

# Heroes Hat Trick



## Activity Objective

An obstacle course designed to help children to empathise with our Servicemen and women who are wounded, injured or sick, and of course anyone who may have restricted movement or vision. The Heroes Hat Trick has been created to help develop an understanding of disability, including both the physical and emotional effects. It promotes a variety of skills, including teamwork, communication, plus a strong focus on raising aspirations.

## Lesson Structure

Organise a Heroes Hat Trick day using the suggested course and the instructions which are devised to support psychical education.

Pupils take part in the Heroes Hat Trick course and try different tasks using limited movement and vision. Can be created to support lesson or be incorporated into a fun packed Hero Kids Sports Day.

## Disability Awareness and Raising Aspirations (Activity & Discussion)

### Have a go at the Heroes Hat Trick activity and then read Jamie's Story

Our Servicemen and women often have to learn new skills if they are wounded, injured or sick. For example, in some cases they have lost limbs and learn to walk again on prosthetic legs. Jamie had to learn different ways of doing everyday activities, such as cleaning his teeth.

- Ask the children to try different activities in the classroom, for example, doing up buttons one handed, balancing on one leg or ask them to close their eyes and try to find their favourite pencil in their pencil case. They could even try to clean their teeth blindfolded to get a greater understanding of how Jamie has overcome this everyday challenge.
- How did they feel during the Heroes Hat Trick course and the classroom activity when they didn't have full control of their movement or vision?
- Which part of the course or activity did they find difficult and why?
- Ask the children how they think Jamie felt when he first lost his vision and couldn't do the same activities anymore.

### During the blindfold activity, you rely on someone giving you instructions.

- Was it easy or difficult to follow the instructions given to them?
- If they were the one giving instructions, did they find it easy or difficult?
- How did they feel about having to rely on their partner for support?

### Jamie's friend's helped him to reach Everest Base Camp and to fix his broken bike.

Ask the children to think how they can support each other more.

### Jamie's loss of sight means that he must think of different ways to do everyday things.

- Can the children identify activities that Jamie does and how he does them slightly differently?
- Can the children think of a situation where they have struggled to do something, but have then succeeded?
- How did they overcome it?
- How did they feel afterwards?
- What personality traits would the children use to describe how Jamie is dealing with his blindness?

## English (Further Discussion and link to Raising Personal Aspirations)

### Suggested questions for pupils:

- Has anyone broken a bone or felt poorly?
- How did they feel?
- What did they want to do, but couldn't?
- Is there something that the children would like to achieve or a skill that they would like to learn?
- Can the children think of something that they would like to do, but there is a reason why they would be unable to do it?

This gives the children a chance to understand that sometimes things might not be achievable, but gives all the children a chance to think of different solutions or what they could achieve instead. For example, Jamie wouldn't have been able to reach the base of Mount Everest on his own, but he had help from his friends and the guides even supported him by hiring a horse for him so that he could complete the trek.

- What could they personally do to achieve their goals? This could include handing their homework in on time!

## English (Writing)

This lesson has been devised to support English, writing, communications and team work.

- Ask the children to write about their Heroes Hat Trick experience.
- Write about the different activities.
- What did they find easy or difficult? Explain why.
- How did they feel when they had restricted movement and vision and had to rely on someone else to complete the course?
- Did they find it easier to give or receive instruction?
- Can they explain the importance of good communication?
- Read aloud their own writing to the whole class or a small group.

## Teachers Notes

- Use our Reference Document for information on Help for Heroes and our Armed Forces.
- Ask us about our Hero Bear Mascot, we can send it to your school to join in the fun of your Heroes Hat Trick event or Hero Kids day.
- You would need to provide an adult to wear it and return it to Help for Heroes after your event.

Visit [www.helpforheroes.org.uk](http://www.helpforheroes.org.uk)

# Heroes' Recovery



## Jamie's story

Jamie Weller was a Royal Navy Aircraft Engineer, who has complete loss of his central vision but can still see a little bit. No longer able to continue his dream of a life in the military, Jamie faced a battle with depression and anxiety.

**"I don't like to use the word 'disability' but instead focus on the 'ability' that I have. I always see my sight loss as an inconvenience. It challenges me to solve the problems and then I get on with my life".**



Jamie uses his love for sport as a way to maintain a positive outlook on life. He took part in last year's Invictus Games, which is like the Olympic games for people who have been in the Armed Forces around the world and are wounded, injured or sick.

Jamie won four bronze medals in running and cycling; both using a guide to run or cycle alongside him. "Although I didn't win gold I was still happy with my performances! The Games wasn't about competing though. It was about the whole environment of being together, celebrating our differences and succeeding in the face of adversity. We all had that team spirit, especially when my bike broke and everyone helped to fix it".

**His wife and daughters attended the Games in Toronto, Canada. "Poppy and Maddy are really proud of me. They keep telling me that I did amazing. They have always known me as visually impaired so don't see my lack of sight as a barrier to doing things. They just see me thinking up new ways to do things".**

In 2017, he trekked for 13 days across Nepal to reach the base of Mount Everest to raise money for Help for Heroes. "Having no central vision, I had to feel my way across the tough rocky terrain using my walking sticks, feet and had help from friends on the trek with me.

**"I really ached and became quite tired at one point. The doctor advised me to rest but instead of getting a helicopter out, the locals hired a horse for me to use for a few days. I think they were just as determined as I was to complete the trek!"**

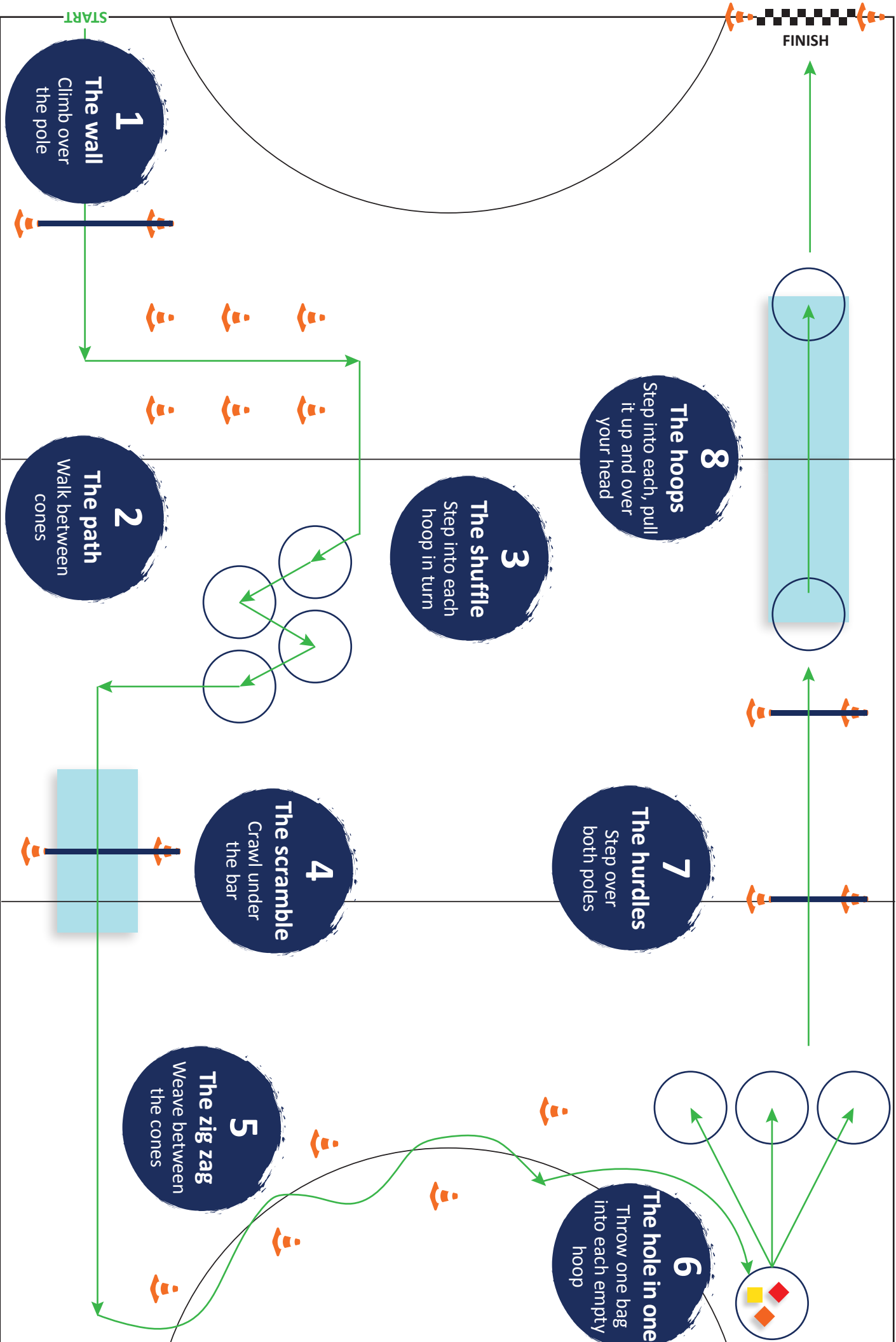


Day to day Jamie's biggest challenge has been cleaning his teeth but he's overcome this by experimenting with different ways. "I know it seems like a really simple task, but I can't see where the end of the brush is and it's quite a small brush to aim for. I also never know how hard to squeeze the tube as I can't see how much toothpaste has come out. My way around this is to squeeze the toothpaste onto my finger and then put it in my mouth".

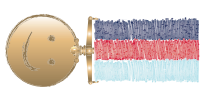


Jamie likes cooking and he uses technology to help him. **"I have so many cooking gadgets which become my eyes in the kitchen. I have talking scales and a smart watch which sets the microwave timer for me. I can't see the dials so previously I could not use the microwave on my own. It's made such a difference to my independence".**

Jamie now wants to try SCUBA diving as it will allow him to get really close to nature and feel different things. He is also undergoing intensive training with his new guide dog, Freddy.



# Heroes Hat Trick obstacle course



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HEROkids

The Heroes Hat Trick obstacle course is designed to help children learn what it might be like to be a wounded Serviceman or woman through activity. It is also a great way for them to empathise with those who have a disability, and could be used as a fundraising challenge.

The course is mapped out overleaf, with simple instructions for what to set up at each stage and the action for children to complete.

## The activities

### Round 1

As a three-legged challenge, experience what it's like to have restricted movement.

### Round 2

One child is blindfolded, and guided verbally around the same course by another child, to experience how visual impairment can impact your senses. This is also a great lesson in communication!

### Round 3

Finally, each child has five attempts to put a ball through a high hoop from a seated position with their feet off the ground. The hoop is set at the under-9 age level.

## Setting up the course

Here are the instructions to lay out eight obstacles. Turn overleaf for the actions to guide children through each.

- 1 The wall:** Two cones with a pole balanced on top
- 2 The path:** Six cones marking a track
- 3 The shuffle:** Four hoops laid as a diamond
- 4 The scramble:** Two cones with a pole on top and mat underneath
- 5 The zig zag:** Five cones in a zig zag
- 6 The hole in one:** Three bean bags in one hoop, plus three more hoops in a line
- 7 The hurdles:** Two sets of cones with poles on top, at different heights
- 8 The hoops:** Two mats with a hoop at either end

This is a suggested course, but please adapt according to the area and equipment you have available.

## Keep score

Provide each team with one of our scorecards so they can tally up their points with each task:

- Every team starts with 100 points
- Deduct five points each time a team member knocks into an obstacle on the course
- Deduct one point each time a team member fails to throw their ball through a hoop
- The team with the most remaining points wins

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	


# Keep Score

Cut out and provide each team with this scorecard so they can keep track of their points during our Hero Kids Obstacle Course.

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	



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Starting Points	100
After Obstacle 1	
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After Obstacle 5	
After Obstacle 6	
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Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

Team Name	
Starting Points	100
After Obstacle 1	
After Obstacle 2	
After Obstacle 3	
After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
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Team Name	
Starting Points	100
After Obstacle 1	
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After Obstacle 4	
After Obstacle 5	
After Obstacle 6	
After Obstacle 7	
Total	

