

# Practical Instructions for Preparing a Lesson Scenario with EDUballs/BRAINballs

When planning EDUballs/BRAINballs lessons, you can design them to support classroom learning or to serve as independent activities focused on chosen objectives. This guide provides practical steps to help you design lessons that are interdisciplinary, engaging, and inclusive, whether integrated with academic content or run as independent activities to develop motor, cognitive, and social skills.

## 1. Plan Your Lesson Around a Theme

Begin by identifying the weekly topic or thematic cycle for your class. For example, if the topic of the day's focus is "Return from holidays" (see Lesson scenario), consider how this theme can be meaningfully integrated into physical and social activities. A clear thematic link helps children connect movement with broader learning objectives.

## 2. Integrate Physical, Academic and Social Goals

When preparing a lesson scenario, define the physical, academic, and social goals that guide the structure and content of the entire lesson. These goals should be planned holistically so that movement tasks consistently support learning outcomes throughout the session.

### 🔗 Academic goals:

- 🔗 **language arts** (e.g., vocabulary development, storytelling, reading, or word-recognition tasks),
- 🔗 **foreign language learning** (e.g., practicing basic vocabulary, simple phrases, or listening comprehension through commands and games),
- 🔗 **mathematics** (e.g., counting, basic arithmetic operations, pattern recognition, or problem-solving tasks),
- 🔗 **science and geography** (e.g., exploring natural phenomena, seasons, plants and animals, directions, maps, spatial relationships, or environmental topics through movement, exploration, and orientation-based activities).

🔗 **Physical goals:** develop motor competencies such as coordination, balance, spatial awareness, and ball-handling skills across the lesson.

🔗 **Social goals:** promote cooperation, communication, and teamwork through structured pair and group activities.

Aligning all lesson components with these three goal areas ensures a coherent, purposeful, and engaging learning experience.

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## 3. Prepare Activities Following Practical Guidelines

Plan your activities in accordance with the Practical Instructions for Preparing Activities with EDUballs/BRAINballs.

## 4. Structure Your Lesson

Each lesson should follow a clear sequence:

- Warm-up: prepare students physically and mentally with simple movement exercises.
- Main Activity: implement core PE tasks combined with cognitive or academic challenges using EDUballs/BRAINballs.
- Cool-down/Relaxation: guide students through gentle stretching, breathing exercises, or calm activities to relax the body and mind.
- Wrap-up/Reflection: discuss outcomes, reinforce the theme, and note any adjustments needed for future sessions.

## 5. Record and Refine

After each lesson:

- Review completed tasks and assess what was most effective.
- Identify areas for improvement or activities that require repetition.
- Adjust upcoming lessons to ensure all objectives are achieved, and every child can participate successfully.

# Lesson Scenario with EDUBalls



**Topic of the day:** Return from holidays

**Overview** (as noted in the lesson log): Revision of addition and subtraction with numbers exceeding ten. Comparing numbers resulting from addition and subtraction. Names of months. Making sentences from scattered words. Music and movement game 'A train is coming from far away'.

**Objectives:** Students will develop temporal and spatial orientation and reaction speed; consolidate their knowledge of simple mathematical operations through physical and cognitive tasks, and develop the ability to cooperate in a group during physical activities.

**Participants:** 20 students (grade 2)

**Duration:** 45 minutes

**Materials and Equipment:** a set of EDUBalls/BRAINballs, four gymnastic hoops, and rings.

**1. Getting to Know EDUBalls.** The balls are scattered across the sports hall. Each student collects as many balls as they can carry. Together with the teacher, the children characterize the properties of the balls and organize them into sets and subsets.

**Notes:** The teacher encourages as many students as possible to participate in the activity and observes how they cooperate and interact as they explore and group the balls.

**2. Running Tag.** Each student has a ball, and one student holding a ball marked with the number 5 is the tagger. The tag is passed by exchanging balls between the tagger and the tagged child. The tagged child can avoid becoming the tagger by providing the correct addition or subtraction answer that equals five. If the answer is incorrect, the tag remains with the current tagger.

**Notes:** During the activity, children must watch the runners to locate the ball with the number 5 and identify the tagger. The teacher listens to the answers and verifies their accuracy.

**3. Friendly Numbers.** The children move around the room tossing balls. At a signal, they pair up or form groups of three so that the sum of the numbers on their balls is between 10 and 20.

**Notes:** The teacher serves as the judge, verifying that the groups and sums are correct. The task can be modified by introducing subtraction to increase the challenge.

**4. Holiday Sentences.** The children are divided into two teams. Each team receives a sheet of paper with words written in random order. First, the students arrange the words using EDUBalls. Then, they form complete sentences from them (e.g., "July is very warm").

**Notes:** The teacher supervises the accuracy of the task and monitors how quickly the teams complete it. The first team to finish receives two points, and the second team receives one point. This ensures that all participants are recognized for their efforts.

**5. Number Races.** The children are divided into two teams and line up in a row. Each team holds one ball marked from 1 to 9. The teacher announces a mathematical operation, and the child holding the corresponding numbered ball performs the task.

**Notes:** The teacher supervises the accuracy of each task and monitors how quickly it is completed. The first team to complete the task receives two points, while the second team receives one point. This ensures that all participants are acknowledged for their efforts. This activity can also be adapted using letters arranged in alphabetical order. For example, the child holding the letter "E" would perform the task.

**6. The Train Is Coming from Far Away.** The children form a train and sing the first verse of the song as they move in different directions around the sports hall. The children forming the train hold educational balls and imitate the spinning wheels of a locomotive. At the end of the second verse, the train stops to pick up passengers. New passengers join at the end of the train, ensuring that balls of the same color do not follow directly after each other.

**Notes:** The teacher observes the children during the game and occasionally gives commands, such as "The train is going uphill" or "The train is turning sharply to the right." The children respond appropriately by following the instructions.

**7. Reflection.** At the end of the lesson, the teacher briefly reviews the completed activities with the children, highlighting successful cooperation, accurate task performance, and engagement. Based on observations, the teacher identifies areas that require further practice and plans adjustments or repetition for future lessons to ensure that all objectives are met and that every child can participate successfully.