



www.healthforkids.co.uk/moveitboom

Move it Boom P.E. Lesson Plan

Notes for teachers

This lesson plan is aimed at a Key Stage 2 class, but could be adapted for younger pupils.

In advance of the lesson, mark out areas 2m x 2m, either on the playground using chalk/cones, or with masking tape in a hall space. The number of areas needed depends on how many groups you have.

Why not consider supporting children to film a demonstration of their game using an iPad then send it to us? A selection of games will be featured on the Move it Boom website (www.healthforkids.co.uk/moveitboom) to inspire other children, and a prize is available for the best game submitted. Find out more, and download the photo/video permission form (which will enable us to feature the video on the site) here. www.moveitboom.co.uk/your-ideas

Learning objectives

- ★ To be able to work with others to devise a fun game using simple equipment
- ★ Understand how to evaluate and improve a game

Learning outcomes

- ★ Children will have collaborated with their peers to devise a simple game that they can teach to others.
- ★ They will have created instructions so other children can play the game.
- ★ They may have filmed a demonstration of the game, communicating the aims clearly

National Curriculum links (Key Stage 2)

Depending on the nature of the game devised, children may have an opportunity to:

- ★ Use jumping, throwing and catching skills in isolation and in combination
- ★ Develop flexibility, strength, technique, control and balance
- ★ Play competitive games, and apply basic principles suitable for attacking and defending
- ★ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Equipment needed

- ★ Stopwatch
- ★ A range of objects that children can choose from to create their game -these should be things they might have at home, for example cushions, balloons, soft balls (or rolled up pair of socks!), plastic boxes, toy bricks etc
- ★ Tape measure, masking tape, cones or chalk to mark out the play area Clipboards/pencils for children to record their ideas and copies of the game instructions template

Starter/warm up

Encourage children to take part in some challenges against the clock. For example, how many high knees/heel flicks/star jumps/burpees can they do in 30 seconds? Can they beat their time when they try again? For more simple individual challenges, encourage children to check out the video clips on the Move it Boom website:

www.moveitboom.co.uk/challenge-yourself

Activities

Divide children into small, mixed ability groups of four or five.

Set the scene by asking children to imagine that they are at home for the afternoon and they've been told they have to turn off the TV or put down their tablet/games console for an hour. Could they use their imagination to come up with a game that they could play either on their own or with brothers and sisters in a small area (like their living room or patio) using only equipment they can find lying around the house?

Invite the groups to experience a simple game such as Target (You'll find a video clip at www.moveitboom.co.uk/your-ideas). Draw attention to the fact that the game can be made harder or easier.

Give children time in their groups to devise their own game within their marked out area. Remind them to think about ensuring their game is safe to play.

Children should be able to explain:

- ★ What their game is called
- ★ How many players are needed
- ★ What equipment is needed
- ★ What the aim of the game is
- ★ How you score/win
- ★ How the game can be made easier or harder

They can use the game instruction template to record their ideas.

Plenary

Pair up the groups and ask each group to take turns teaching their game to their peers.

Give children a chance to give feedback on each other's games and to evaluate what they like about their game, and how they could improve it.



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Game instructions

Our game is called _____

It is for _____ players

This is the equipment you need _____

How to play _____

Diagram

You can make it easier or harder by _____
