

# The Rainbow Book

*A collection of physical, emotional and creative activities to support all Black Country children and young people experiencing a Rainbow Hour every day.*

*December 2021*



Black Country  
**Rainbow  
Hour**

## What is the Rainbow Booklet?

This Rainbow booklet has been designed as part of the **Black Country Rainbow Hour Campaign** which seeks to provide all children and young people with access to one hour of wellbeing and physical activity each day.

This booklet provides a range of wellbeing and physical activities for children, young people and families to participate in across the summer holidays.

This booklet will be updated regularly with new activities for each of the 7 rainbow strands.

<b>Red</b>	Games Activities
<b>Orange</b>	Health and RSE Activities
<b>Yellow</b>	Move More Activities
<b>Green</b>	Outdoor and Nature Activities
<b>Blue</b>	Mental Wellbeing and Mindfulness Activities
<b>Indigo</b>	Personal Challenges and Competition Activities
<b>Violet</b>	Themed Celebration and Creative Activities

All activities within this Rainbow Booklet follow the concept of the 3C's and are deliverable whilst following national guidance around social distancing:

- Allowing **Communication** (helping with healing and coping).
- **Consistently** applied to support young people's need for routine and consistency.
- Activities that give pupils a sense of **Control** which prevents them from being consumed by emotional reactions.

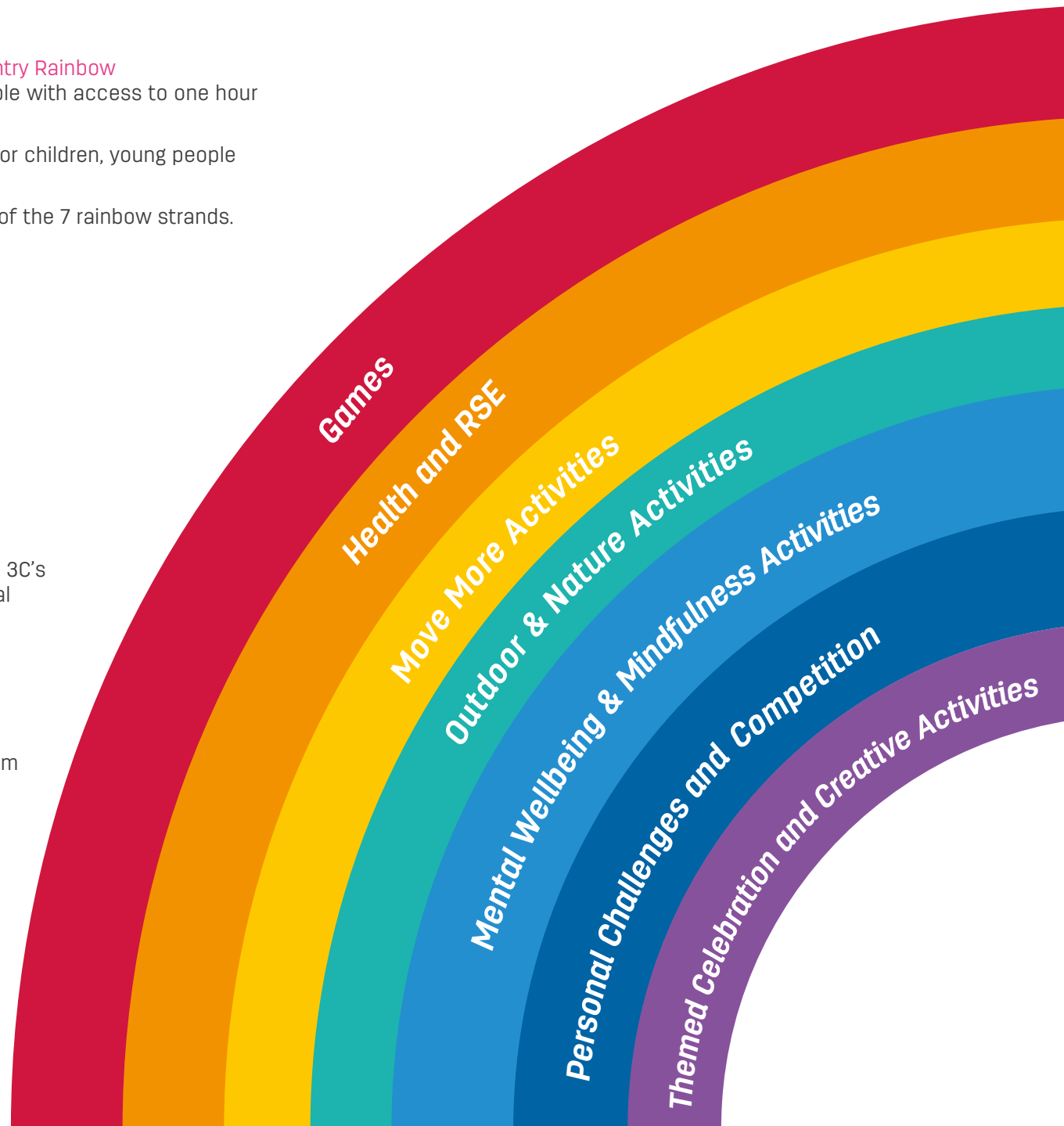
## Who is the Rainbow Booklet for?

**For schools:** To help plan your delivery of the Rainbow Hour each day or to share, either electronically or as a printed pack, with parents to share at home.

**For Parents:** The pack is designed to make sure your household can experience your schools' Rainbow Hour everyday too!

## Where can Rainbow Hour activities be done?

This booklet has been designed so all activities can be done safely at school or at home. Where you see the house symbol, this means activities can easily be done in the home.





# STEP

All activities provided can follow the STEP principles to develop and offer progression.

When undertaking each activity consider the below changes to make it easier or more difficult:

## Space

- Make it bigger/smaller
- Make it wider/thinner
- Change the shape of the space
- Make it closer to the ground
- Make it away from the ground
- Have your own space or area

## Task

- Make it easier/harder
- Have more/less time to complete the task
- Have more/less tasks to complete
- Start before/after everyone else
- Get more/less points for completing the task

## Equipment

- Make it Smaller/Bigger
- Make it Lighter/Heavier
- Make it predictable/unpredictable
- Increase the range for the task
- Choose your own Equipment

## People

- Have someone to help you
- Have more/less people in your team
- Work with/compete with others
- Choose someone to work with/against
- Take on a different role

# Games

A range of activities providing modified competitive games, that allow children to apply basic principles suitable for attacking and defending

## Active Kids do Better - Cross the River

### YOU WILL NEED

- Family or friends
- Cushions

### HOW TO PLAY

- Imagine there is a river running across your playing area with a riverbank on each side.
- One-player game: Using two cushions as lily pads, try to cross the river without touching the floor.
- Two or more player game: Using three cushions as lily pads, work together to try to cross the river.
- Only one person is allowed on a lily pad at a time.

### REMEMBER...

- Make sure you have enough room to cross the river safely.
- Make sure the 'lily pads' won't slip and slide across the floor.



Credit: [www.activekidsdobetter.co.uk](http://www.activekidsdobetter.co.uk)

Made to Play

Discovery  
EDUCATION

# Games

A range of activities providing modified competitive games, that allow children to apply basic principles suitable for attacking and defending

## Active Kids do Better - It's Snowing

### YOU WILL NEED

- Family or friends
- Newspaper or paper for recycling
- A skipping rope

### HOW TO PLAY

- Make snowballs by squeezing paper tightly into ball shapes.
- Divide an area in two using a skipping rope as a net, with a player or team on each side.
- Share the balls out evenly. On the command 'Let it snow!' players throw the balls into the opposite side.
- The aim is to underarm throw all the balls to the other side of the net.
- The player or team with the least snowballs on their side after two minutes wins.

### REMEMBER...

- Make sure you have enough space to play the game safely and you must only throw underarm.



Credit: [www.activekidsdobetter.co.uk](http://www.activekidsdobetter.co.uk)

# Games

A range of activities providing modified competitive games, that allow children to apply basic principles suitable for attacking and defending

## Top my Pizza!

Why not test yourself with this games courtesy of Get Set 4 PE?



**THE SANTA DASH  
10TH ITALY**

**Top My Pizza!**

- Explain to the pupils that they need to top their pizza with their favourite ingredients.
- Ask the pupils to suggest an ingredient for the pizza e.g. pepperoni.
- Explain to the pupils that there are 10 pieces of pepperoni on the pizza. Can they do 10 star jumps?
- Ask the pupils for another ingredient for their pizza e.g. onions. There are 9 onions on the pizza. Can they do 9 tuck jumps?
- Repeat the game counting down by one each time until you get to 0. Change the exercise each time e.g. lunges, squats, touch the floor and jump up etc.

**@getset4pe**  
**www.getset4pe.co.uk**

Get Set 4 PE.

# Games

A range of activities providing modified competitive games, that allow children to apply basic principles suitable for attacking and defending

## Coconut Boule

Why not test yourself with this games courtesy of Get Set 4 PE?



**THE SANTA DASH**  
**19TH JAMAICA**  
**Coconut Boule**

**What you need:** a target object e.g. a piece of paper), six pairs of rolled up socks and another person.

- Each person begins with three pairs of rolled up socks (coconuts).
- Place the target object (palm tree) seven big steps away from you.
- Take it in turns to try to throw your coconuts (socks) as close to the palm tree (target object) as possible.
- The winner for each round is the person who gets their coconut closest to the palm tree. They get one point for winning the round.
- Who is the first to five points?

**@getset4pe**  
**www.getset4pe.co.uk**

Get Set 4 PE.

# Games

A range of activities providing modified competitive games, that allow children to apply basic principles suitable for attacking and defending

## Skillful Scorer -Yes, No, Wait

### Equipment (per class)

Cones  
Bats (1 each)



### How to set up

- With a partner, children stand in two rows opposite each other a few meters apart

### How to play

- When children hear “Yes”, they run and swap places with their partner
- When they hear “No”, the children stay where they are
- When they hear “Wait” they move forwards 3 steps and get ready to follow the next instruction (yes or no)

### Physical skills

- How can you create a ‘ready to move’ position so that you can react when hearing “yes!”?
- What do you need to be aware of with your partner?

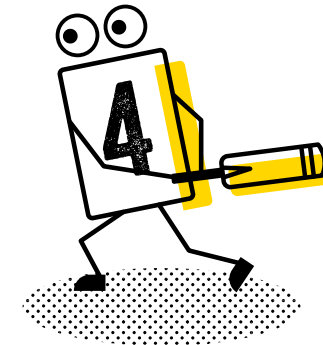
### Life skills

- How can you and your partner work as a team to be fast and safe?

Twitter: @Chance2Shine

Instagram: @chance\_to\_shine

Facebook: /chancetoshinecricket



### STEP

#### Make it easier..

**Space** – Decrease running distance  
**Task** – Decrease number of commands

**Equipment** – Create running channels so children know where to go

**People** – Work in larger groups, to create more rest time

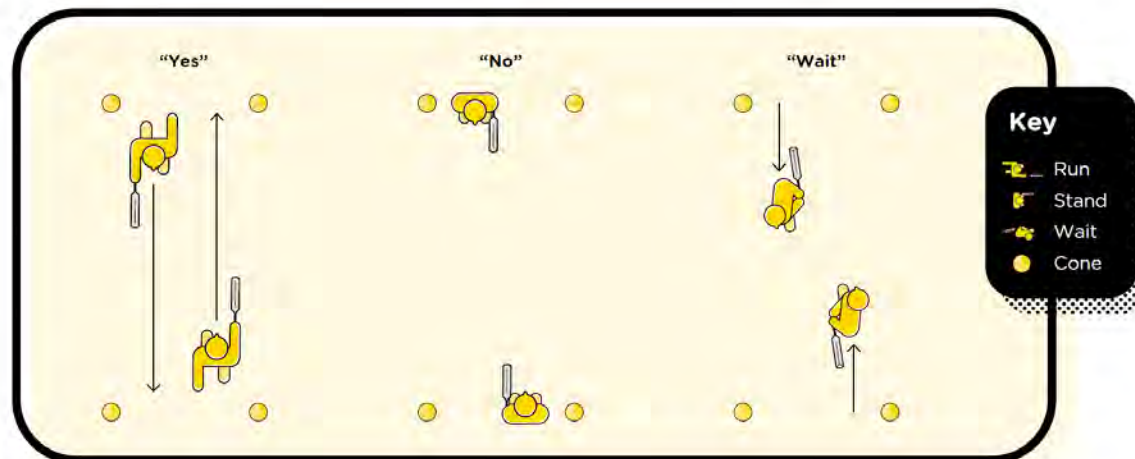
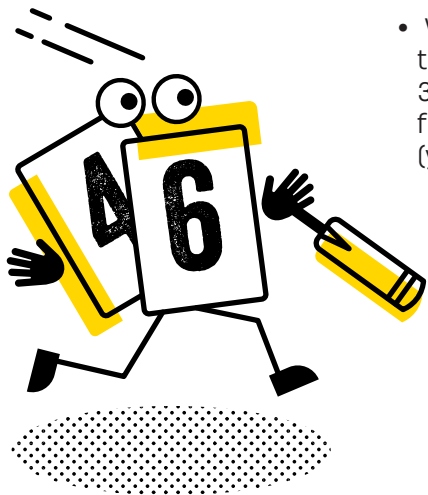
#### Make it harder..

**Space** – Increase running distance

**Task** – Introduce competition, consider ‘opposites’ or ‘Simon says’ commands

**Equipment** – Use cricket bats to replicate running in a game of cricket

**People** – Work as an individual



For further details or for more school resources visit:

[teachers.chancetoshine.org](http://teachers.chancetoshine.org)

Credit:



**CHANCE TO SHINE**  
Spreading the power of cricket



# Health and RSE

A range of activities to support pupils relationship and health education.

## Design a Hot Chocolate



The winter months get darker earlier and are colder too so a DIY luxury hot chocolate night could be just the way to warm both your mood and your bones. It works both later at night and as a treat for youngsters returning from a blustery school run. It needn't be too expensive as there are plenty of hot chocolate mix recipes online.



Credit:



## Christmas Calendar

Use the Family Action 'Makes Theirs Magic' Christmas calendar to prioritise family time together over the festive season by creating a magical schedule of old and new traditions.

Their calendar is a little different in that it covers all 31 days of December – all the way past Christmas day to New Year's Eve. Because Family Action know every family is different, with different amounts of time available, they've put together a magical list of activities – both big and small - to help you enjoy meaningful moments together and spread the Christmas magic across the whole festive season (and until the kids go back to school!)

We share some of the tradition ideas in this booklet but the printable calendar and full list of ideas can be downloaded for free from the Family Action website

[Click here to download the full calendar pack](#)

[www.family-action.org.uk/get-involved/make-theirs-magic/](http://www.family-action.org.uk/get-involved/make-theirs-magic/)

# Health and RSE

A range of activities to support pupils relationship and health education.



BISH  
BASH  
BOSH



## Hygiene through Cricket - Clean Catch



### Equipment (per child):

- 1 x tennis/soft ball
- 4 x markers/cones (to create safe space for social distancing)
- Flour/talcum powder, hand sanitiser resource as this has the potential to be messy, coaches and teachers should adapt accordingly for their environment

Twitter: @Chance2Shine  
Instagram: @chance\_to\_shine  
Facebook: /chancetoshinecricket

### A How to set up

- Create a 2m box for each child to work within using cones/markers and ensure safe spacing between each area.

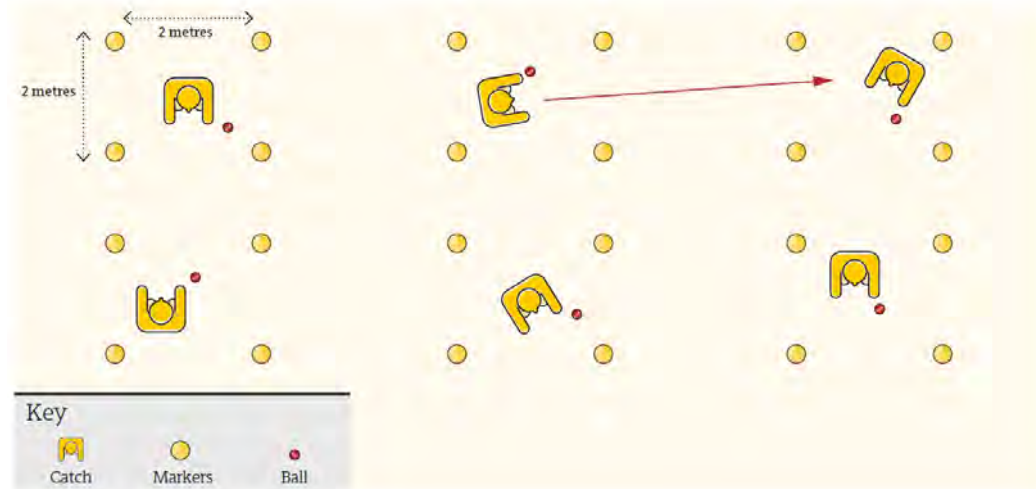
### B How to play

Whilst moving around within their marked area, the pupils will be aiming to throw the ball up in the air and catch the ball. You may then want to bring in the following instructions to help them work on their catching skills:

- Include different commands for movements (moving faster/slower, changing direction etc).
- Introduce 'clap catches'.
- Include challenges on how high they can throw the ball up and still catch it.
- Introduce a Personal Best competition for how many claps before catching the ball.
- Introduce pairs catches "Swap Ball" commands then get into a group of 4 passing the ball between each round of clap catches.
- Introduce one flour/talc ball into the actions at a time. Ask pupils to look at how many people now have flour on their hands.

### C Reflective Questions

- When using the reflective questions, you may want to allow the group to have a go at the activity for 3-5 minutes and then bring them in to discuss the questions, allowing them chance to have another go to practice their thoughts and ideas.
- You may consider using the questions at the end of each activity, to allow them to try think about applying their ideas in the next part of the session.
- Some example questions are included on each activity page and are designed to link to the Whole Child Development focus.



### Question to promote learning:

- "What did you do to help catch the ball?"
- "Were you able to make any really high catches?"
- "What happened when we introduced the flour/talc balls?"
- "How many people got flour/talc on their hands?"
- "What might this represent and what do we need to do now?"

For further details or for more school resources visit:

[teachers.chancetoshine.org](https://teachers.chancetoshine.org)

Credit:



**CHANCE TO SHINE**  
Spreading the power of cricket

Download the full resource here.

# Health and RSE

A range of activities to support pupils relationship and health education.



## School Farmers' Markets



School Farmers' Markets are real farmers markets held in school halls, community halls or playgrounds and organised by Food for Life Partnership schools. The school community and members of the public have the opportunity to have access to and purchase fresh local produce.

Week one is the start of your school's journey to market. This is the time to introduce the concept of a farmers' market to the children and discuss when and where yours will be run.

### What to do:

Explain that the school will be running their own farmers' market and that the children are going to be responsible for planning and running it. In order to do this you will need to establish what a farmers' market is and how it differs from a conventional market.

Print and cut out the Market Cards (1.1A). Arrange two tables and place one card on each of the tables.

Ask the children to come up in turn and pick an item out of your Market resource box (1.1B). Ask the children whether the item would be found at a conventional market or a farmers' market and then to place the item on the appropriate table.

Discuss why the items have been placed where they were. Explain that the purpose of a farmers' market is to sell food products (often fresh and local too).

Ask the children to record the items that are sold at a farmers' market. Maybe they could draw and label pictures of the items in their exercise books or on a poster to be displayed on market day.

The items in the box could be tweaked to fit in with a historically themed or seasonal market.

### What is a Farmers' Market?

You may wish to think about the types of food that have been discussed and where it comes from.

Discuss the difference between 'fresh' and 'processed' food. Compare products such as a tin of beans to a fresh vegetable and discuss the ingredients found in the processed foods.

Split the children into small groups. Give each group an item of food from the Market resource box (you will need to prepare this before the session).

Get each child in the group to draw their item of food in the central box of the Freshness factsheet (1.1C).

The groups will then discuss and answer the questions. Prompt the groups to look at ingredients labels to help them. Once this is done, each group will tell the others about their item of food.

[Download the full resource and activity cards here.](#)

For further information or to enrol:

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

Call 0117 314 5180

Email [fflp@foodforlife.org.uk](mailto:fflp@foodforlife.org.uk)



This Schools Farmers' Market School Enterprise project is available now for schools to get involved with. Please email Jenine Hadley [jhadley@soilassociation.org](mailto:jhadley@soilassociation.org) if you want to find out more and get involved!

# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes*

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Credit:



You and your child will explore the sense taste by combining different fruit and veg to see what effect this has on the taste.

### **Before you start you need:**

For this lesson you will need a range of fruit and veg, it really doesn't matter too much which you use, ideally they'll be foods that have different tastes. You could have different varieties of salad veg: cucumber/pepper/herbs/tomatoes. Or different berries. Or anything you have in the fridge. You may need a knife and chopping board to cut the food into bite size chunks.

### **Hint:**

Here are some foods with different tastes. You don't need to include all the tastes.

- Sweet – pepper/carrot/any fruit
- Sour – lemon / rhubarb/blackcurrants
- Savoury – mushroom/spinach/sun dried tomatoes
- Salty- olives
- Bitter – lemon peel or orange peel

### **Golden Rules:**

While you are doing the TasteEd activity, no one has to like any of the food or even to taste it (including parents!).

This may be different from the rules you have at mealtimes. But TasteEd activities are about exploring food without any pressure to taste. If your child doesn't want to taste the food maybe they can explore it by smelling, licking or touching it.

### **Before we get started...**

Let's wash our hands.

Use soap and warm water.

Wash your hands for as long as it takes to sing Happy Birthday two times!



[www.tasteeducation.com/](http://www.tasteeducation.com/)

T: @TastedFeed

F: @TastEdFeed

# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes continued...*

Credit:



There are two golden rules about food for today:

- No one has to try
- It's fine not to taste the food although you might feel brave and surprise yourself by trying something new
- No one has to like
- No one can tell another person what they like or dislike.

**What are our five senses?  
And what part of our body do we use for it?**

**Today we are talking about our sense of taste.**

Today we will explore how foods taste.

Different foods can taste delicious together

Alone



and

together



# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes continued...*

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Do you like the combination of strawberries and cream?



What about bread and butter?



Some people like foods best apart. But it's also interesting to see how they taste together



Credit:



There are 5 different types of taste that you can feel on your tongue.



# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes continued...*

### **Taste 1: Food can be sweet**

Like honey or strawberries or pineapple



### **2. Food can be sour**

Like vinegar or lime or rhubarb



Credit:



### **4. Food can be salty**

Like salt or olives



### **3. Food can be bitter**

Like grapefruit or chicory or lemon peel



### **5. Food can be umami (a savoury taste)**

Like soy sauce or like meat or mushrooms or cheese or spinach leaves or cooked tomatoes



# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes continued...*

Here are some foods. Can you name each food and say how they might taste?



Credit:



Which tastes do you like best?  
Can you explain why?

Chefs try to balance tastes like sweet and sour or savoury and salty. Today we are going to be like chefs and try some different tastes together to make something new.

In different countries there are certain taste combinations that people really enjoy. In Italy, lots of people enjoy tomatoes with basil (a herb) and olive oil.

Apple and cinnamon is another classic taste combination. It goes well in an apple pie.



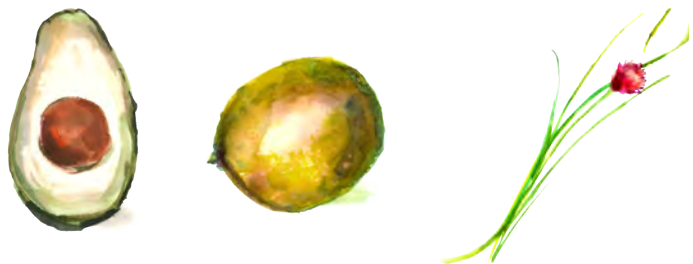


# Health and RSE

A range of activities to support pupils relationship and health education.

## *TasteEd - Taste - Combining Tastes continued...*

In Mexico, people enjoy eating avocado with a squeeze of lime, salt and herbs such as coriander or chives and onion.

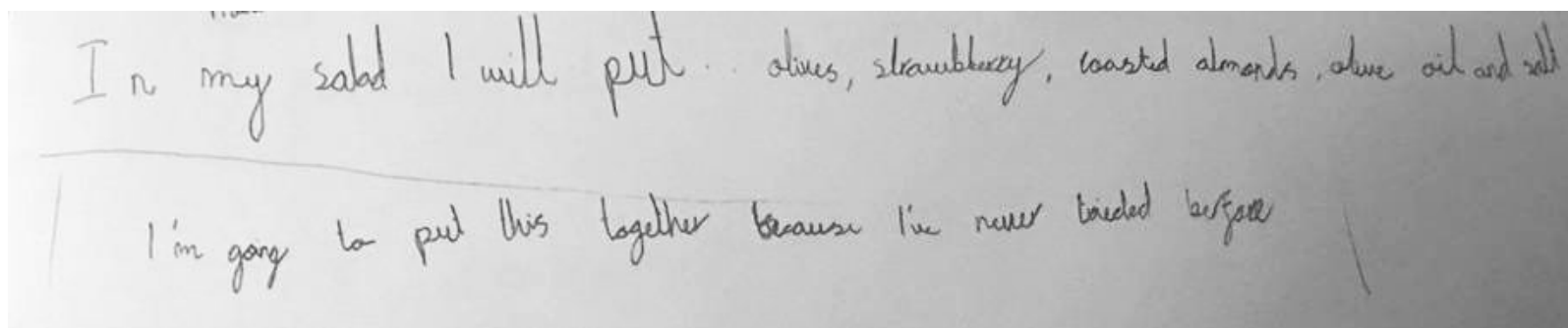


Now let's try combining foods...

Experiment creating different taste combinations with whichever fruits and vegetables you have in the house. You might want to add herbs or spices. Or you could add a little olive oil and vinegar and turn it into a salad.



Here is what one child wrote about putting different tastes together for the first time. They decided to try sweet strawberries with salty olives. 'I'm going to put this together because I've never tried it before'.



Credit:



# Health and RSE

A range of activities to support pupils relationship and health education.

## TasteEd - Taste - Combining Tastes continued...

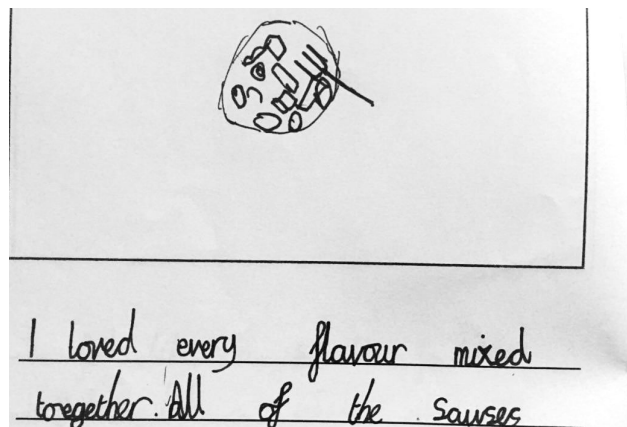
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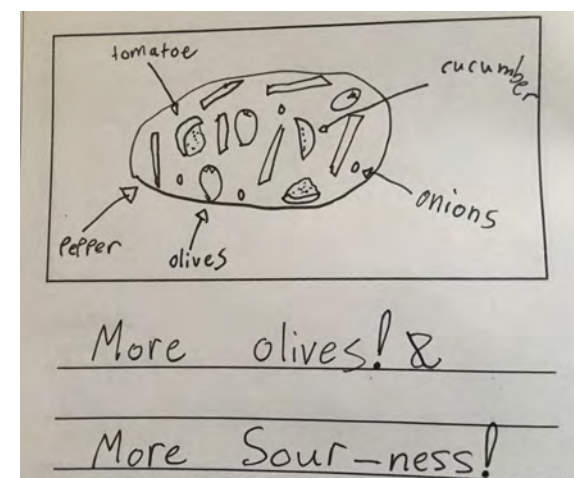
Using our five different tastes (sweet, sour, bitter, salty and umami) to describe the new tastes or smell combinations you discovered.



Here is what one child wrote about trying a Greek salad for the first time. 'I loved every flavour mixed together'.



Here is what one child wrote and drew about combining tastes in a Greek salad. "More olives! And more sourness!"



Write a sentence about the different food combination you tried today. Did you like or dislike the tastes? Did any of the foods taste better together? Why do you think that was?

# Move More Activities

Supporting the development and use of a range of movement patterns helping all children and young people to be physically active for sustained periods of time.

## December School Day Activities

### Merry Christmas



1 Christmas Tree Climbers



2 Santa Squats



4 Pretend you're flying Santa's Sleigh



3 Snow Strides (run taking long strides)



5 Snowball target throw



6 Present Throw (passing a ball in pairs or group)



8 Imagine you're asleep waiting for Father Christmas



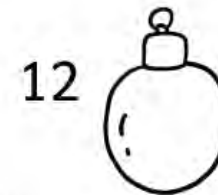
9 Pair up and play follow the Elf!



7 Dance to your favourite Christmas song



13 Christmas Star Jumps!



12 Wreath toss! (hoop or quoite)



10 Jack Frost Tag



11 Christmas cake balance (beanbags on heads!)

*Tick off one activity for each school day in December!*

*Colour in the pictures too!*

# Move More Activities

Supporting the development and use of a range of movement patterns helping all children and young people to be physically active for sustained periods of time.

Partner School Programme - Active Maths

Incorporate physical activity between lessons with these fun gymnastics' movements and challenges suitable for the classroom. Find more like these and much more with the British Gymnastics Partner School Programme at [www.british-gymnastics.org/schools](http://www.british-gymnastics.org/schools)



## Warm up

Make sure the group are prepared by warming up.

Try this one for 30 seconds of each activity:

**Knee bends, sky reaches, marching, heel kicks, arm circles**



**Challenge by using a range of addition, subtraction, multiplication and division equations.**

### Step 1

Ask the group to hop on the spot. Call out mathematical equations for gymnasts, they should answer with the correct number of star jumps to answer the question.

### Step 2

Vary the activity that the gymnasts perform to answer the equation, try:

- Straight jumps
- Squats
- Touch the floor and stretch up
- Bunny jumps on the spot

### Step 3

Ask pairs to create their own equations for their partner to answer. For example.

Partner A completes 5 x straight jumps + 4 x star jumps

Partner B responds with the answer with a movement of choice.

Credit:

British  
Gymnastics

# Move More Activities

Supporting the development and use of a range of movement patterns helping all children and young people to be physically active for sustained periods of time.



Old Favourites



#Together

## OLD FAVOURITES



**Musical Statues**

- Show us your best moves.
- When the music ends, freeze otherwise you're out!



**Simon Says...**

Simon says...

Flap like a bird

THINK INC  
Make sure any tasks you set as part of the game can be done by all abilities.

Hands on your head

Touch the ground

### Simon Says...

- Follow the commands but only if they are preceded by the words 'Simon says.'
- Make them as wacky and fun as possible.
- Give each player 3 lives before they are out.



**Get in Line**

Everybody in alphabetical order.

If you fall off, everybody starts again.

Know how to support each other securely.

### Get in Line

- Line up between two lines.
- Without stepping off or out change places to line up in height order, age order or any order you choose.

**THINK INC**  
Make sure treasure can be found by everyone taking part.

**Treasure Hunts**

Where is the treasure?

### Treasure Hunts

Hide clues around the house that will lead to 'treasure'!

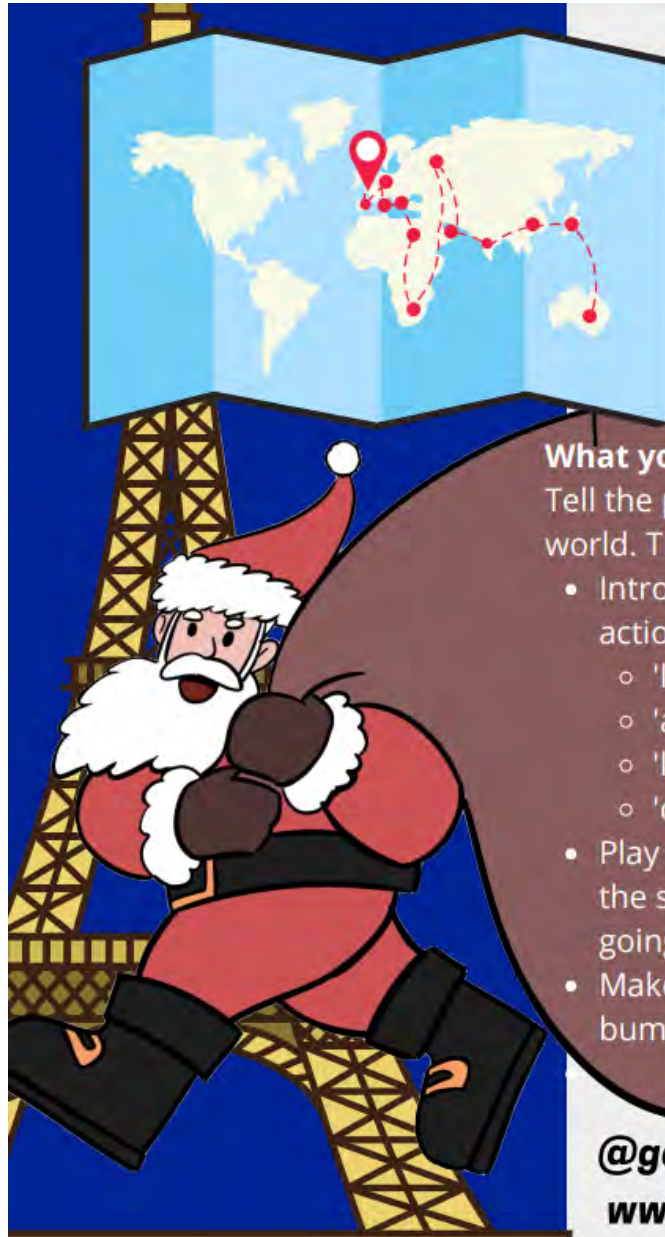
One more clue to find!

# Move More Activities

Supporting the development and use of a range of movement patterns helping all children and young people to be physically active for sustained periods of time.

## Tour de France

Why not test yourself with this games courtesy of Get Set 4 PE?



## THE SANTA DASH 13TH FRANCE

### Tour de France

**What you need:** some Christmas music.

Tell the pupils that the Tour de France is the most famous bike race in the world. The cyclists ride all over France and it takes 23 days!

- Introduce the pupils to the following French words and the associated actions:
  - 'l'arret' stop (freeze)
  - 'aller' go (cycle)
  - 'la gauche' turn left (quarter turn jump to the left)
  - 'droite' turn right (quarter turn jump to the right)
- Play some Christmas music and ask the pupils to pretend to cycle around the space and listen out for the different commands. Can they keep going for the whole of the track?
- Make this harder by adding in extra commands: 'ralentisseurs' speed bumps (jump) and 'rond point' roundabout (do a full turn).

@getset4pe

[www.getset4pe.co.uk](http://www.getset4pe.co.uk)



# Outdoor & Nature Activities

Providing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage children and young people to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

## Love Exploring WalkingApp



The Love Exploring app is now available at many of our Black Country parks and open spaces.

**FREE** to download, Love Exploring puts the power of discovery in your hands by providing a range of discovery games and guided tours that are fun to do and free to use.

With the current Covid-19 pandemic, getting outside and being active has ever been more important. The Love Exploring app can give you ideas for family activities and suggestions on exploring on your own if you fancy a bit of 'me' time.

The Black Country parks currently available on the app are:

- Silver Jubilee Park, Dudley
- Walsall Arboretum
- Willenhall Memorial Park
- Swannies Field, Walsall
- West Park, Wolverhampton
- Sandwell Valley Country Park
- Brunswick Park, Sandwell
- Victoria Park, Sandwell
- Barnford Park, Sandwell
- Lightwoods Park, Sandwell
- Warrens Hall Nature Reserve



The app include maps, guided tours and discovery games.

Download the app at:  
[www.loveexploring.co.uk/  
#download](http://www.loveexploring.co.uk/#download)

Please don't visit these spaces if you're suffering with symptoms of coronavirus



# Outdoor & Nature Activities

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## Campfire Bread Twists



WOODLAND TRUST

Credit:



**Always** ask the landowner's permission before starting a campfire. Some landowners, such as the Woodland Trust, don't permit campfires in their woods.

### You will need:

- 500g self-raising flour
- 3 tablespoons of sugar
- 1 teaspoon of salt
- 300-500ml of water
- Optional: jam, honey or chocolate spread

1 Mix the sugar, salt and flour in a large bowl. Once they're combined, add 200ml of water and mix. Keep adding small amounts of water and knead the dough so that it forms into one big lump. Keep kneading until the dough becomes smooth and springy – then it's ready!

2 Leave the dough to one side while you prepare your cooking stick. Choose a sturdy-looking stick, around 2.5cm thick, and strip off the bark and leaves.

3 Now you're ready to get cooking. Grab a small handful of dough and roll it into a snake-like shape. This won't need to be very thick, as the dough will swell when cooking. Next, twist your dough onto the stick.

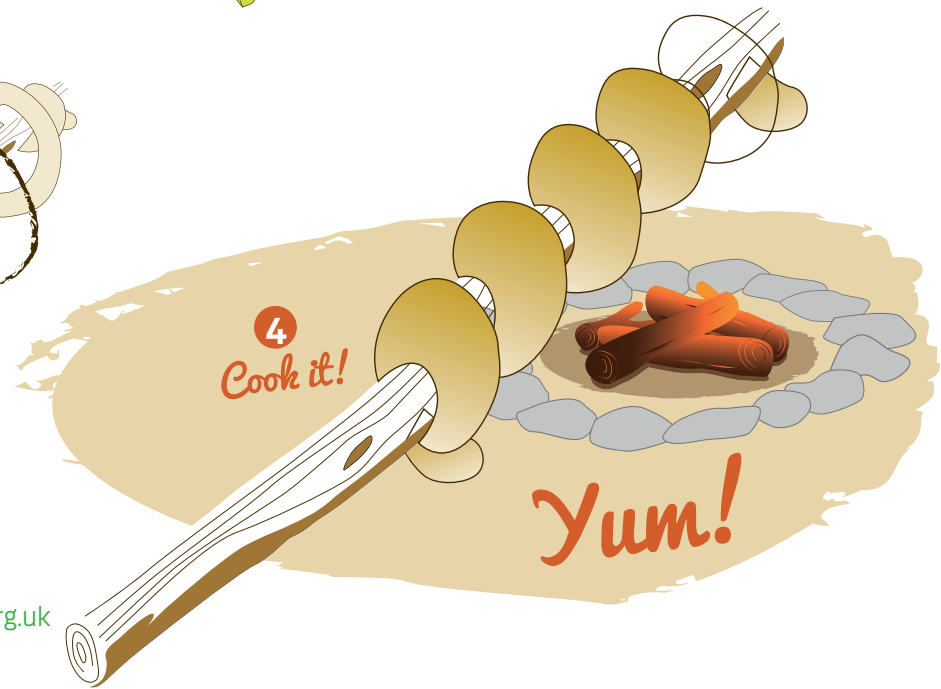
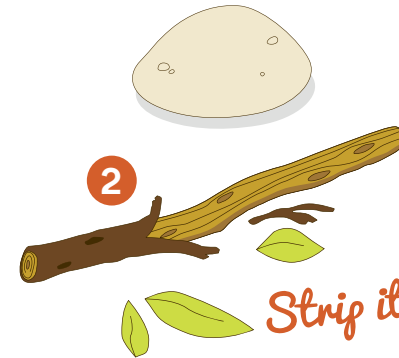
4 To cook your bread, hold the stick over the embers of a campfire. If you hold it directly into the flames it's likely to burn. Once it starts to turn golden brown it's cooked and ready to eat.

Your campfire bread twist will taste great as is, or with jam, honey or chocolate spread.

**Make sure you have a grown-up on hand to help you make your bread twists.**

Feel free to copy and share this for personal and educational use – and don't forget there are loads more brilliant activities to download on our website!

[woodlandtrust.org.uk/naturedetectives](http://woodlandtrust.org.uk/naturedetectives) | 0330 333 5301 | [naturedetectives@woodlandtrust.org.uk](mailto:naturedetectives@woodlandtrust.org.uk)





# Outdoor & Nature Activities

Providing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage children and young people to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

## Tree-mendous Tree Faces



Credit:  Forestry Commission

### Look for friendly faces

Who can you see in the trees?

Our deciduous trees have lost their leaves: can you spot their faces peeping out?



Catch a glimpse of a winking eye, a mischievous grin or the nose and mouth of a snoozing tree.



Keep your eyes peeled on your next woodland wander.



Can you tell how the tree is feeling?

Feel free to copy and share this for personal and educational use – and don't forget there are loads more brilliant activities to download on our website!

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# Outdoor & Nature Activities

Providing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage children and young people to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

## Get Outside for a Family Walk



It's a simple idea, but few things in life are as rewarding as leaving our phones, cars and lives at home and going for a walk as a family.

It's a great thing to do with extended families you don't see often as it gives you a chance to catch up and share the small details of your lives, which can get lost in more organized family events and outings. To entice bored children out of the house, why not combine it with a Christmas-themed scavenger hunt. There are no rules regarding how ambitious you need to get, and you can stay in a local park, or head out to a nearby wood. A visit beforehand is a good idea though, as it gives you an idea of local landmarks and items to look out for.

Example sights you can look out for include

- Spotting a robin
- Finding red berries (make sure children are supervised as some are poisonous)
- A holly bush or ivy leaf
- A frost pattern or icicles

Remember that, as an adult, you can guide proceedings, so it's easy to ensure children see key landmarks.

[Click here to download the full calendar pack](#)

Credit: [www.family-action.org.uk/get-involved/make-theirs-magic/](http://www.family-action.org.uk/get-involved/make-theirs-magic/)



# Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

## Create a Recipe for Coping



A fun way to think about your own inner strengths during difficult times. When things feel tough, it can be useful to think about the “ingredients” we often already have to get through it!

Remember you don't have to try it, and you can stop at any time.

### Step 1

Think about something that you have found difficult, this could be an experience, a relationship, school, or anything else.

### Step 2

Think about what inner strengths you have (or would like to have) in order to work towards coping better. (E.g., Humour, resilience, confidence, hope etc.).

### Step 3

Use your inner strengths to create a fun recipe (E.g. A pinch of courage, a cup of patience, 15mls of interest, a handful of tears and 100g of banter).

### Step 4

You can use this step as a template or create your own: A pinch of... A cup of... 15mls of ... A handful of... 100g of...

### Step 5

If you want to, share your coping recipe on the Kooth discussion board to help and inspire the Kooth community and perhaps make you feel good too!

### Step 6

Notice what it was like to share your recipe or read others' on Kooth.com. And if you enjoyed it, perhaps try this activity again.

Credit:



For more activities, check out the Mini Activity Hub on [www.kooth.com](http://www.kooth.com)!

# Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

## Positivity Grid



What I like  
about myself...

I am grateful  
for...

It is important to notice the positives in life - try to complete the grid to the right.

Try to add 3 things to each section.

I help others  
by...

I am proud  
of myself  
because...



Credit:



@bchft\_camhs



@BCHFT\_CAMHS

# Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

## Wish Plant - My Wishes and Goals



Use this flower to plant your wishes and goals relating to your own wellbeing.

MY GOAL:



WISH 3:

WISH 4:

WISH 1:

WISH 2:

## Positive Self Talk



Aim to write at least 3 points for each section. You can use this worksheet to refer back to when you need reminding of positive aspects of your life.

I love that I...

CAN

AM

HAVE

Credit:



@bchft\_camhs



@BCHFT\_CAMHS

# Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

## Helpful Habits - Practice being Present



Something you can try that may help you feel calmer and safer in times of stress or panic, is by noticing the present moment.

Remember you don't have to try it, and you can stop at any time.

### Step 1

Take a moment to notice what you see around you right now (this may be objects, colours, people or even the detail of a pattern you see on a carpet).

### Step 2

Say what it is you see out loud (E.g. 'I can see a grey rug with a white swirly pattern on it that looks soft to touch').

### Step 3

Follow the same steps for something you can hear, touch or smell - perhaps spending just a few minutes on each sense, around 10 minutes each day.

### Step 4

Take a moment to see how you feel after doing this activity. If you found it helpful remember you can practice it again in times of stress and worry.

For more activities, check out the Mini Activity Hub on [www.kooth.com](http://www.kooth.com)!

Credit:



# Mental Wellbeing & Mindfulness Activities

A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

## Express Yourself - Sing like Nobody's Listening



A fun activity you can try to help lift your mood and release energy and tension from your body.

Remember you don't have to try it, and you can stop at any time.

### Step 1

Think about your favourite song or a song you like to sing.

### Step 2

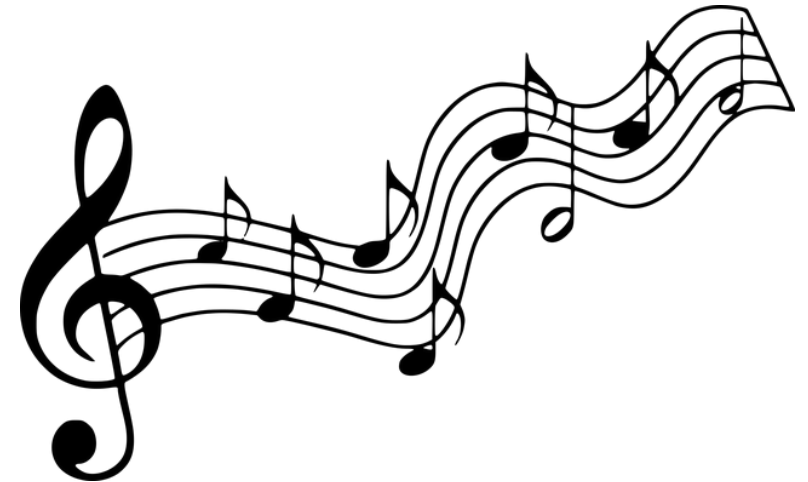
Play it out loud and sing as loud as you can - like nobody's listening.

### Step 3

Take 5 minutes to reflect on how you feel in your body afterwards. E.g.: do you feel more relaxed or more energetic?

### Step 4

If you enjoyed the activity, why not try asking someone to sing with you next time. This could be in person, over the phone or through a video chat.



For more activities, check out the Mini Activity Hub on [www.kooth.com](http://www.kooth.com)!

Credit:



# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.



## Gymnastics - Floor Work - One Foot Balance Challenge

[www.yourschoolgames.com](http://www.yourschoolgames.com)

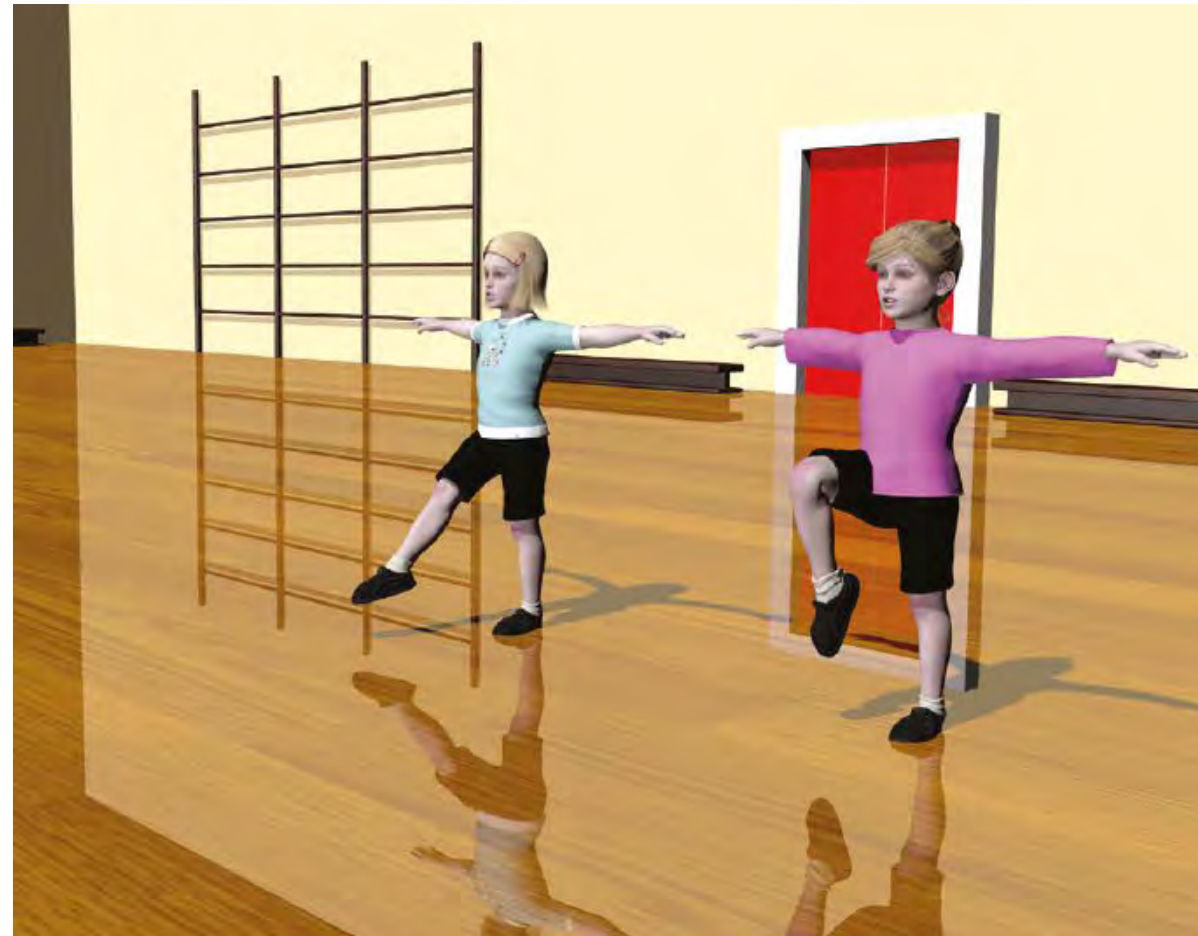


### Quick introduction

This one foot balance challenge gets progressively harder as it moves from floor to apparatus and then has performers closing their eyes. The challenge develops balance, co-ordination and technique.

### Getting started

- The participant performs a one foot stand (see diagram) with an aim to hold the position for a minimum of 10 seconds.
- Once the balance can be held for 10 seconds the participant gradually increases the difficulty through increasing the height and decreasing the size of the balance area.
- 1. One foot stand on floor.
- 2. One foot stand on bench.
- 3. One foot stand on table.
- 4. One foot stand on floor (on tip toe).
- 5. One foot stand on bench (on tip toe).
- 6. One foot stand on table (on tip toe).
- 7. One foot stand on floor with eyes closed.
- 8. One foot stand on floor with eyes closed (on tip toes).
- Each participant gets three opportunities to balance and they must hold the balance for 10 seconds to progress to the next balance. Once achieved this can be repeated at 20 seconds and 30 seconds as a maximum time limit.
- If competing in a group – all performers balance at the same time and progress through the levels (1-8) together. The challenge winner(s) are the individuals who can get the furthest through the levels.
- If competing to improve as an individual – the challenge is repeated over a weekly time period and the level achieved is recorded each week. The challenge winner is the person who has progressed the furthest over the challenge time period (personal best).





# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

## Gymnastics - Floor Work - One Foot Balance Challenge continued...



### Physical ME

- Transfer weight onto supporting leg before lifting the other leg up.
- Keep weight over the front of supporting foot, toes of lifted leg level with knee so that upper leg is at least horizontal and toes pointed.
- Keep arms straight at shoulder height and parallel to the floor, maintain upper body posture with head up.

### Social ME

#### Leading and volunteering

- Encourage cheering and the supporting of one another. Some children could organise this.
- Children can record each other's levels to ensure they are always active and taking part.

### Health and safety

- Always teach the correct technique at the beginning of the challenge and correct any poor technique which may cause injury.
- Ensure no jewellery is worn and the participants are appropriately dressed.
- Warm up skills before practising and performing.

### Think inclusively STEP

- Space:**
- Balancing near a wall is sometimes reassuring, as a hand on the wall can then be used.
- Task:**
- Move from a balance into another balance.
- Equipment:**
- Begin to use a bench (see above).
- People:**
- Some performers may require gentle support while practising.

### Thinking ME

- What can I do to stop myself from wobbling?
- How can I hold a balance for a very long time?

### Tactical ME

- If I concentrate on my technique it's easier to hold the balance.



### Sporting ME Spirit of the Games

*Excellence through competition*

**Self-belief:** Before I perform I am always sure I will do well.



# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

## One Legged Balance Skills



- You will need 4 coloured cones (or similar objects if you don't have cones).
- Lay them out with yourself stood in the middle of them.
- Balance yourself on 1 leg (this can either be the leg you rely on the most or your opposite leg!)
- See if you can then carefully bend down and pick up all of the cones whilst remaining balanced on your 1 leg.
- If you lose balance, don't worry! Try again!
- If you manage to pick up and collect all of the cones, repeat this but with your opposite leg!

### Progression

- See if you can place one arm behind your back and still balance and pick up the 4 cones!

How many can you pick up without falling over?



Credit: Leah Goode

## Quick Reactions



- You can either do this in pairs or in three's.
- Place 1 cone in between you both.

### If you are doing this activity in pairs

- Number yourselves 1 or 2 or decide who is going to go first.
- Fast feet and on your toes on the spot!
- When the first person is ready you must bend down pick up the cone and sprint away from your partner as fast as you can before they tag you.
- If you manage to get away without being tagged you score a point.
- If your partner tags you they get a point.

### If you are doing this activity in three's

- Same setup as you would do if you were completing this activity in pairs.
- However, the third person gets to shout to the person who is picking up the cone when to Go!
- They must react as quickly as possible and run away from their partner without getting tagged and award the points for whoever wins!
- Rotate the 3 participants involved.



Credit: Leah Goode

# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

*Jack & Morgan Say - the Challenge is on!*

---



Can you keep up with Jack and Morgan and do exactly what they ask?

An epic game of '**Jack and Morgan say**'! It's a bit like Simon Says, but tonnes more fun!

So find some space, turn up the music and remember, only do it if Jack and Morgan say....let's go!

A large purple circle with the text 'Jack & Morgan Say' in white, surrounded by colorful confetti in shades of green, blue, yellow, and pink.

Jack &  
Morgan  
Say

Create a free login to imoves for lot's of fun

activities at: [active.imoves.com/login](https://active.imoves.com/login)

Credit:

The logo for 'imoves' in a stylized, rounded purple font with a white outline.

imoves

Click the image above to view the video

# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.



## Gymnastics - Apparatus - Exchange (Hoop)

[www.yourschoolgames.com](http://www.yourschoolgames.com)



### Quick introduction

This exciting challenge has performers exchanging the hoop in different ways. Performers will practise hand-eye co-ordination and throwing and catching.

### Getting started

- The participants are split into pairs.
- They must pass the apparatus between each other using a set type of exchange; a roll, throw or swing.
- The challenge aim is to complete 10 wellconstructed exchanges between the partners.
- The challenge can be progressed in three ways:
- Remaining in pairs, increase the amount of successful exchanges that are necessary to complete the challenge, e. from 10 to 15, 15 to 20.
- Split the participants into groups of three or four and continue with using one type of exchange (roll, swing or throw) 10 complete times.
- Split the participants into groups of two, three or four and allow them to decide individually the type of exchange they will use.



### Equipment

- Hoops



# Personal Challenges & Competition

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

## Gymnastics - Apparatus - Exchange (Hoop) continued...

### Physical ME

- Demonstrate all the types of exchange to the group so they are aware of the skills they can select from.
- Always concentrate on emphasising good execution of the skills. Don't rush and ensure the exchange is high quality.

### Social ME

#### Leading and volunteering

- Media team could take photos of this challenge.
- Equipment managers could help get out and put away equipment.

### Health and safety

- Always teach the correct technique at the beginning of the challenge and correct any poor technique which may cause injury.
- Ensure the groups are well spaced out to avoid accident or injury.
- Ensure no jewellery is worn and the participants are appropriately dressed.
- Warm up skills before practising and performing.

### Think inclusively STEP

- Space:**
- Increase / decrease the height of the throw or the distance travelled.
- Task:**
- Make the groups aware of the progressions (above).
  - Some performers may need a simplified exchange.
- Equipment:**
- Use music.
  - Use hoops that are easier to grasp.
- People:**
- Compose a routine for four people using two pieces of equipment.

### Thinking ME

- How can I ensure I don't drop the hoop?
- How can I give my partner a really accurate throw?
- I wonder how many exchanges we can make without dropping the hoop?

### Tactical ME

- What is just the right height to send the hoop, so it looks good but I can always ensure I catch it?

### Sporting ME Spirit of the Games

*Excellence through competition*

**Teamwork:** I always ensure my partner can catch the hoop, by watching carefully and sending it in just the right place.



# Celebration and Creative Activities

Providing a range of creative ideas and activities around a different theme for each edition of the Rainbow Book. The themes will vary and include local Black Country initiatives or celebrate and promote regional or national campaigns.

## Introduction to Birmingham 2022



Welcome to Birmingham 2022! It is time to begin introducing your pupils to this fantastic event. Give your class the following Birmingham 2022 fact sheet and see if they can complete the comprehension questions.

After reading, develop discussion around the questions and answers provided here to pique their interest in the topic. Expand your knowledge by watching videos of previous opening ceremonies, Commonwealth sports in action and photographs online of previous Commonwealth Games. Discuss their thoughts on what they have seen.

Together take a look at the Birmingham 2022 Commonwealth Games official website to discover more about the importance of this event and how you can get involved yourselves.

### Download the factsheet here



#### RESOURCES NEEDED:

Printed or electronic reading and comprehension  
Writing implement



#### ESTIMATED ACTIVITY TIME:

10 Minutes - Researching online as a class  
10-15 Minutes - Reading comprehension



#### CURRICULUM LINKS:

English - Reading comprehension

### Click here for more resources

Credit:

[www.birmingham2022.com](http://www.birmingham2022.com)

## Baton Backgrounds



During its journey, the Birmingham 2022 Baton will visit locations in 72 different nations and territories around the Commonwealth. In this Art and Design activity, you will need to draw a background to show different settings around the world. You may wish to begin with your local area, drawing a background which features landmarks you are proud of. After this choose a country or nation from elsewhere in the Commonwealth. Complete some research to discover what kind of things we might see in this setting: what kind of climate does it have? Is it known for any particular plants or animals that you could draw? Are there any famous landmarks in the area?

Using your research, draw a new background for the Baton. Once you have completed your backgrounds you can cut out an image of the official Baton and place it in its new and different settings. To ensure a range of countries and backgrounds, you could allocate one country per table and support them by providing some pictures of that country for inspiration.

A presentation suggestion for your finished work is to display all the different country designs in a long corridor. You can then have your own exhibition, moving along and admiring the Baton as it travels on its journey.



#### RESOURCES NEEDED:

Paper and coloured pens / pencils / paints for your design



#### ESTIMATED ACTIVITY TIME:

45 Minutes - for numerous designs and the research into them



#### CURRICULUM LINKS:

Art and Design - Designing and creating a piece of work, considering the use of colour and material

# Celebration and Creative Activities

Providing a range of creative ideas and activities around a different theme for each edition of the Rainbow Book. The themes will vary and include local Black Country initiatives or celebrate and promote regional or national campaigns.

## Baton Relay Acrostic



In this English writing activity, pupils are going to be writing an acrostic poem. An acrostic poem is one where the first letter of each line spells out a word and that word is the subject of the poem. For their acrostic poem the class will be challenged to use the word SPORTS, although you can differentiate it to a longer or shorter word, as is appropriate for the needs of your pupils.

Each line should be relevant and try to include facts they have explored through their learning so far. They do not need to worry about rhyming their poem.



### RESOURCES NEEDED:

Acrostic poem template  
Writing implements



### ESTIMATED ACTIVITY TIME:

10-15 minutes



### CURRICULUM LINKS:

English - writing a poem. Exploring a specific poetry structure

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[Click here for more resources](#)

Credit:

[www.birmingham2022.com](http://www.birmingham2022.com)



# Celebration and Creative Activities

Providing a range of creative ideas and activities around a different theme for each edition of the Rainbow Book. The themes will vary and include local Black Country initiatives or celebrate and promote regional or national campaigns.

*Colour in a Snowman*



*Colour in a Christmas Tree*





# Celebration and Creative Activities

Providing a range of creative ideas and activities around a different theme for each edition of the Rainbow Book. The themes will vary and include local Black Country initiatives or celebrate and promote regional or national campaigns.

## Say a Crafty Thank You



Over the last few years we've all become more aware of the contribution of key workers and the people who keep the wheels turning - whether that's nurses, supermarket workers or postal workers. Pavements and windows have filled with colourful rainbows and thank you pictures were among the most uplifting and inspiring aspects of lockdown and beyond.

Our key workers are often at work over the festive period, so let's carry on showing our support. Maybe you could have a family craft afternoon creating some festive thank you cards – either using our Make Theirs Magic card templates or making your own.

Either drop them off in your community, give them directly to local key workers or post them in your windows to show your care!



Credit:



## Make a Family Montage of the Year



Do you remember, years ago, families would send out Christmas cards with a letter sharing what had happened to them during the year?

While some of those letters might have been a bit OTT it was nice to find out what people had been up to. Why not update this tradition for the digital age and create a video with the year in review for your family?

Simply choose a picture or video clip or two for each month of the year and put them into a video montage using video editing software on your computer, or via one of a number of free apps for your tablet or phone.

You can then send an email including the video or share it via messaging apps or even social media. And, of course, if you want to go old school you could always go old school and print out a cringe-inducing family snap to pop in the post and make your friends smile.

Just make sure you leave plenty of time for postage so that it arrives to open on Christmas day (or it could be a nice surprise for someone in January).

[Click here to download the full calendar pack](#)

[www.family-action.org.uk/get-involved/make-theirs-magic/](http://www.family-action.org.uk/get-involved/make-theirs-magic/)

## Health and Safety

We want everyone who takes part in the **#BlackCountryRainbowHour** to be safe as well as enjoy it. afPE have produced the following guidance, and self review tool for risk assessment, to support the Physical Education, School Sport and Physical Activity education workforce which can be accessed below alongside other resources:

[afPE Curriculum and Extra Physical Education Covid-19 statement](#) | [AfPE's Reactivating learning poster](#) | [YST's Safe planning and framework tool](#) | [Primary PE suggested activities in response to Covid 19](#) | [Secondary PE Response suggested activities in response to Covid 19](#) | [SEN PE Response suggested activities in response to Covid 19](#)

- Key considerations and principles for schools include:
  - Clean frequently touched surfaces.
  - Wash hands frequently as part of a clear hygiene regime.
  - Minimise contact.
  - Ensure good respiratory hygiene

Please view the latest joint statement on what extra-curricular sport is permitted under government's new lockdown guidance.

Further to the above guidance when undertaking any activities either within the Rainbow Book or as part of the campaign the below should also be adhered to:

- Make sure that there is enough space around you (including overhead) for the activity you are doing.
- If you can, do ball activities outside. If this is not in a garden, be sure to follow social distancing guidelines by staying two metres away from anyone not from your household.
- Make sure the surface is even and not slippery underfoot.
- Make sure any equipment used is not too heavy or too large for children.
- Ask children to wear appropriate clothing and footwear for the activity
- Tie back long hair
- Remove any jewellery
- Give your child plenty of opportunity to have breaks during the longer activities, to rest and drink water to stay hydrated.
- Do not work children to exhaustion.
- If you are practising a skill, focus on good technique rather than the amount they can do.

afPE Statement for Schools Jan 2021

We will ensure all elements of the Rainbow Hour campaign will continuously follow all national and local guidance to ensure compliance and be deliverable in accordance with current social distancing legislation.

For more information please refer to [DFE Guidance for schools](#).

For further details regarding the Rainbow Hour campaign please visit [blackcountryrainbowhour.co.uk](http://blackcountryrainbowhour.co.uk).

For further ideas on activities to have a go at, visit: [activeblackcountry.co.uk/what-we-do/education/school-games](http://activeblackcountry.co.uk/what-we-do/education/school-games).

**#BlackCountryRainbowHour**  
**blackcountryrainbowhour.co.uk**

Co-ordinated, developed and supported by:



Walsall Council

CITY OF WOLVERHAMPTON COUNCIL

