

# KS2 PE SESSION

This 50-minute session (the second half of the joint PSHE-PE session) has been designed for easy delivery with this simple lesson plan. All activities are clearly explained, with timings, guidance notes and inclusion suggestions.

You can discover more about the Sure Breaking Limits Programme in the supplied [Programme Guide](#).

First, teach the PSHE session in the classroom. All activities and lesson instructions are included in the **Team Player PowerPoint presentation**. Then move onto the PE session in a larger space that allows for more movement, such as the sports field or hall.



## RESOURCES NEEDED

- PDF lesson delivery and inclusion notes
- Tennis balls or beanbags (for warm up activity)
- Additional equipment such as hula hoops, cones, basket balls, dice...etc., (for skills development and main sport activity)
- Design a Game Activity Sheet (for main sport activity)
- A stopwatch and whistle to use during the activities

## READY TO MOVE CHECKLIST




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

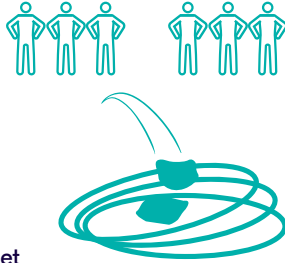

- ✓ The correct kit and shoes
- ✓ A bottle of water
- ✓ Suncream (if outside)
- ✓ Inhaler or other medication (if needed)
- ✓ Deodorant
- ✓ Clean clothes to change into



## LEARNING OBJECTIVE

*To understand the importance of including everyone.*

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
<b>WARM UP</b>  5 mins	<p><b>BALL TAG</b></p> <p>In this activity, pupils work together as a team to play a game of tag with a twist. To be successful, pupils will need to look out for each other and help others not to get tagged.</p> <p><b>HOW TO PLAY:</b></p> <ul style="list-style-type: none"> <li>• Divide the group in half.</li> <li>• One pupil in each group should be identified as the 'tagger'. Explain that the purpose of the game is to not be tagged by the tagger.</li> <li>• The tagger cannot tag a player who is holding a beanbag or tennis ball but there are only two tennis balls within the group.</li> <li>• Players must pass the beanbag/ball to each other as they move, to avoid being tagged. If a player is tagged, they must move.</li> </ul> <p>After playing, ask pupils: <b>What did that game teach you about including others? How did it feel to be tagged or be a tagger?</b></p>	<p>Pupils can walk (instead of run) when tagging one another.</p>
<b>SKILL DEVELOPMENT</b>  10 mins	<p><b>ACTION STATIONS!</b></p> <p>In this section, pupils will develop a skill that they will use in the main activity.</p> <p>Share the available equipment out (e.g. beanbags, hula hoops, tennis balls, basket balls, etc.) by setting up different stations of equipment, for example:</p> <ol style="list-style-type: none"> <li>1. Station 1 – hula hoops</li> <li>2. Station 2 – beanbags</li> <li>3. Station 3 – tennis balls</li> <li>4. Station 4 – cones</li> </ol> <p>Explain that pupils are going to work in teams to invent a new game. To generate ideas, they first need to explore the uses of different equipment.</p> <p>Organise pupils into teams of six or eight and send each group to an equipment station.</p> <p>Tell them they have 60 seconds to come up with eight different ways they can use the equipment. For example: cones can be used to jump over, form goals, form points to weave between, or for marking distances for throwing and catching.</p> <p>Blow a whistle to indicate that they need to shift onto the next station. Continue until all groups have visited all stations.</p> <p>Bring the groups back together to share the different uses they came up with for each piece of equipment.</p>	<p>Adaptation for pupils with limited mobility: encourage participants to explore the equipment according to their ability (e.g. rolling hoops across the ground or throwing beanbags). Pupils can use hands if they have limited lower body movement.</p> <p>Use a buddy system where one pupil helps to facilitate an activity for another, e.g. as a guide for a visually impaired child.</p>
<b>MAIN CLASSROOM ACTIVITY</b>  30 mins	<p><b>DESIGN A GAME</b></p> <p>In this activity, pupils work together in teams to develop their own game based on a set of success criteria. They will need to show respect, kindness and to use good communication as they develop their ideas and then explain the game to new players.</p> <p>Model creating a new game, looking at the example on the <b>Design a Game Activity Sheet</b>.</p> <p>Explain that pupils will design a game that must include:</p> <ul style="list-style-type: none"> <li>• Opponents or teams</li> <li>• At least three rules</li> <li>• A skill (remind pupils to think of how they used the equipment in Action Stations)</li> <li>• A way to score points on the activity sheet</li> <li>• Equipment</li> </ul>	<p>The games designed should be suitable for the abilities of all participants. If not, offer suggestions to adapt them for those with physical disabilities (e.g. throwing games instead of kicking games).</p> <p>Use a buddy system where one pupil helps to facilitate an activity for another, e.g. as a guide for a visually impaired child.</p>

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
	<p><b>BEANBAG DROP</b></p> <p><b>Equipment:</b></p> <p>Beanbags (each team uses a different colour), hoops.</p> <p><b>Opponents or teams:</b></p> <p>Two teams of three.</p> <p><b>Aim of the game:</b></p> <p>To get as many of your team's beanbags in one of two target hoops, located in the opposing team's area of the 'pitch'.</p> <p><b>Key skill:</b></p> <p>Accurate throwing at a target.</p> <p><b>Minimum three rules:</b></p> <ol style="list-style-type: none"> <li>1. You cannot enter the other team's area but must throw accurately from your area.</li> <li>2. Your opponents may block/catch and defend the hoops.</li> <li>3. If you miss a hoop, your opponents can try and score in one of their target hoops with it.</li> <li>4. Once you score, you must return to your beanbag base and do three star jumps before you take a beanbag and try again.</li> </ol> <p><b>Scoring:</b></p> <ul style="list-style-type: none"> <li>• A beanbag in your target hoops = 1 point.</li> <li>• An opponent's beanbag in your target hoops = 2 points.</li> </ul> <p><b>HOW TO PLAY:</b></p> <ol style="list-style-type: none"> <li>1. Get pupils into teams and give them time to design and play their own games.</li> <li>2. Explain that one player from each team will now move to a new team and the group needs to teach the new person the game.</li> <li>3. Remind children about respect, kindness and communication as new players enter their game.</li> <li>4. Continue the rotation of players to different teams so different players are leaving their group and joining new groups.</li> </ol> <p>As you are watching the activity, make note of good examples of inclusion.</p>	
<p><b>REFLECTION</b></p> <p> 5 mins</p>	<p>Gather the group back together. Ask them to discuss and answer the following reflection questions as a group:</p> <ul style="list-style-type: none"> <li>• What happened when someone new entered your game?</li> <li>• How did you decide what to do when they arrived?</li> <li>• If you were new to a game, what helped you to understand it? What made it difficult?</li> <li>• How did it feel to leave one activity to join a new, unfamiliar one?</li> <li>• Can you give an example of a team-mate being inclusive during the game? What did they do?</li> </ul> <p>As a class, decide on the main ingredients for being inclusive and supportive when working as a team.</p>	