

# 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.*

*September 2020*



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 delivery in schools as part of their Rainbow Hour or can be shared with pupils learning from home so everyone can be involved.

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.

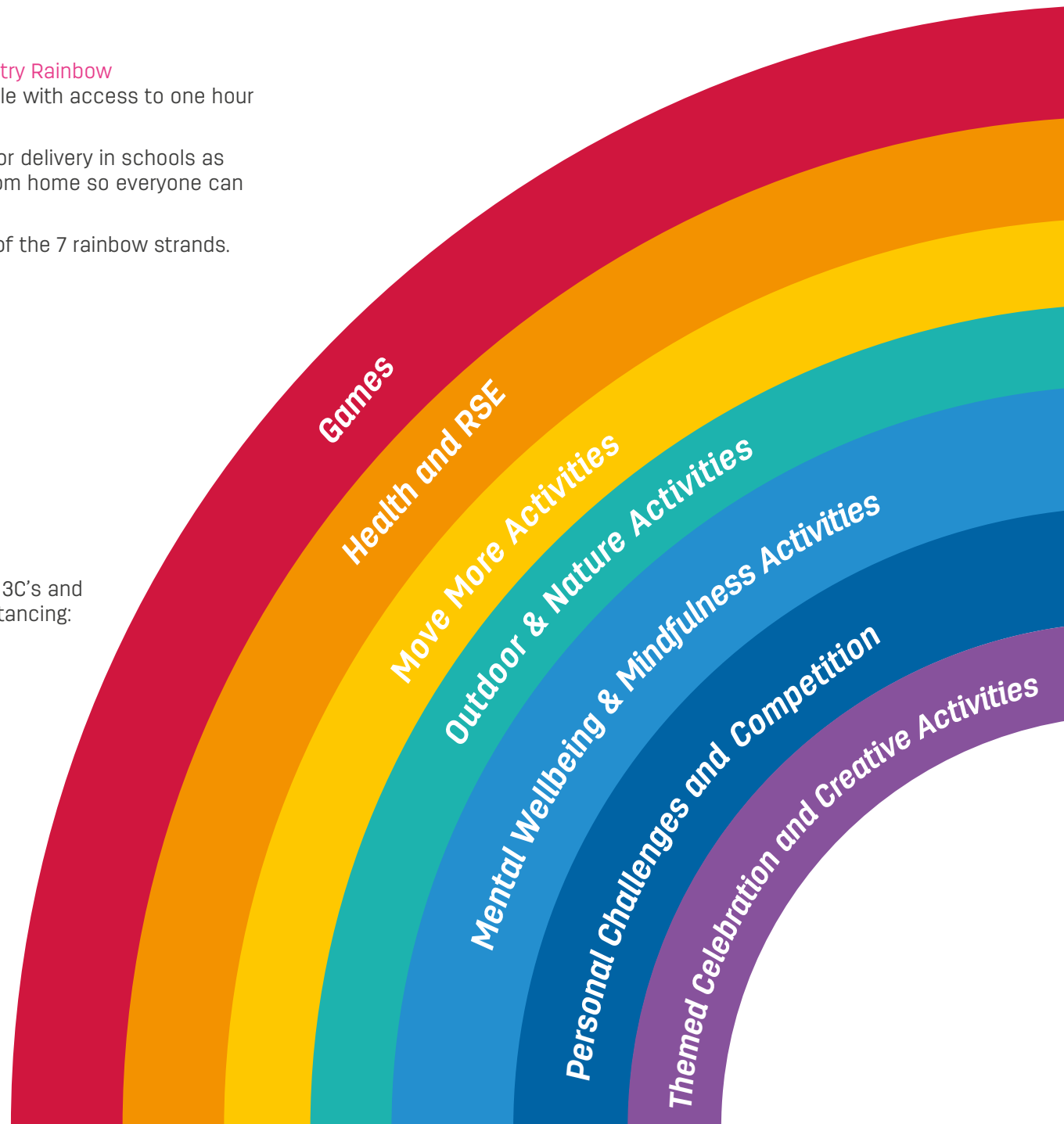
## Who is the Rainbow Booklet for?

**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.





# 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*

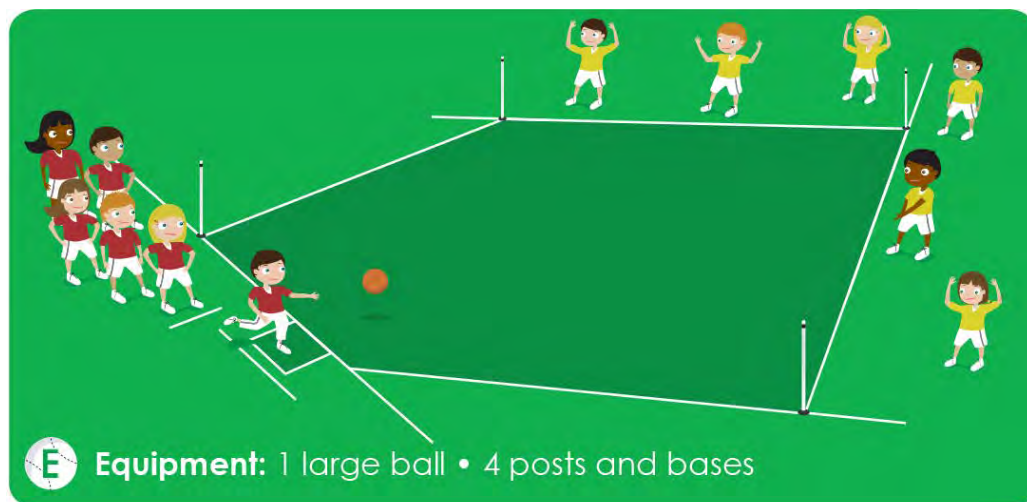
- Have someone to help you
- Have more/less people in your team
- Work with/compete with others
- Choose someone to work with/against
- Take on a different role

# Games

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

## Football Rounders

A simple, fun game which introduces players to the concept of Rounders



### Variations

- Batter can kick ball anywhere in the forward area
- All Batters run together in a line
- Alter size of pitch
- Change the scoring system
- Batter out if caught
- Hit from Batting Tee or throw ball out

### Safety Point

Kick ball beyond the posts

### How to play

- Recommended number of players = 12 (6 v 6)
- Can be played with more or less
- Batting Team: first Batter kicks ball out between 1st and 3rd post and runs around pitch towards 4th post
- Fielding Team: stop Batter from scoring by lining up behind initial Fielder and passing the ball over their heads to the last Fielder who shouts 'stop'
- When all Batters have had one turn change over
- Scoring: score 1 point for each post passed by the Batter
- Or, you can follow traditional Rounders rules

### Focus Questions

What is the best technique for sprinting?

Where is the most effective place to kick the ball?

What is the aim of asking Fielders to line up?

### Coaching Opportunities

To introduce the game

Can also be used as a warm up

# Games

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

## #InvadeTheZone

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

### Achieve the challenge

The aim of the game is to get the object into the other teams target zone.



### Safety

- Make sure the playing area is safe
- Ensure that any jewelry is taken out before the game starts

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### How to play

1. Agree on a playing area with target zones at each end
2. Get into two teams standing at either end of the playing area
3. Number yourselves in your team so that each player has their own number
4. One player calls out a combination of numbers who then become live in play
5. The live players must then try and get the object into the other teams target zone
6. The players whose numbers were not called out must stay in their zone but can act as defenders/goalkeepers.

### Equipment

#### Essential

- An object to play with
- Two marked out target zones



### Spirit of The Games



#### Teamwork:

How can working together help get the object to the end zone?



#### Respect:

How do you show respect to others during and after the game?

### Link it up

- This game helps you get better at games e.g. Hockey, Football, Hand-ball, Netball, Basketball, Rugby, Water Polo and Ultimate Frisbee etc.

# Games

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## #InvadeTheZone

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

### Roles for leaders and officials

- Set up the area
- Call out the numbers and instructions to the players
- Keep track of the score
- If anyone looks unhappy, find out how you can make it better

**STEP in.** Including all young people by changing the Space, Task, Equipment or People (STEP)

#### EASIER

- S** Increase the size of the target zone
- T** You can score as soon as you get to the object
- E** Change the object or its size e.g. tennis ball, football, squash ball
- P** Play with more players than the other team

#### HARDER

- S** Decrease the size of the target zone
- T** You must make 5 passes in your team before trying to score
- E** Try a different style of invasion Football, Handball, Ultimate Frisbee, Netball and Rugby (kicking)
- P** Play with less players than the other team

### Change it up

- Play with 4 teams with 4 different target zones
- Players whose numbers are not called out, must join hands and keep the chain whilst playing as goalkeepers.
- Change the starting positions of players e.g. sitting down, lying on their front
- Be creative with the route that players must make before getting to the object
- There are lots of ways that this game could be played. Be creative and come up with your own versions!

### Including Everyone

- Create safe zones in the playing area where only some players can go
- Use bright colours for the targets areas
- Players can push/hit the object with other parts of their body or their wheelchair
- Think about the weight/size of the object being used

### Smiles Checker

It's important to make sure you can answer yes to the following questions.

#### SMILES checklist:

- Is the activity safe?
- Is everyone joining in?
- Can you change anything if they aren't?
- Is everyone learning new things?
- Is everyone smiling and enjoying the game?

If you can't answer **YES** to these questions, make sure you **STEP in**.



# Games

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

## Treasure Island

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

### Achieve the challenge

The aim is to collect treasure and get it back to your team's treasure chest without losing your tail.



### Safety

- Ensure the playing area is set out at the start and is safe.
- Ensure players keep their heads up and are aware of where other players are.
- Ensure no contact between players is allowed.

### Think tactics

- Did your team have a plan about who attacked and who defended?

#BlackCountryRainbowHour

### How to play

1. Get into two teams.
2. Make an area with cones or markers divided by a centre line.
3. On each side of the centre line, mark out two more areas. One is the treasure chest, containing items of treasure, and the other is an island.
4. Make a tail for all players using a bib or a rugby tag and stand with your team in your half.
5. When you're ready to begin, try to collect a piece of treasure from the other team's treasure chest and bring it back to your own treasure chest, without losing your tail.
6. If you lose your tail, you are given your tail back and go to the other team's island. If you lose it when you are carrying treasure, you must put it back and then go to the island.
7. Try to collect the tails from the other team to put them on your island.
8. Tails cannot be taken when players are in their own half and the treasure chest is also a safe zone.
9. You can free players in your team from the island by tagging them.

### Equipment

#### Essential

- Cones or markers to mark out the area, treasure chests and islands
- Items in each treasure chest e.g. beanbags, balls... or be creative!

#### Optional

- Coloured tails (bibs or rugby tags).

### Link it up

- This activity helps you learn how to dodge and move quickly which is useful in lots of games such as dodgeball, rugby, netball and more.

### Spirit of The Games



#### Respect:

Do you always congratulate the other team when they have played well?



#### Honesty:

Are you always honest about being caught or getting freed from the island?



#### Self-Belief:

Are you confident when making your run to collect treasure?

**SCHOOL GAMES**

[blackcountryrainbowhour.co.uk](http://blackcountryrainbowhour.co.uk)

# Games

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

## Treasure Island

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

### Roles for leaders and officials

- Ensure all the equipment is ready.
- Shout Treasure Island if needed, but only after the teams have had a few goes at the basic game.
- If anyone looks unhappy, find out how you can make it better.
- Time the games.
- Check players are only collecting one piece of equipment at a time.
- Check players are going to the island when they get caught.

### Including Everyone

- Can you create certain safe zones in your area that only certain players can use? Or give players roles in your team such as treasure counter or rescuer. How about assigning only one player on each team who can speak?

### STEP in. Including all young people by changing the Space, T ask, Equipment or People (STEP)

#### EASIER

- S** Increase the size of the treasure chest.
- T** All players must walk instead of run.
- E** Increase the amount of treasure.
- P** Have selected defenders and attackers.

#### HARDER

- S** Decrease the size of the treasure chest.
- T** Try different ways of moving e.g. skipping, galloping.
- E** By different ways of carrying the treasure or make some treasure heavier than others.
- P** Increase the size of the teams.

### Change it up

- During the game have music power plays. During this time, you can collect two treasure items at once.
- Each team can shout "Island Rescue" once during the game, freeing everyone in the game.
- Try it without tails, and simply tag your opponents to catch them.
- There are lots of ways that this game could be played. Be creative and come up with your own versions!

### SMILES DETECTIVE

It's important to make sure you can answer YES to the following questions.

#### SMILES checklist:

- Is the activity safe?
- Is everyone joining in?
- Can you change anything if they aren't?
- Is everyone learning new things?
- Is everyone smiling and enjoying the game?

If you can't answer YES to these questions, make sure you **STEP in**.





# Games

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## Ultimate Frisbee - Passing Play

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

### Quick introduction

Players attempt to complete a number of passes without the other team getting the disc. Possession changes on an incomplete pass.

### Getting started

Mark an area on the floor, roughly the size of a badminton court or 1/3 netball court.

- Form two teams of 3-4 players.
- One team starts with the disc and has to complete a set number of passes without the disc touching the floor or being caught by the other team. If this happens, possession changes to the other team.
- If a team completes the set number of passes continuously, they score a point and possession switches to the other team.
- **Spirit Circle.** Children join with a partner and discuss three things they have done well and one thing they could improve on. Use primary spirit circle sheet for ideas.

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



Backhand



Forehand

### Health and safety

- Allow players to practise throwing accurately before playing.
- Soft, flexible 'Frisbee'-style discs should be used to minimise risk of injury from a throw.
- Avoid overcrowding the playing area with too many players to reduce risk of collisions.
- Remind students to be particularly careful when looking up at a disc while moving as there is an increased risk of colliding with other players.
- Players should use both backhand and forehand throws.

### Equipment

- A marked area on the floor (either pre-marked or indicated with cones).
- A 'Frisbee'-style disc for each pitch.
- Coloured bibs/shirts to indicate teams.



# Games

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## Ultimate Frisbee - Passing Play

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

### Physical ME

- Ensure that all players are comfortable throwing short backhand throws.
- Encourage players to move when not holding the disc and find space to be thrown to.
- When on the 'defending' team, try to follow one person and focus on stopping them from getting the disc.
- Don't forget that you can move one foot when you have the disc.

### Social ME

**Leading and volunteering** Players themselves should act as officials for their own games, making decisions on:

- when fouls have occurred (when players bump into each other trying to catch) when discs are caught/dropped
- when the disc changes possession due to an incomplete pass.

Players should also act as scorekeepers if able to do so.

### Thinking ME

- How can I get better at throwing, catching, running and jumping?
- Which throws can I throw accurately?
- How can I make it easy for the thrower to get the disc to me?
- What do I do when possession changes to the other team?

### Tactical ME

- Why is it important to move around and spread out when I don't have the disc?
- Which types of throws are more likely to be caught?
- How can the defensive team work together to make passes difficult?

### Think inclusively STEP

**Space:** The size of the pitch can be varied depending on the space available and the sizes of the teams.

**Task:** The number of passes required for a point can be varied depending on experience level and weather conditions. For less experienced players, allowing a team to keep possession if the disc hits the catcher's hands (even if they drop it), can let the game flow more smoothly.

A walking version of the game is possible.

If players are having trouble with the movement, divide the playing area into 3 or 4 segments and pair up each attacker with a defender. Each pair must stay in just one segment while playing.

**Equipment:** If players struggle with the throws, a ball or hoop could be used instead.  
**People:** The sizes of the teams can be varied as needed.

### Sporting ME Spirit of the Games

*Excellence through competition*



**Teamwork:** I need to use all my team when passing to make it hard for the other team to defend.

**Honesty:** Everyone is a referee, so it's up to all of us to make sure that we are honest so that the game is fair.



# Games

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

## Ultimate Frisbee - Throwing Golf

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

### Quick introduction

A course of starting markers and targets is set out (similar to golf). Players throw discs to hit the targets.

### Getting Started

- A number of targets (these can take the form of buckets/baskets/goals to be thrown into or trees/posts to be hit), distributed across an area.
- Markers for the start of each 'hole'.
- A 'Frisbee'-style disc per player. Ideally, use existing obstacles (such as buildings, trees and posts) to add challenge.

### Quick rules

- Mark out a course with a series of starting points and targets to be reached.
- Each player will take it in turns to throw from the starting point towards the target.
- After all throws have been made, players move to the end point of their disc and throw to the target again from there.
- Players record the number of throws taken to get to the target, before moving on to the next 'hole'.
- The player who manages to complete the course in the fewest throws is the winner.
- For younger players, play multiple rounds with players trying to beat their previous best score.
- **Spirit Circle.** Children join with a partner and discuss three things they have done well and one thing they could improve on. Use primary spirit circle sheet for ideas. [www.ukultimate.com](http://www.ukultimate.com)

### Think tactics

- Is it better to throw as hard as possible or to throw accurately?
- What will happen if you don't throw the disc hard enough? What if you throw it too hard?
- How do you get around obstacles?
- Can you make the disc curve in the air? How do you do it?
- How will wind affect the flight of the discs? Can this sometimes be helpful?



### Equipment

- Markers for the start of each 'hole'. A 'Frisbee'-style disc per player.
- Series of targets (e.g. buckets, baskets, goals, trees, posts).

### Health and safety

- Soft, flexible 'Frisbee'-style discs should be used to reduce risk of a child being injured by a thrown object.
- Non-throwers should not stand between the thrower and the target to reduce the risk of being hit by a disc.
- Non-throwers should stand away from the thrower to avoid being contacted by any follow-through arm/body movement.
- All players should wait until throws have been made before retrieving discs and should walk to pick them up to avoid any collisions with other players.

# Games

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

## Ultimate Frisbee - Throwing Golf

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

### Hints and tips

- For younger or less skillful players, reduce the distance between the start points and targets, and increase the size of the targets.
- Use existing obstacles to increase challenge (e.g. set the target around the corner of a building from the starting point).
- Giving each team a different colour of disc allows them to track their throws more easily.

### Leadership and volunteering

Primary age children could act as:

- Score keepers or set-up assistants (helping to lay out the course)

### Officiating

Help players to identify where the target is. Count the throws players take to get to the target. Keep track of thrown discs and help players to find them.

### Think inclusively STEP

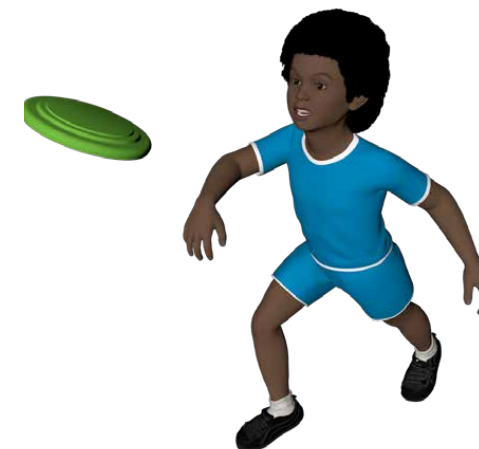
**Space:** Distance between start points and targets can be increased/decreased. Number of 'holes' can be varied. Can be played inside or outside.

**Task:** Existing structures can be used to increase challenge (e.g. having to throw around the corner of a building, between other trees, over a crossbar). The maximum number of throws on a single 'hole' can be capped to prevent any child falling too far behind others, or, after a certain number of throws, they could be moved closer to the target to allow them to finish the hole.

**Equipment:** Different discs can be purchased, some of which will be less affected by wind, etc.

Different sized targets can be used (e.g. it is often easier to throw into a goal than a bucket).

**People:** Any number of players can play. If the number is large, the game will progress more quickly if they are split into small groups and each starts on a different 'hole'. Players can play in pairs, with each player throwing and the pair deciding which throw will be the starting point for their next throw (i.e. they both use the 'better' throw each time). Can be played from a seated position.



**Sporting ME**  
**Spirit of the Games**  
*Excellence through competition*

**Self-belief:** Even if the hole is a long way away or looks hard, every time

I throw I get closer and it gets easier to hit the target. With practice, I can hit the target with fewer throws.

**SCHOOL GAMES**





# Health and RSE

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

## Snack Swaps

Change4Life is encouraging everyone to make small changes to be healthier, such as swapping sugary drinks for lower sugar alternatives, like sugar free or no-added sugar drinks, water or lower fat milk.

Children often reach for sugary snacks after school but we'd like them to discover healthier options that still taste delicious.

Here are some ideas for teaching children to make easy Snack Swaps, anytime:

- Swap sweets for fresh fruit. It's easy to carry around, tastes delicious and is usually more filling.
- Swap biscuits for plain, unsalted nuts.
- Swap cakes for plain rice cakes or toast with low fat spread.
- Swap chocolate for low fat, lower sugar yoghurt sprinkled with fruit or nuts.

### Sugar scale (Maths)

To get children thinking about how much sugar is in their breakfast cereal, and how easy it is to swap for a healthier choice, line up a variety of breakfast cereals including porridge oats, and chocolate options. Ask the class to guess how much sugar is in each, and put the packets in order of their sugar content. Reveal how much is in each and correct the order if necessary. You can also try this activity using a range of snacks.

Stuck for ideas? Get inspiration from recipes on the [Change4Life website](#)



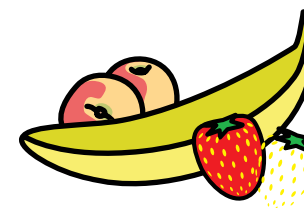
### Snack Swaps Sprint (PE)

To educate children on how they can make healthier Snack Swaps, create a set of cards showing a range of snacks and their healthier alternatives. Get the group into 2 teams and ask them to stand at one end of the hall with the Snack Swap cards at the other end. Each team should have a pile containing an equal number of cards with healthy snacks to that of unhealthy snacks. In relay, the team must run and collect the cards one at a time. The first team to have collected all the cards in the pile, with the Snack Swap pairs matched correctly, wins the game.

### A whole school Snack Swapping mission

Why not run a competition for the whole school? See which class can come up with the highest number of healthier Snack Swaps.

Acknowledgment:  
Crown Copyright  
Source: PHE



# Health and RSE

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

## The Human Brain

How many times has someone said to you:

**'Put your brain into gear before you think or say something' or 'think before you speak'?**

How easy is this to do?

Do you know what we use our brains for? Look at the lists below

Think about all the different lessons or activities you have in the week. For each side of the brain list 6 activities or school lessons where you will use that side of the brain

Can you think of any activities or lessons where you have to use both sides of the brain?

Which side of your brain do you use the most?

Can you research ways to improve the side of the brain you use the least?

### RIGHT SIDE

IMAGINATION

CREATIVITY

ARTS (MOTOR SKILL)

RHYTHM

FEELINGS

NON VERBAL

TUNES OF SONGS

DAYDREAMING

### LEFT SIDE

LOGIC

ANALYSIS

SEQUENCING

MATHEMATICS

LANGUAGE

THINK IN WORDS

FACTS

WORDS OF SONGS



RIGHT SIDE	LEFT SIDE

# Health and RSE

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

## Fishing for Good Foods

Children can cut pictures from magazines, or can have images already cut from the five basic food groups. Have the children glue these pictures onto a fish shape cut from card. Slip a paper clip onto the front of each fish.

Make a fishing pole from a stick and tie a magnet onto the end of the string. Label five small buckets with the name/picture of each food group. Have the children try to catch a fish and encourage them to decide which group the food belongs to and then put the fish in the correct bucket.



## Fruit Plate (lunch or snack)

Give each child a paper plate and sliced fruit. Ask them to create themselves using the slices of fruit.

Example; grapes for eyes, sliced apple for eye brows, banana sliced lengthwise for a mouth and a kiwi slice for a nose.

This presents an ideal time to discuss the importance of eating well to maintain healthy bodies. When their creation is finished they may eat the fruit plate as a snack!





# Health and RSE

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

## What Jars You?



### What you'll need:

- Large glass jar
- Slips of blank paper
- Coloured marker pens that can write on glass

1. Working on your own or in pairs, write down all the things that jar you about how society is unequal or unfair when it comes to relationships, gender and sexuality.
2. Fold up the paper slips, and put them inside the glass jar.
3. When you've finished, take each comment in turn and think about what needs to change to turn what is unfair to fair, for an equal and more inclusive world.
4. Decorate the jar with your messages for change.

Credit: AGENDA: Supporting children and young people in making positive relationships matter

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

[agenda.online.uk@gmail.com](mailto:agenda.online.uk@gmail.com)

#BlackCountryRainbowHour



### Jar (verb)

*to jolt, shake, vibrate*

- send a shock through something (especially the body)
- strike against something with a vibration or jolt.
- have a disturbing effect.

[blackcountryrainbowhour.co.uk](http://blackcountryrainbowhour.co.uk)

# Health and RSE

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

## Yoga Yak

Welcome to The Mystic Spring Oasis, where you can discover your inner yogi with Yak. Ommmmmmmmmm...

1. Get warmed up by raising your arms and stretching up to the sky for a count of 10, then touch your toes for a count of 10. Repeat 3 times.



2. Now make the Butterfly pose by sitting and placing the soles of your feet against one another. Hold your feet for a count of 10. Repeat 3 times.



3. Next is the Camel pose! Kneel down, stretch your arms up over your head and reach back to your toes. Hold it for 10. Repeat 3 times.



4. Dolphin pose is next – from standing, bend over and rest your elbows on the ground, keeping your legs straight. Tuck your head in and hold for 10. Repeat 3 times.



5. Finally, it's the Tortoise pose. Sit in a kneeling position, fold your body over and on to the floor, arms stretched out over your head. Hold for 30 seconds. Now repeat the circuit for 10 minutes.



Take a look at the video here!

#BlackCountryRainbowHour

change 4 life

Take a look at the video here!

blackcountryrainbowhour.co.uk

## Sloth, Sloth, Bunny

Acknowledgment:  
Crown Copyright  
Source: PHE

The sloths are known for being the slowest animals in Zootropolis, but with officer Judy on your tail, will you pick up speed and out-run her?

### How to play

1. Everyone sits in a big circle, and marks out their seat with a t-shirt or cushion.



2. One person is the caller and starts by jogging around the circle tapping on the shoulders of the others saying "Sloth", "Sloth", until on 1 person they decide to call "Judy".



3. Judy gets up and chases after the caller who runs around the circle to take Judy's seat without getting caught.



4. If Judy does not catch the caller, they become the caller



# 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.



## Dance Jigsaw

### The Challenge

- Each person creates 8 counts of choreography to any chosen music.
- Learn everyone else's 8 counts and give them numbers to remember what piece of the jigsaw they are.
- Put all of your jigsaw pieces together to make your final piece.
- If you all cannot create 8 counts, then your teacher can teach you 5 pieces of the jigsaw (5 x 8 counts) and you can put them into any order you want!

### STEP:

**S** – Make sure you have space to show the others from a distance. Where will you stand? In a line, circle or other formation?

**T** – Can you change the style of dance each time you create a jigsaw? Can you change the order of jigsaw?

**E** – You don't need much equipment but you can add some props in to make it even better

**P** – How long can you get your jigsaw and remember it all?

### Safety

Ensure you have correct safety flooring if you are balancing or using more advanced moves. Warm up before exercise.



## Street Dance - Break Dance

### The Challenge:

- Learn the moves and names
- Conditioning is important before breaking. Warm up sensibly and take part in core and arm strengthening exercises
- Create a routine using the moves you have learnt
- Perform it to others

Breakdance isn't all on the floor. Remember to do your top rocks!

Take a look at these videos for inspiration:

[Video Link 1](#)

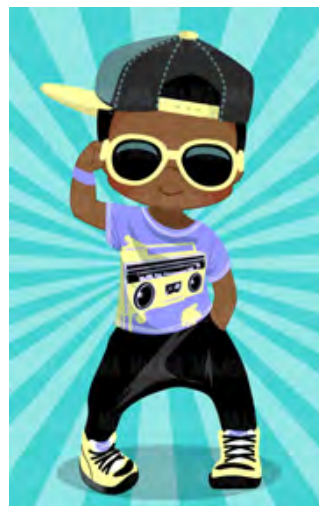
[Video Link 2](#)

[Video Link 3](#)

[Click here for a Teachers Resource](#)

### Safety

- Warm up first
- Conditioning warm ups will help with strength
- You need a large space
- Wear correct clothing
- Do not balance on your head or neck
- Adult supervision is required



# 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.



## Captain, May I?

A simple game in which players ask, "Captain, may I..." to take a certain number and type of steps towards the "Captain".

### To Play:

- Identify one person to be the "Captain". This person will call out the commands to the group.
- The Captain stands facing away from the line of players and selects a player at random.
- The Captain calls out a direction with a specific number of steps.
- The player then responds with "Captain, may I?" The Captain then responds with yes or no, to which the player obeys and takes the directed action.
- If the player forgets to ask, "Captain, may I?" then the player must go back to the beginning of the line.



Examples of commands: *Take 8 steps forward and...*

*Hop like a bunny, kangaroo or frog*

*Move like a giant*

*Only use your right or left foot*

*Hop using both feet*



The first player to reach the Captain wins and becomes the new Captain.

## Street Dance - Street and Commercial

Street dance, also more formally described as vernacular dance, originated in New York in the 1970s. Evolving on the streets of Manhattan and the Bronx, it was developed as an improvised, social dance form, reacting against traditional, high-art dance styles.

It is important to dance professionals that new dancers understand that Street dance is not hip hop. Hip Hop has its own strands of dance styles.

### STEP:

S – You can travel, stay on the spot or do a different style in different spaces

T – How can you create different routines?

E – What music suits this style best? Learn from the videos and teach it others.

Edit videos of yourself

P – Eventually, this can be done in pairs or

[Twist and Pulse Video Routine 1](#)  
[Twist and Pulse Video Routine 2](#)

[Click here to view the Dance Force Street Dance video](#)

[Click here to view a Teacher Resource](#)



### The Challenge

- Learn the moves and names and create your own moves.
- Create a routine using the moves you have learnt.
- Remember to stay bouncy and relaxed.
- Perform it to other groups.

# 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.

## Social Distancing Games

Credit: Lydia Power

### Blind Man's Buff

With children in pairs, one child should close their eyes and the other child should stand 2m away. The child at the back will direct them to a certain point in the area. This is great for positional language but be aware of safety and encourage them to walk slowly.



### Numbers all Around

Practise singing the song and make up a dance! Choose one child to go first. They stand up and you show them a number e.g. 6. The child will jump up and down on the spot 6 times whilst everyone else claps and counts up to 6. So simple yet so multisensory!



### Act the Emotion

Show the children some images of different emotions. A child will stand up and pretend to show one of these emotions. The children will try to guess the emotion they are showing. Discuss what features they can spot such as facial expressions and body language.?



# 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.



## Make a Loo Roll Bird Feeder

This is messy fun kids will love to get stuck into. And it will help them learn about the birds in your neighbourhood.

You can make this simple feeder with items you probably already have at home:

- Smother a cardboard tube in peanut butter (no added salt and sugar versions are suitable for birds).
- Roll it in bird seed and thread some string through the hole.
- Tie it up in your garden where birds will feel safe eating.
- How many garden birds will you spot? Take a look at our blog to help you and your children identify them.



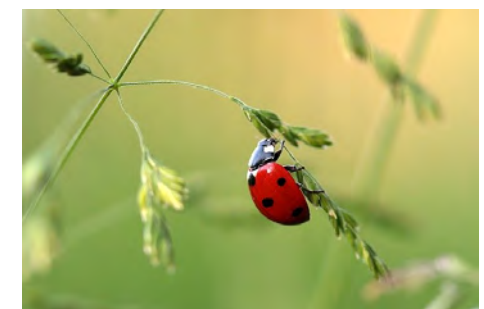
You could keep a running log of the birds you see visit your birdfeeder.

Credit: Andy Hayward / WTML

## Move like Minibeasts

This is a great way to get young children active and help them burn off some excess energy. You can do it outdoors or inside. Challenge your kids to:

- Lie on the ground and wriggle like a worm
- Flap their arms like a butterfly flutters its wings put their hands on the floor and scuttle about like a spider
- Do some giant leaps like a cricket
- Crawl on the floor then curl up into a ball like a woodlouse.



# Outdoor & Nature Activities

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## Living Streets - My Walking Week

Set your mind on a path to calmness and happiness by taking a walk each day. For each day we've suggested some questions for you to think about and you can write your answers in this seven-day journal. If you can, try and vary your walk each day.

If you miss a day, just pick up again where you left off.



### DAY 1

What was good about today?

---

---

Where did you walk?

---

---

Three words about your walk...

---

---

If your walk had a soundtrack, what would it be?

---

---



### DAY 2

What was different about today?

---

---

Where did you walk?

---

---

Three words about your walk...

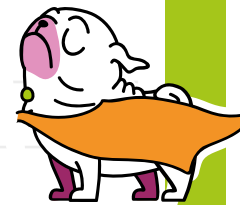
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---

Sum up your walk in a quote (famous or made up!)

---

---



### DAY 3

What did you see today?

---

---

Where did you walk?

---

---

Three words about your walk...

---

---

If your walk could be an animal, what would it be?

---

---



# 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.

## Living Streets - My Walking Week continued...

### DAY 4

Who did you talk to/message today?

---

Where did you walk?

---

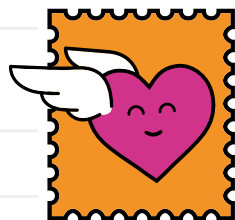
Three words about your walk...

---

If your day was a film,  
what would it be?

---

---



### DAY 5

Who or what made you smile today?

---

Where did you walk?

---

Three words about your walk...

---

Who would you have liked  
to walk with you today?

---

---



### DAY 6

How did you make someone smile today?

---

Where did you walk?

---

Three words about your walk...

---

If your mood today was a  
weather, which would it be?

---

---





# 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.

## Living Streets - My Walking Week continued....

### DAY 7

How did you relax today?



Where did you walk?

Three words about your walk...

If your walk was a meal, what would it be?

WHICH WAS YOUR FAVOURITE WALK OF THE WEEK? WHY?



Living Streets is the UK charity for everyday walking. Visit their website to find out more:

Visit: [LIVINGSTREETS.ORG.UK/SECONDARY](https://www.livingstreets.org.uk/secondary)

I'M WALKING WITH  
**@LIVINGSTREETS**

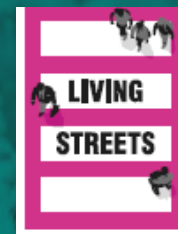
 **LIVINGSTREETS**

 **@LIVINGSTREETS**

 **LIVINGSTREETSUK**

# Outdoor & Nature Activities

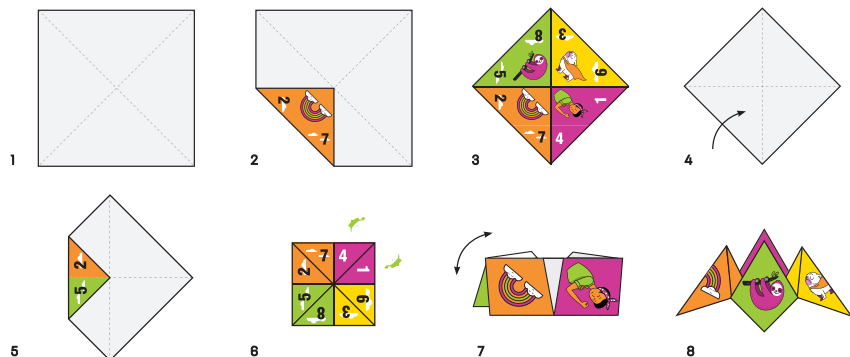
Providing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage children and young people to work in a team, building on trust and developing skills to solve problems, either individually or as a group.



## LIVING STREETS WALK RANDOMISER

### HOW TO MAKE YOUR WALK RANDOMISER

1. Print out the Walk Randomiser template.
2. Cut out the square template.
3. Follow the picture instructions below to fold and make your randomiser.



### HOW TO USE YOUR RANDOMISER

1. Pinch your fingers together in the pockets.
2. Pick a colour (or a picture) on the outside and spell it out, opening and closing the jaws of the randomiser for each letter, e.g. P-I-N-K or D-O-G.
3. Look inside. Choose a number. Use the number to open and close the jaws as you count.
4. Look inside again, choose a number and open the flap.
5. You now have a type and a focus for your walk.
6. You can either go with those two suggestions, or, if one doesn't float your boat, have another go to get a different suggestion until you are happy with your randomised walk.

Credit: Living Streets



# 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.

## Create a Nature House

### Required Resources

- Fallen leaves/bark
- Twigs
- Stones
- Dropped flower petals
- Imagination
- Craft scraps (optional)



Nature houses are a great way to explore nature. By collecting natural resources to build your nature house, you explore your surroundings.

- Bases of trees/bushes work as a great platform to build from.
- Fallen bark makes for great walls.
- Dig sticks into the ground to create strong frames for walls.
- Pebbles can be used to make a path.

...Let's go!



Now you've constructed your first house, why not create a nature village?

Don't forget to make a sign so people don't step on your village!

Are you ready?



## Your Challenge

(...should you choose to accept)

Why not create a mini-beast hotel for mini-beasts visiting.

Here's some tips for creating your own mini-beast hotel:

- Make sure to build it on level ground.
- Bricks and wooden pallets/planks are great to build a structure, make sure to leave plenty of hidey holes for your guests.
- Stuff the gaps with dead wood, loose bark, bamboo, reeds, stones, dry leaves, sticks, straw, old cardboard, all sorts of natural materials.
- Keep an eye on your hotel and see who visits.

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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.

## Den Building

### Required Resources

- Blankets/ sheets/ tarpaulin
- Rope
- Pegs
- Chairs/ trees/posts



Den building is great fun and can be done indoors and outdoors. There is no right or wrong way to make a den, but here are some tips:

- Outdoor dens work best with a tree that has lots of nooks and nobbles or low hanging branches.
- Flat level ground is useful when making a den outdoors - it makes it easier to move log furniture in.
- Chairs, tables and brooms are really useful when making a den indoors.
- Cushions and teddies are great company in a den.
- Pegs are useful when making dens, because they help to secure sheets to a foundation, and can be used to attach sheets together.

...Let's go!



Now that you have built your den, it's time to set yourself some challenges

Are you ready?

### DID YOU KNOW...

Den building helps with problem solving, physical development and imagination!



## Your Challenge

(...should you choose to accept)

Can you build a den in 5 minutes?

Get all your materials at the ready, start your timer, and GO! Build the sturdiest den you can in 5 minutes.

Can you build a den with natural materials? Grab 1 blanket and see what you can do with the natural environment.

Play in your den!

Grab a book to read, toys to play with, crafts to make! You can do almost anything in a den! Have a picnic, make shadow puppets with a torch when it's dark, sleep in your den!

What will you get up to in your den?

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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.

## Create a Sailboat

### Required Resources

- Loose bark
- Sticks
- Leaves / grass



Making a sailboat with natural materials is a great way to engage with nature! Finding the resources, constructing the boat, exploring the way water flows, and how a boat floats...all through playing.



- Find a piece of bark, think about what you want the body of your boat to look like. Curved bark works best.
- Collect a twig and some leaves/ to make your sail.
- Using a stick, make a hole into the bark for your sail post (this works best if the bark is damp and soft).
- Attach your leaves/grass to the top of the sail by twisting and tying them together.
- Now your boat is built, it's time to go sail it in a stream, puddle, or even a bath!



Now you've made your first boat it's time for some challenges!

Are you ready?

**DID YOU KNOW...**

Sailing is a summer Olympics sport? And Great Britain have won the most gold medals for sailing!

## Your Challenge

(...should you choose to accept)

What other materials could you use to make a sailboat?

- Can you make a sailboat with recycled materials?
- What about banana skins?
- Explore what materials you can make a boat with, what materials work well and which don't, and explain why.
- Keep a note of the materials and what effects they had.

How can you make your boat go faster?

- Did any of the materials you explored make your boat faster?
- Can you use your notes to make a faster boat?
- What can you do in the environment to make your boat go faster?



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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.

## Make Mud Cakes

### Required Resources

- Mud
- Water
- Nature
- Mixing bowls, spoons, cake tins and cases



### DID YOU KNOW...

Making mud cakes dates as far back as 1873!

Making mud cakes is great fun! There's no right or wrong way, you can use spoons and tins, or you can use your hands, get messy and creative!

- To make your cake mixture, you will want to mix some mud and water in a bowl.
- Add the water little by little to the mud and mix until you have a cakey mixture.
- Using your mix you can either mould the mixture into shape or pack it into a cake tin or case.
- Now it's time to add the garnishes, you can use leaves, flowers and other natural materials to decorate your cake.



Now you've mastered your recipe it's time to explore what else you can bake with mud!  
**Are you ready?**



## Your Challenge

(...should you choose to accept)

### Make main meal to go with your cake

You can't have cake before dinner! Grab a plate and create a main meal, don't forget the vegetables! What tasty meal will you make?



### Create your own Mud kitchen!

Grab some old pots, pans, mixing bowls and other kitchen utensils and create your own mud kitchen!



If you've got a garden or balcony, you can create a permanent kitchen. If not, get a box and throw your baking goodies in and grab some table covers, ready for when you want to bake!

...Let's go!

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# 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 Gratitude Jar

### Required Resources

- A jar/container
- Paper
- Coloured felts/pencils/crayons



### DID YOU KNOW...

Creating a gratitude jar will open your mind to positive experiences and interactions through focusing on the good things in life.

A gratitude jar is a jar full of reasons to be grateful.

- Start your jar off by writing out 10 things you're grateful for and popping them in the gratitude jar.
- Each day, try to add something new to the gratitude jar, even if it's something small.
- Then, once a month you can open your jar and see all the reasons to be grateful.



...Let's go!



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## Make your Own Stress Ball

### Required Resources

- Balloon
- Empty bottle
- Flour

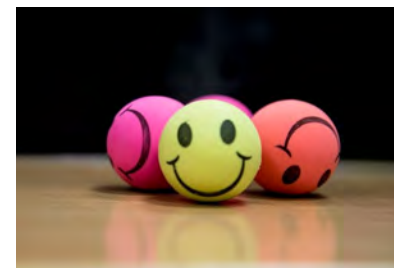


Stress balls are a way of relaxing, reducing stress and developing your fine motor skills

- Start by rolling a piece of paper into a cone, (making sure there's a hole at the tip) and add a bit of tape to make a paper funnel.
- Then, fill a bottle with flour - The easiest (and less messy) way to do this is by using the paper funnel.
- Now, blow up the balloon and place it over the opening of the bottle.
- Tip all the flour into the balloon.
- Carefully remove the balloon from the bottle, whilst holding the neck to make sure the air and flour don't push out.
- Still holding the neck, slowly let out the air until you're left with a balloon filled with flour.
- Tie the end of the balloon and you've created your own stress ball!



...Let's go!



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# 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.

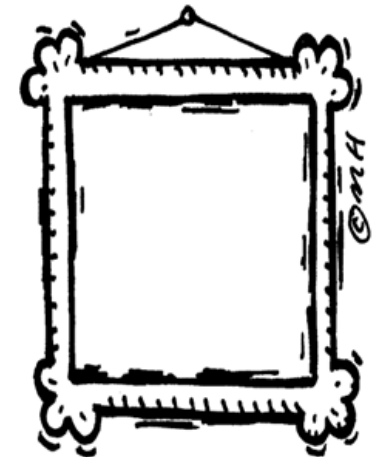
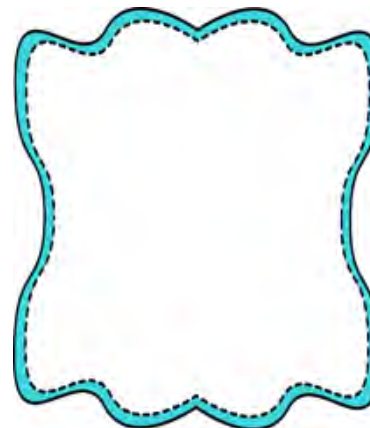
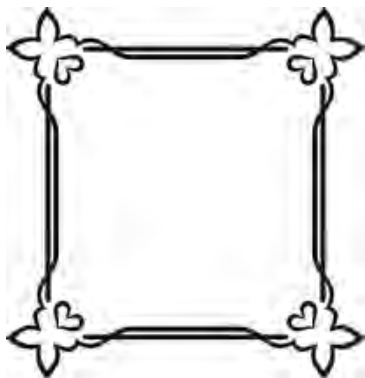
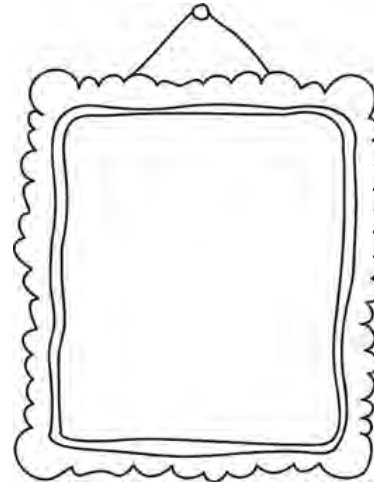
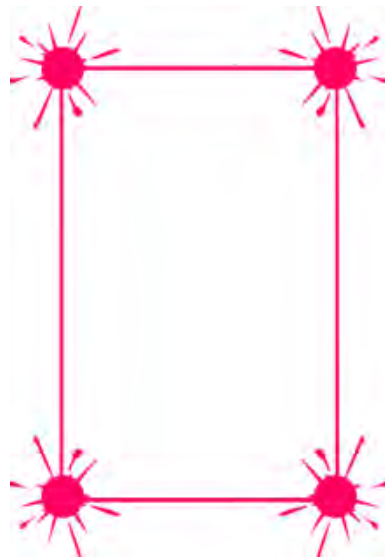
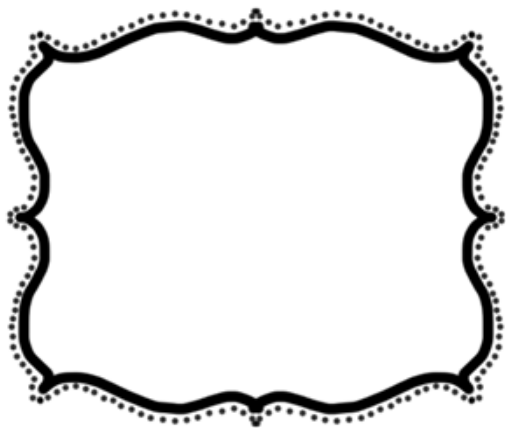
## What makes me Smile?

It's OK to feel down but what can you do to improve your mood? Think about your happy places!

Create yourself a picture wall or make a montage of different pictures with all the things that may put a smile on your face or make you feel happier.



THINK OF: A PERSON; PLACES; FILMS; TV PROGRAMMES; FOOD; COMPUTER GAMES; SPORT; A CHARACTER; MUSIC; ANYTHING ELSE THAT MAKES YOU HAPPIER AND DRAW THEM IN THE PICTURE FRAMES BELOW.





# 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.

## Felting our Feelings



### What you'll need:

- Printed copies of Felt Feelings Cloud page
- Coloured felt
- Wire brush
- Coloured Pens

## FELT FEELING CLOUD

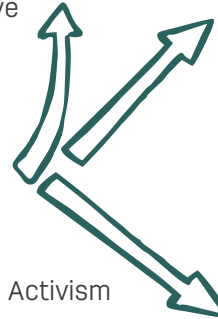
1. Print out copies of the Felt Feelings Cloud (see next page)
2. Make a list of all the feelings you can think of. This **emotions-dictionary** might help you get started. Write them in the 'feeling' column or use emojis.
3. Choose a colour for each feeling (e.g. blue for pain, orange for mad etc.). Pull out the coloured felt (using hands or a wire brush) and glue next to the feeling, or, use coloured pens if this is too tricky.
4. Using the rest of the felt, shred, matt together and press your felt to make your Felt Feeling Cloud.
5. Cut out your Felt Feeling Cloud and hang in a place of your choice (e.g. from the classroom ceiling). You could stick the feelings column on the back of your cloud.
6. If you want to get more creative in crafting with felt, try **wet felting** or make a **felt fabric collage** with messages for change. Choose and blend different coloured felts with the emotions you feel in your change-making felt artefact.

**SONDER** – when you realise that other's lives are as complex and unknowable as our own

**FLASHOVER** – the moment a conversation becomes real and alive

### Beautiful new words to describe emotions

- Feminist Felting
- Felt and Fibre Arts Activism
- 40 books on managing emotions
- Living With Feelings Project
- History of Emotions Blog
- De-bunking the myth about boys and emotions
- Emotional labour around the world
- 50 Ways People Expect Constant Emotional Labour from Women and Femmes



**PRONOIA** – A strange, creeping feeling that everyone's out to help you.

**MUDITA** – to capture an experience of joy felt on hearing of someone else's good fortune.

**LIGET** – is the name given to an angry energy which fuels human and non-humans alike by the Phillipines Ilongot tribe. Anger is sometimes seen as a negative emotion, but for Ilongot, Liget speaks above all of optimism and vitality.

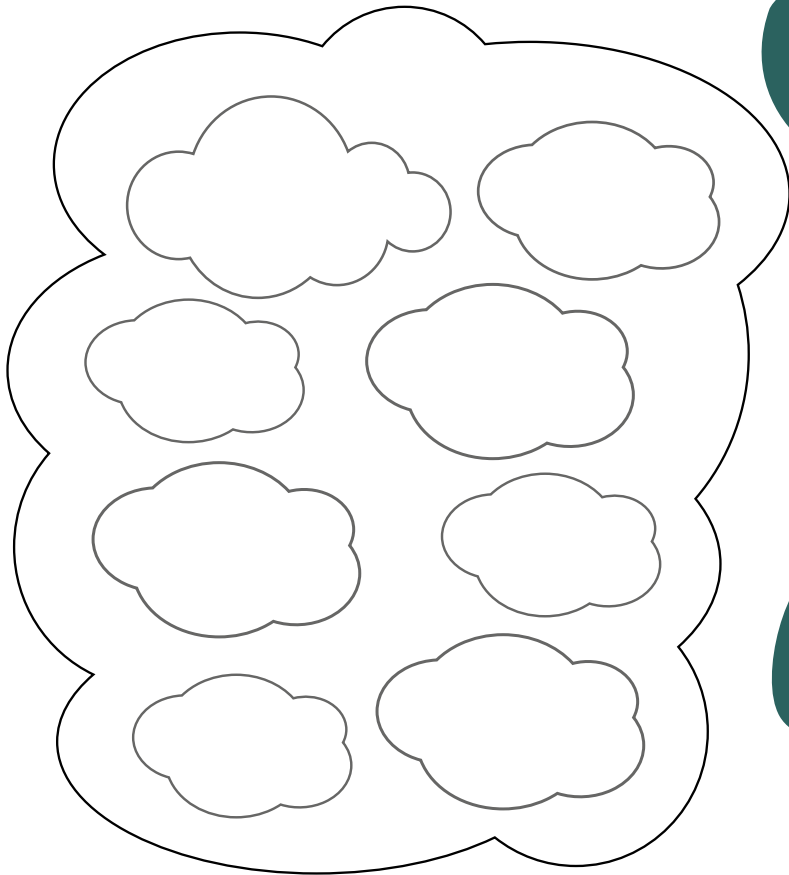
**AMBEDO** – a kind of trance in which you become completely absorbed in vivid sensory details

# 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.

## Felting our Feelings continued...

### FEELINGS CLOUD



Making Felt – feelings and fibres are shredded and matted together

Feeling: the capacity to affect and be affected by something or so

Feelings are personal, but also thoroughly social and cultural

Felt is a textile material that is produced by matting, condensing and pressing fibres together



**FEELING** USE WORDS OR EMOJIS

.....

.....

.....

.....

.....

.....



# 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.

For further video challenges [click here](#).

## Virtual School Games: Challenge 1 - Active Mile

*Follow the steps below to get involved:*

- Measure or identify a 1 mile route within your school grounds that is safe for pupils to follow.
- Time each child completing your 1 mile route.
- Record your scores on the Active Black Country website.
- There will be medals and recognition for children in each local authority with the fastest time.
- There will be rewards and recognition for the school within the Black Country with the most amount of miles completed.
- We will also be recording which Local Authority completes the most miles in the 'Battle of the Black Country'

*Equipment:*

- Measuring tool to ensure your mile is correct (1609 metres)
- Stop watches to record times

*Key steps/actions:*

- Make sure each child completes the challenges in a safe environment.
- Pupils can complete your mile as many times as they like.
- Pupils can make progress by reducing the time it takes them to complete the 1 mile route.
- Keep a record of how many miles you have completed and the fastest time it took you to complete a mile.



*Recording your Score:*

- Record times and number of miles for each individual pupil over the length of the competition.
- Please ensure that times and number of miles are recorded accurately.
- Scores are recorded on [Active Black Country website](#)



For more information on this activity, to log your score and see other challenges set by the Black Country SGO's visit: [www.activeblackcountry.co.uk/what-we-do/education/school-games/](http://www.activeblackcountry.co.uk/what-we-do/education/school-games/)

# 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.

For further video challenges [click here](#).

## PE & Me Challenge - Stand Up, Sit Down

### PHYSICAL ME

#### The Challenge

- All you need is a chair (any type of chair).
- You have **30 seconds** to stand up and sit down as many times as possible.
- Each time you stand you score 1 point. Keep score.
- How fast can you stand up and sit down?

Tier 3 words:

- Speed
- Balance
- Coordination

When are you using these within this challenge?



## PE & Me Challenge - Put a Lid On

### COGNITIVE ME

#### The Challenge

- Gather together 10 or more items from your house that have lids on. Plastic Tubs, Bottles, Deodorants, Makeup, etc...
- Takes all the lids of the items and place into a pile. 1 pile of lids and 1 pile of items in need of their lids back.
- Your job is to replace the lids as quick as possible.
- The winner will be the person who replaces the most lids in the shortest time. The more lids the better!
- Upload a picture items pile and send us your fastest completion time.

Tier 3 words:

- Coordination
- Hand-Eye
- Reaction Time

When have you used these things to complete the challenge?



Send us a video or picture whilst you are completing either of these challenges and you could be in our next [Rainbow Hour highlights 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.

For further video challenges [click here](#).

## Maze

**Age:** Year 2 to year 9

**Aims / Targets:**

To improve decision making, speed and balance

**Space Needed:**

This can be done in any space from your local park to your garden.

**Equipment:**

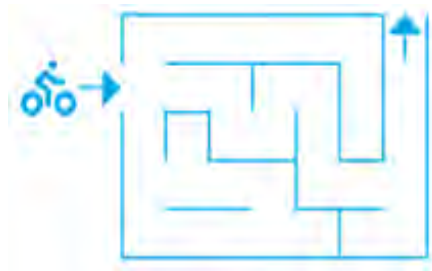
- Chalk
- Bicycle / Scooter

**Description:**

Do you have a good sense of direction? Can you find your way out? Can you complete the maze without touch the lines or floor?

**Instructions:**

Create a maze with different turns and widths by using chalk and markers. Try to get to the other end of the maze without touching the lines. How long does it take to get from one end to the other? This can be done on a bike, scooter or running. You could do this challenge by yourself or race against a family member.



You can see how many times you can complete the maze in a given time.

## Hoop Run

**Age:** Year 2 to year 7

**Aims / Targets:**

The aim is to complete as many laps as possible in 1 minute. This works on speed, agility, power and general fitness.

**Space Needed:**

Outdoor space such as garden, hardcourt, park area

**Equipment:**

Hoops (or any marker alternative), stop watch, markers for start and end.

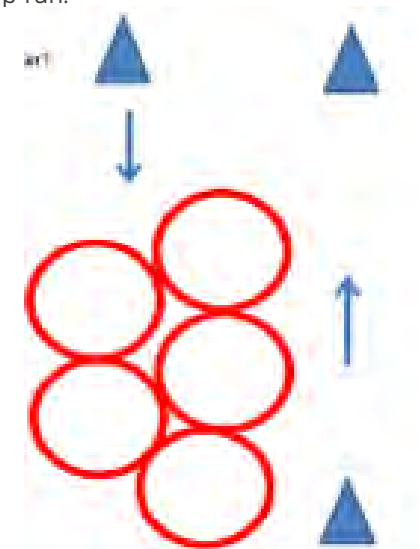
**Description:**

Are you good at hop scotch? If so have a go at Hoop run.

**Instructions:**

Start at the cone, run forward, 2 footed jumps through the hoops, around the far cone and back to the start.

Do as many laps as possible in 1 minute, 1 point is awarded for each hoop jumped into.



# 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.

For further video challenges [click here](#).

## Island Hopping

### Instructions:

1. Using a range of equipment you have to get from area A to area B.
2. You are only allowed to touch the equipment you have been given you are not allowed to touch the floor at any point.
3. If you touch the floor you have to restart.
4. You need to work together as a team to find the best way to get from A to B.

- What was the best method that you used?
- What did you learn about your team?
- How could this help with your team building skills?
- What key skills did you use to successfully complete this task?



Key words: Team work, communication, problem solving.



## Order Instructions

### Instructions:

1. Everyone has to stand on the bench in a random order and then each time you have to reorganise yourself using the following demands.
    - Date of birth
    - House number – high to low
    - First name alphabet
    - Shoe size – NO TALKING
    - Randomly number yourselves and reorganise – NO TALKING
  2. No one is allowed to step off the bench at any time. If you do you need to reset and start again.
- What was the best method?
  - What would you change if you did it again?
  - Can you speed it up and get any more efficient?



Key words: Team work, communication, problem solving.

# 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.

For further video challenges [click here](#).

## Bucket Challenge

### Objective:

To test your aiming skills.

How many balls can you get in the bucket?

Stand at a set distance away from the bucket and see how many balls you can throw into the bucket within 30 seconds.

### Make it easier:

- Use larger balls.
- Increase the time limit.
- Reduce the distance from you to the basket.
- Use a bigger basket.

### Make it harder:

- Use smaller balls.
- Reduce the time limit.
- Increase the distance from you to the basket.
- If you miss you must start again from zero.



## The Balance Test

### Objective: To test your balance.

- Using a spot or dome see how long you can balance for using just one leg, without then falling off.
- When balancing make sure your non balancing leg is nice and high!
- Get your partner to time and see how long you can balance for.

### Make it easier:

- Use a larger spot or dome.
- Use your partner to help you balance to begin with.

### Make it harder:

- Can you put your hands on your head.
- Turn the dome over.
- Use a blindfold.
- Balance on your weaker foot.



LivWell  
BE HAPPY. BE HEALTHY.

# 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.

## This Girl Can....Create Change

# GET GOING

Think about different times to be active. You might...

Influence how PE is offered and how girls feel about it.

Shape and promote extra-curricular sessions.

Encourage girls to do informal activity at home.

Advertise community providers.

To be successful, think about...

**INSPIRATION:**  
who encourages us

Role models that appeal to all girls. Support from friends and family.

**MOTIVATION:**  
our reasons to be active

Messages that are relevant to girls. What girls want from physical activity.

**ACTIVATION:**  
what is practical for us

What stops girls being active. Ways to overcome the barriers.

This Girl Can.....create change! is YOUR campaign.

Your goal is to get more girls more active. You can try anything that works for you and the girls in your school.

### This Girl Did create change!

15-year-old Greta Thunberg campaigns about climate change. She is the inspiration behind School Strike for Climate and has influenced people across the world.



YOUTH  
SPORT  
TRUST



# Celebration and Creative Activities

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## This Girl Can...Create Change

Following these steps will help you to run your campaign.



### Find out what girls want

Ask other girls about their feelings, opinions and ideas. What would help them to be more active in school or beyond?



### Focus on things you can do

Go for a quick win to begin. What can you change now? Which girls and adults will you target?



### Create your campaign tools

Agree your message. Decide what tools you need, e.g. video or poster. How will you make them and who can help?



### Deliver your message

Agree where, when and how you will promote your message. Who do you need to involve?



### Celebrate what went well

Gather feedback on your campaign and share its impact with others. Who needs to hear about your success?



### Adapt to do even better

Don't worry if something didn't work; we learn from making mistakes. How will you change things next time?

Involve people who can support you, such as...

- students and staff in school
- friends and family at home
- organisations in the community
- people in the media

To find out more about running a campaign, watch the videos: [youthsporttrust.org/this-girl-can/girls](https://youthsporttrust.org/this-girl-can/girls)



YOUTH  
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## Paint without a Paintbrush

### Required Resources

- Paint
- Paper



### DID YOU KNOW...

Did you know that the first painting is approximately 40,000 years old!

Painting is a great way to explore how you can manipulate materials.

Get your paints at the ready, but leave the brushes! What else can you use to paint? Here's a few idea to get you started:

- Fingers and hands
- Toy cars and trains
- Sponges
- Lego
- Stones
- Cotton Buds

...Let's go!



Now you've mastered painting without a paint brush it's time for some challenges!

### DID YOU KNOW...

The first paint brush was invented by ancient Egyptians!



Are you ready?

### YOUR CHALLENGE

...SHOULD YOU CHOOSE TO ACCEPT

**Paint a self -portrait.**

Using your favourite way of painting without a brush, you can create your own.

**Make your own paint brush**

Using either a stick and a rubber band or a peg as a handle create your own paintbrush by attaching different materials to one end.

Some examples of materials are:

- Grass
- Paper
- Feathers
- Cling Film
- Pom Poms
- Pipe Cleaners

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## Create a Sculpture using Recycled Materials

### Required Resources

- Paper
- Pencil
- PVA Glue/ sellotape
- Scissors
- Imagination



### DID YOU KNOW...

That sculptures started in ancient Greece!

Sculptures are 3D art form, meaning they have length, width and depth (like a cube).

- Start by gathering materials. Have a look what you've got in the recycling bin and around the house.
- Lay out all the materials you have gathered in front of you and design what you want to make on a piece of paper.
- Copying your design create your sculpture using the materials you have collected.
- Dust the surface with flour and you are ready to sculpt!

...LET'S GO!



Now you've created your first sculpture you're ready for challenges!

### ARE YOU READY?



### YOUR CHALLENGE

...SHOULD YOU CHOOSE TO ACCEPT

**Make a sculpture using natural materials.**

Grab a tub and collect lots of natural materials like twigs, leaves, mud, flowers and rocks. Design your sculpture and create it using your natural materials.

**Make a sculpture with salt dough.**

Following this recipe create your own salt dough to create a sculpture:

**250g of plain flour**

**125g table salt**

**125ml of water**

Dust the surface with flour and you're ready to sculpt. Once you've completed your sculpture it's time to pass it over to an adult to bake in a pre-heated oven on the lowest heat on a tray lined with baking paper for 3 hours or until solid. **Then decorate!**

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# Celebration and Creative Activities

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## Make an Origami Star Decoration



You need 9 squares of paper, you can either use traditional origami paper or squares or any standard paper, just make sure they are properly square. You can follow along on our [Youtube tutorial](#) or follow the instructions below, and scroll down for a printable version of the instructions.

This is such a lovely decoration, you can use festive paper, themed paper, brights mixed with patterns to give different looks and themes, and you can use different size paper to make a garland or hanging of small and larger stars! Make sure you use all the same size for each individual garland.



1. Fold your Square in half to create a triangle



2. Unfold your triangle



3. Fold up the bottom right corner as shown above following the central line



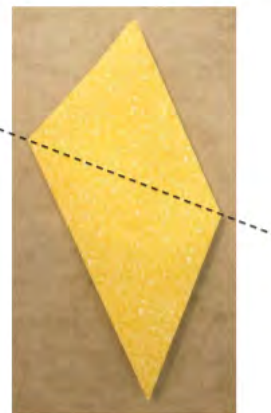
4. Fold down the top left corner as shown in picture also following the central line. Try to make sure the folds go right to the corners to create a



5. Fold the top right point down as shown in the picture



6. Flip the shape over by taking hold of the bottom point so that the bottom is now at the top



7. Fold the top most point down at an angle along the line shown here



8. Your shape should now look like this



9. Flip your shape over so it looks like this. Now repeat steps 1-9 until you have 9 pieces like this

# Celebration and Creative Activities

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## Make an Origami Star Decoration continued...



10. Slightly unfold the top right flap



11. Slot one shape inside the other like this



12. The flap you unfolded should then fold back behind the new shape you added



13. Continue adding all 9 shapes in this way. You may have to wiggle them around a little to fit



14. You will end up with a lovely origami star like this



15. Flip it over to see how it looks on the other side and experiment with the size of your squares to create different sizes



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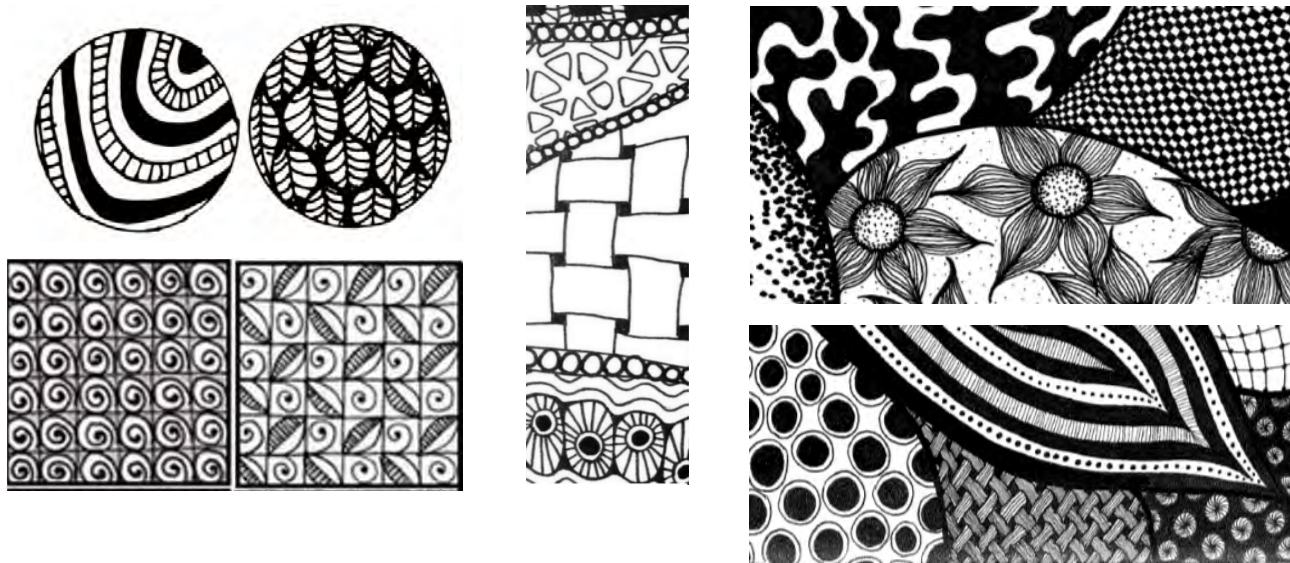
## Mindful Doodling - The Art of Zentangling

Learn the art of zentangling - the art of mindful doodling. A relaxing and creative art where there is no right or wrong, just enjoyment of patterns, shapes and creativity.

There is a video of using zentangle patterns to fill in the lizard shape that [you can watch here](#).

We and Creative Active Lives would love to see your zentangle creations! Tag them on social media @bcbeactive, @creativeactivelives and @akersofart and use [#BlackCountryRainbowHour](#)

### Zentangle Pattern Ideas



We have added a template for you to have a go at on the next page.

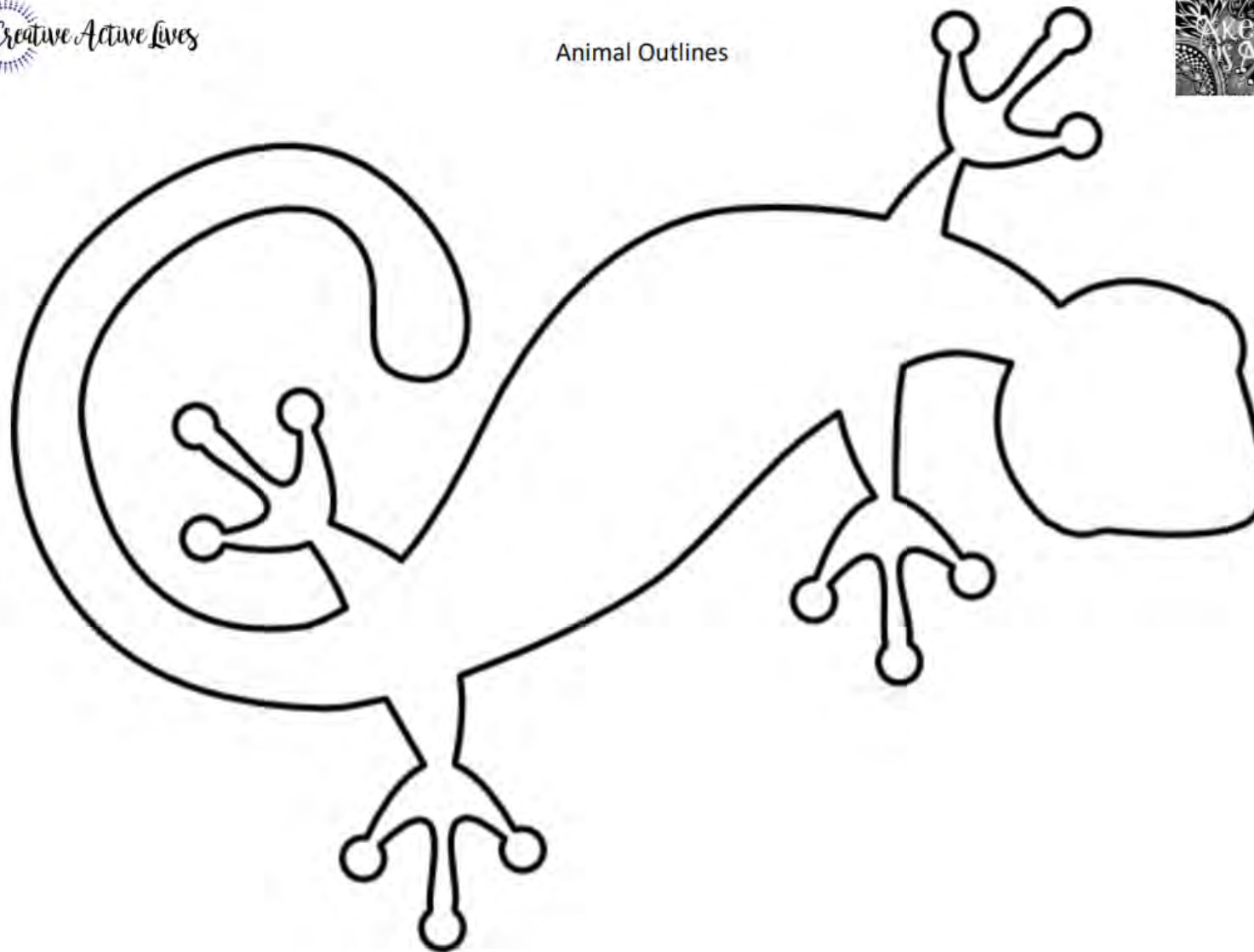
# Celebration and Creative Activities

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.

## Mindful Doodling - The Art of Zentangling continued



Animal Outlines



## 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.

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.

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

