SECONDARY SESSION

This 50-minute session has been designed for easy delivery with this simple lesson plan. All activities are outlined with diagrams where relevant.

You can discover more about Sure Breaking Limits in the Programme Guide.

This PE lesson has a linked PSHE session. See the Confident Mover PowerPoint presentation for more information. Why not also check out the energising assembly presentation which can be delivered to the class completing the programme or enjoyed by the wider school.

RESOURCES NEEDED

- PDF lesson delivery and inclusion notes
- Soft ball or bean bag (for warm up)
- Cones (for skill development and main sports activity)
- Football or other hard ball (for main sport activity)
- Various sports equipment and items such as benches (for main sport activity)
- Whiteboards or paper and pens (for the main sport activity)

READY TO MOVE CHECKLIST

Before the lesson, take students through the checklist below to ensure they are ready for activity.

- ✓ The correct kit and shoes
- ✓ A bottle of water
- ✓ Suncream (if outside)
- ✓ Inhaler or other medication (if needed)
- ✓ Deodorant
- ✓ Clean clothes to change into

LEARNING OBJECTIVE

To practise using movement to build confidence

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
WARM UP 5 min	**POSITIVE ICEBREAKER** During this activity students reflect positively on the qualities of their classmates while making moves. **HOW TO PLAY:** Students can play in groups or as a class Round 1. Students throw a ball or beanbag around the group. The student throwing should say another student's name and a positive quality about them, before throwing to them. Each student repeats until everyone has caught and thrown the ball. Round 2. Students repeat the game with the same rules, however this time the person catching the ball must complete a movement that represents the positive quality the other person discussed before throwing the ball themselves. Encourage students to throw to different people and say different qualities to the first round. 4. Ask students if they feel more comfortable expressing positive qualities about their peers or themselves, and why.	Students can use beanbags or other throwing items, or alternatively they can nominate someone to throw and catch for them, while they say positive qualities about another student and themselves.
SKILL DEVELOPMENT 10 min	**MAKING MOVES** In this section, students will develop a skill that they will use in the main activity. Explain that students will practise moving across the hall in different ways. **HOW TO PLAY:** Use the space (e.g. goal lines, areas of the hall) to designate 2 areas, A and B. Students will stand in area A and prepare to move across the room to area B. Call out different instructions that tell students to move in different ways. Start by giving students simple instructions that everyone can complete (e.g. move by hopping), and build up to a final instruction that only a few will be able to complete (e.g. move by walking on your hands only). All students should attempt to complete each movement. Encourage students to move creatively and freely. They should focus on the different ways their body moves rather than trying to do the same movements as others. Example movement instructions: • Move on all fours • Move with only one leg touching the floor • Move backwards • Pair up and synchronise your movements • Move by walking on your hands	Example movements can be changed to suit abilities of all students in the class. Or the distances can be adapted to make it more accessible.
MAIN SPORT ACTIVITY 30 min	**OBSTACLE COURSE CHALLENGE** For this activity, put students into groups of 4. Each group needs a ball, 2 cones and access to a variety of equipment that can be used to create obstacles and challenges. **HOW TO PLAY:** 1. In their groups, students will create a simple obstacle course where people must move a ball from cone A to cone B. The course must contain at least 4 obstacles that challenge people to move creatively in order to complete it successfully. Courses can be designed for one person to complete or for a team. (10 mins) 2. As they create their obstacle course, students should complete the obstacles themselves and think of ways to adapt their course where needed. They should then write down clear instructions for the course on a whiteboard or piece of paper for others to follow. (5 mins)	Students should aim to work within the context of those in their group/class when developing their courses. When groups try different courses, encourage them to adapt tasks if necessary and use this as a discussion point in the reflection.

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
MAIN SPORT ACTIVITY CONTD	**OBSTACLE COURSE CHALLENGE cont'd** 3. Once students have had 15 minutes to create and try their courses, move the groups around to attempt as many different courses as possible. Groups should keep a note of the different ways they moved to successfully navigate each course. (15 mins) Examples of obstacles students could create: • Move through a hoop without touching it • Dribble the ball around the cones • Score a goal with their eyes closed • The ball must pass under a bench, but you can only pass over it Encourage students to be as creative as possible and think of different ways to use the equipment provided.	
REFLECTION 5 min	**STRETCH** As students stretch to cool down, lead a group discussion on the following; • Did you have to attempt some challenges more than once? How did you change your attempt each time? • Did you feel more confident taking on the last course than the first? Why? • Share how you successfully navigated specific obstacles and tasks in the courses. • How do we all move in different ways to achieve the same goals? Then ask students to consider and discuss the following: • How does movement help to build confidence and enable you to feel good about yourself? • How can we take learnings from today's session and apply it to other areas of our lives?	