

# 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.*

*Rainbow Clubs*

*Edition 2 - Games Activities*



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

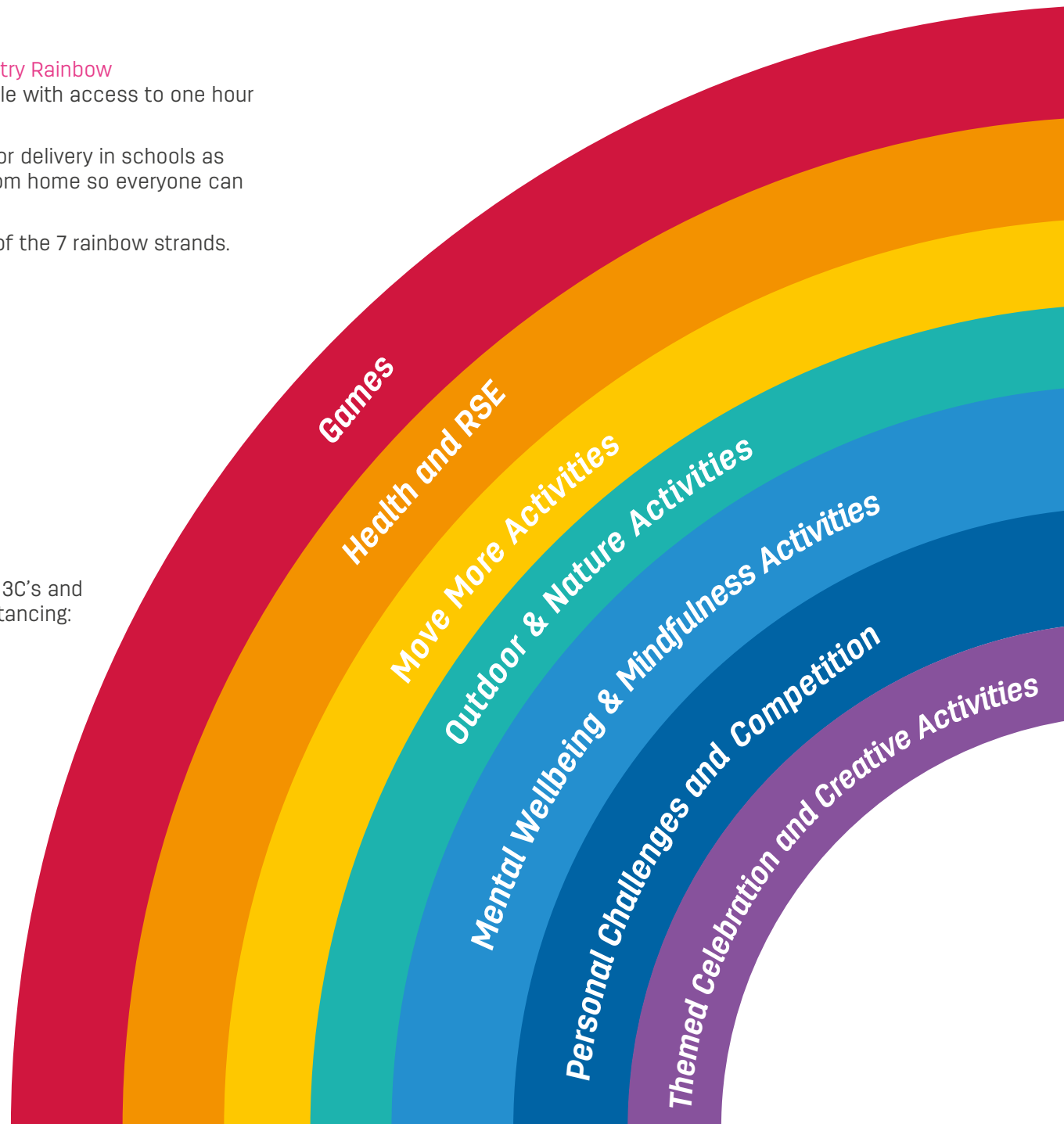
All activities within this Rainbow Booklet follow the concept of the 3C's and are deliverable whilst following national guidance around social distancing:

- 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!



## *What are Rainbow Clubs?*

Active Black Country would like to encourage schools to develop the concept of Rainbow Clubs. Using the principles of the Black Country Rainbow Hour, there is a clear opportunity for schools to utilise the 7 strands of activities to establish themed Rainbow Sessions as part of their extra-curricular provision through Breakfast Clubs, Lunchtime Clubs and After School Clubs.

Rainbow Clubs can support the delivery of the Black Country Rainbow Hour across the school day and utilise the breadth of activities created across the Rainbow Books over the past 12 months as well as new editions that are developed moving forwards.

The clubs are a great way to potentially hook those pupils who are not engaged in your extra-curricular provision already!

## *Who are Rainbow Clubs for?*

Any age group/class or pupils who sign up and attend regular Breakfast and After School Clubs.

### **Delivery**

As well as schools delivering their own extra-curricular activities, Active Black Country encourage schools to utilise their external agency provision facilitators to assist schools with this concept and deliver the Rainbow Clubs as part of their After School Club offer.

These clubs can provide an excellent way for a school to diversify and increase their offer to pupils by either building on existing provision or being introduced as a completely new concept.



### **Rainbow Hour Breakfast Club**

#### **How they could look.....**

- One Rainbow Breakfast Club with a different theme/focus each week using the 7 Strands across a half term.
- A stand-alone Rainbow Hour Strand Club eg The Move More Breakfast Rainbow Club focusing on the theme for the whole half term.
- Clubs to utilise activities from the Rainbow Books or create your own!
- Any Rainbow Hour activities completed at the breakfast club can be added to the pupils Rainbow Trackers to earn badges!
- Opportunity to target a new group of pupils with each strand!

### **Rainbow Hour After School Club**

#### **How they could look.....**

- One Rainbow Club with a different theme/focus each week using the 7 Strands across a half term.
- A stand-alone Rainbow Hour Strand Club eg the outdoor and Nature Rainbow Club focusing on the theme for the whole half term.
- Clubs to utilise activities from the Rainbow Books or create your own!
- Any Rainbow Hour Activities completed schools through your schools can be added to pupils Rainbow Trackers to earn badges!
- Opportunity to target a new group of pupils with each strand!



# 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

## Softball - Up the Middle

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

### Quick introduction

Up the middle is a softball activity where the aim is to hit the ball up the middle of the field. Fielders can reduce the batting team's point scoring by fielding it before it leaves the infield or not allowing any points if the ball is caught.



### Getting started

- Divide the group into two teams of four players.
- The fielding team positions itself to field the balls but players stand no closer than the imaginary line between first and third base.
- Each player from the batting team hits four balls off of a tee into the field of play.
- Foul balls or balls caught by the fielding team don't score any points.
- Balls hit inside the diamond in the left and right segment score one run. Balls hit inside the diamond but up the middle score two runs. Balls hit into the outfield outside the cones score two runs, while outfield hits up the middle score four.
- When all four players on the batting team have hit four balls, the teams swap over

### Equipment required

- Three bases.
- One tee.
- One bat.
- Cones or chalk to mark the playing area.
- Throw-down lines.
- Softballs or tennis balls.
- Four fielders gloves (optional).

### Health and safety

- Surrounding area to be clear of bags, equipment etc.
- Ensure players waiting to bat are standing a safe distance away



### Sporting me - Spirit of the Games:

*Excellence through Competition*

I should focus on one play at a time – if I don't hit the ball or misfield the ball then I will try to forget about it and try my best for the next one.



# Games

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## Softball - Up the Middle continued

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



### Physical me

- When batting, make sure you keep looking at the ball while swinging.
- Keep your eye on the ball when fielding.

### Social me - Leading and volunteering

- Record keepers could keep and record the scores for each participant as well as team scores

### Thinking me

- Could I call for the ball to avoid a collision with my teammate

### Tactical me

- If I hit the ball hard and flat, it's less likely to be caught.
- I should stand side on but changing the direction of my feet slightly to help me direct the ball when hitting

### Think inclusively (STEP)

#### Space

- Reduce or increase the size of the scoring areas.

#### Task

- Allow points to be scored even if the ball goes into foul territory.
- Allow points to be scored even if the fielder catches it.
- Allow batters to hit more balls and count only their top three scores.

#### Equipment

- Allow the players to hit a bigger/lighter ball.

#### People

- Increase or decrease the amount of fielders.



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## *Super Striker: Batting Dodgeball - This is a pairs activity*

### Learning Outcomes:

Develop techniques for striking the ball away from fielders and into gaps.

### Equipment:

- A soft ball or rolled up pair of socks
- A bat (or something to strike with)
- Markers to create a circle with a 3m radius

### Cricket Dodgeball Challenge:

- The fielder should stand on the edge of the circle and use an underarm throw to try and hit the batter's body from the waist downwards.
- The batter, standing within the circle, should aim to defend the space with the bat.
- Score = the number of balls the batter is able to defend.
- The batter's go will end if they are hit from the waist down, play and miss the ball 3 times or if they hit the ball outside of the circle without it bouncing first.

### Coaching Points

- Aim to make contact with the ball under your eyes.
- Angle your bat slightly down to the floor so the ball goes down to the floor.

[Click here to take a look at the video to support this activity](#)



## *Confident Cricketer: Rocket Fuel Batting - This is a pairs activity*

### Learning Outcomes:

Select and apply the appropriate batting, running, bowling, throwing and catching techniques to demonstrate the social skills of fair play.

### Equipment:

- A cricket bat (or something to strike with)
- 3 balls (or something to hit)
- Markers to place the ball on and run between
- Something to note down the score on

### Rocket Fuel Batting:

- The bowler should bowl 3 balls to the batter who will strike them into the playing area.
- After the 3rd ball is struck, the batter should complete as many runs as possible between the markers, keeping count whilst they do so.
- Meanwhile, the bowler should return the three balls to the starting point, and shout 'Stop' when they are done.

### Adapt the Challenge:

- Alternate between bowling underarm and overarm
- Add wickets for the bowler to aim at
- Add in a bonus target zone for the batter

[Click here to take a look at the video to support this activity](#)



# Games

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## Floor Tennis



### Learning Objective

- To read the ball and react by turning to forehand and backhand sides
- Control the racket face and contact the ball out in front
- Develop a cooperative rally

### Organisation

- Equipment: balls, rackets, cones
- Define the playing area
- Position pupils at the side of the area and demonstrate
- Highlight safe use of rackets

### Discover

- How quickly can you tell which direction the ball is moving?
- How do you move to stop the ball?
- Where is the best contact point?

### Activity

Do activities in order:

1. In pairs Pupil 1 rolls the ball along the floor to one side of Pupil 2 who is in the ready position with a racket. Pupil 2 stops the ball on the appropriate forehand or backhand side with the racket face behind the ball; then pushes it back. Pupil 1 catches the ball and rolls it again. After 3 pushes pupils change roles. Encourage using 2 hands on the backhand side.
2. As above but pupil 2 pushes the ball back without stopping it first.
3. Floor Tennis Rally - both pupils with rackets push the ball along the floor to each other between 2 cones (2m apart).

### Easier

- Use hands to stop the ball then push it back
- Roll the ball to each other

### Harder

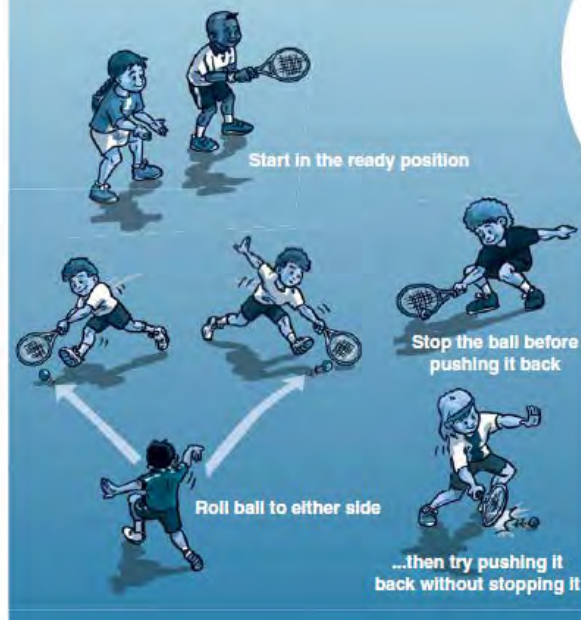
- In a rally both pupils push alternate forehands and backhands
- Stop the ball with a foot then push it with a racket
- Set the cones wider for more movement
- Set the cones narrower for accuracy

### Competition

In pairs rally through cones:

1. Count how many pushes in one rally and remember your best score. Compete against other pairs.
2. For every rally of 6 shots in a row win a cone. Collect cones for 2 minutes.
3. Race to do a rally of 10 in a row.

## MAIN THEME



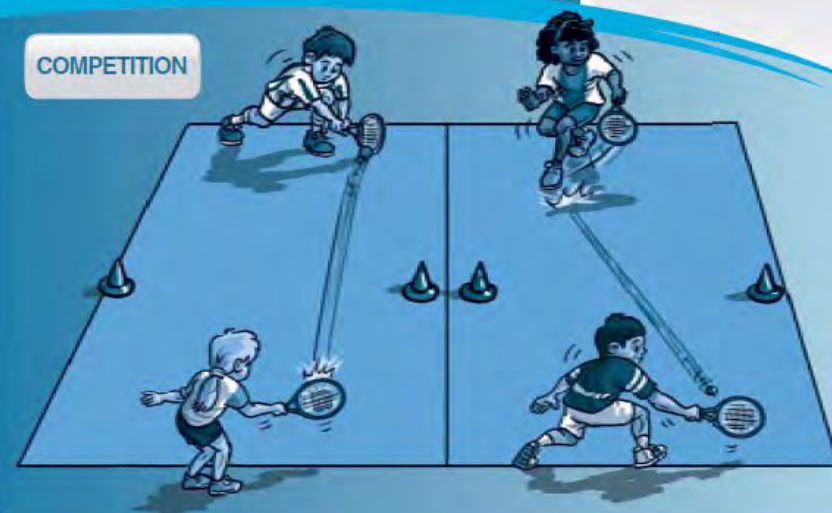
### MAIN THEME

## FLOOR TENNIS

### QUALITY POINTS

- Put the favourite hand at the bottom of the grip
- Get ready between pushes
- Bend at the knees and waist to get low
- Contact the ball out in front
- Push the ball, don't swing at it

## COMPETITION





# Games

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## 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?

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### 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

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## 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

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## MOVE IT! BALL MANIPULATION



### Task:

Players have a ball each (doesn't have to be a rugby ball). They then run around a set area and get used to ball. As they run players perform the following exercises with the ball:

1. Pass the ball from hand to hand
2. Throw the ball in the air and catch it
3. Throw the ball in air, clap three times and catch it
4. Player swaps balls with any player s/he passes to
5. On the coach's instruction place the ball on the ground and continue running. On the second instruction pick up the nearest ball as quickly as possible; who will be last?
6. Combination of the above.

### Progression:

1. One ball for every second or third player
2. Pass the ball to any player who hasn't got a ball. Players who have a ball look to pass as soon as possible, players who haven't got a ball want one as soon as possible
3. Pass high and pass low
4. Players touch the ground with the ball when they catch it
5. Players touch the ground and then pass from high, arms stretched above their head.

### Equipment:

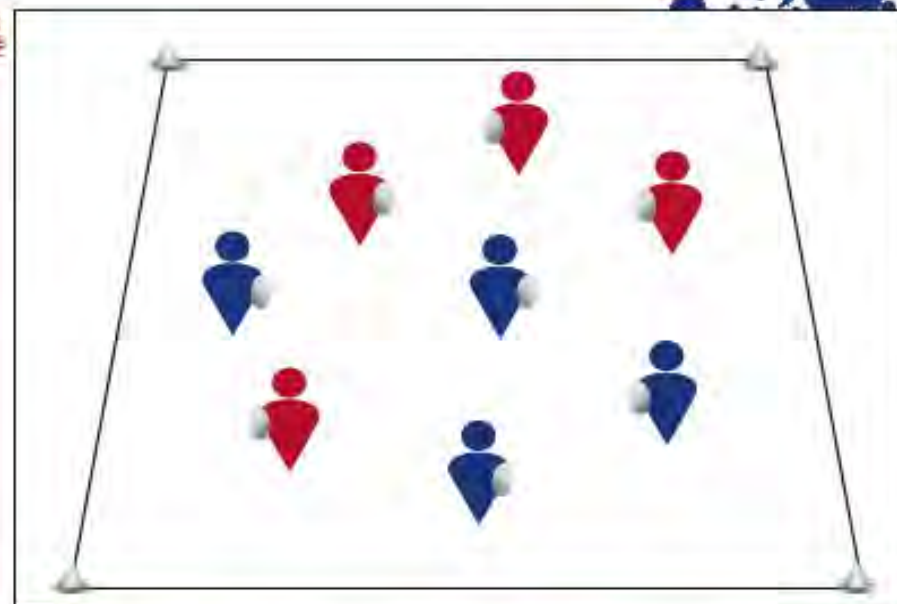
One ball each or one between two or three	Balls of different shapes and sizes	50 cones (grid marking)
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### Space:

Small grids or one area depending on numbers, age and ability of players (younger and less able players may require more space).

### People:

Whole group



### Movement tips:

#### Grip

- Spread the thumbs greater than a right angle
- Form a cradle by arching the palm
- Hold the centre of the ball
- Keep the elbows out
- Carry with two hands and at the centre of the body.

#### Placing the ball down (scoring a try)

- Grip tightly as hands move above the ball
- Bend at the knees
- One leg forwards
- Head over the ball
- Extend the arms at the elbows.



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## RUCKLEY CHALLENGE 1: THROW AND CATCH ON ONE LEG



**Stand on one leg and throw and catch the ball with your partner**

### How do we do it?

1. Support leg still, flat on ground
2. Non support leg slightly bent
3. Head still, eyes looking forward
4. Body upright

### How does this help in rugby?

1. Stability
2. Object control
3. Catching and passing

**If they can do this; they'll be better at this...**



### Side stepping



### Throwing on target



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

Co-ordinated, developed and supported by:



Walsall Council

CITY OF WOLVERHAMPTON COUNCIL

