contains tailored activities for KS2 PE. These are to be used alongside your 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 these activities can help students learn more about what they are fundraising for and how their efforts make a difference.

Lesson: KS2 PE

Lesson duration: 60 Minutes

**What you will need:** Tennis balls (or equivalent), footballs, cones and a basketball/netball hoop.

### Objectives:

- For students to grasp a basic understanding of brain injury and how it effects your ability to move, which is to be exemplified through the activities.
- For students to understand the work of The Children's Trust.

### Warm up: 10 min

Students will get themselves into groups of two and throw a ball to each other.

They start off standing 1 metre apart from each other and throw it to each other (they can use both hands to catch).

After this initial round, the increments of difficulty below will be added.

- Students are only allowed to use one hand
- Students are only allowed to have one eye open when catching the ball

The next adjustments can be made to the discretion of the teacher leading the lesson.

These adjustments are supposed to exemplify the physical and cognitive difficulties children with ABI face during rehabilitation.

### 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: 30 min – Circuits**

Students will be split up into groups of 4 or five and sent to one of four circuit stations. These circuit stations will be evenly spread around the hall that you are holding the lesson in.

The stations will be as follows:

- Cone Dribbling – Four cones set up in a straight line. Students must dribble a ball around each of the cones in both directions.
- Basket Shooting – Students will stand 2 metres apart from a basketball/netball hoop. The students have one attempt each to shoot a ball into the hoop.
- Guided Balance Activity – Students pair up into groups of two. One of the students is blindfolded and the other must direct them around a line marked out by cones on the floor. They can do this through physically leading them with their hand.

The first variation of each activity would see the students undertake the tasks uninhibited way. After each student in the group has had a go in this way, the activity leader will introduce a new rule to make the challenge harder.

Here are some examples:

- Cone dribbling: the students could dribble with their non-dominant foot
- Basket shooting: students could throw the ball with their non-dominant hand or they must close one eye when catching a ball.

- Guided balance activity: the student that is guiding the blindfolded student is only allowed to say directions and is not allowed to physically lead the other student.

Once again the new rules are to be made at the discretion of the activity leader.

After each student has experienced both versions of the activity, they will move clockwise to the next activity. They should spend roughly six minutes on each activity.

These inhibitive adaptations to the activities will help the students gain an understanding of the cognitive challenges that children face after experiencing a traumatic brain injury or neurodisability.

### **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 physical 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.