

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

Mental Wellbeing and Mindfulness 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.

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

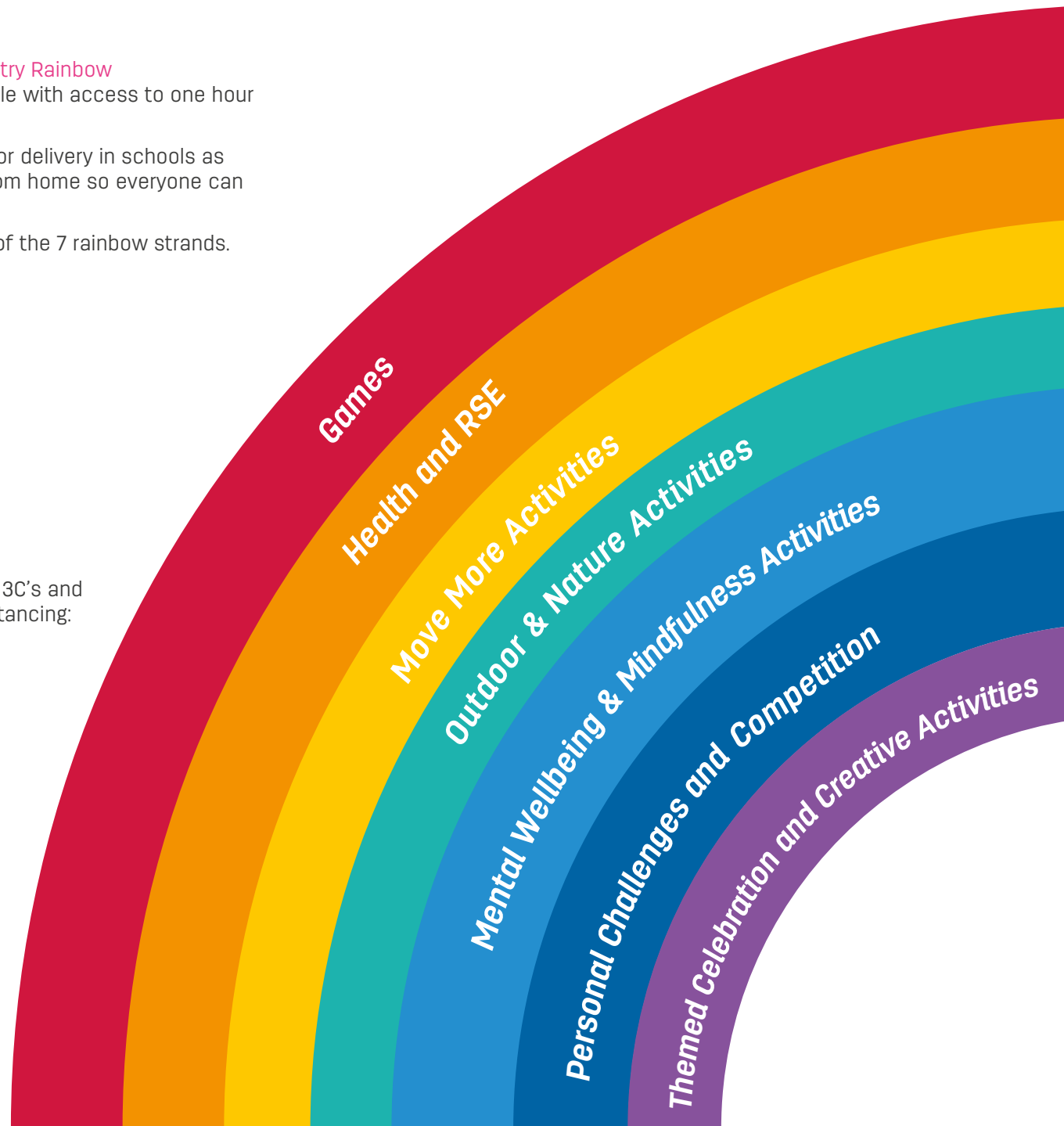
All activities within this Rainbow Booklet follow the concept of the 3C's and are deliverable whilst following national guidance around social distancing:

- 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

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.

Issues with Self Esteem?

Self-esteem can generally be defined as the opinion we have of ourselves, our evaluation of our worth and the value we consider ourselves to have as people. This includes the thoughts we have about ourselves and our abilities, the kind of person we think we are and our expectations.

We all have an opinion of ourselves, therefore we all have self esteem.

STOP & THINK

Take a few moments to write a short description of yourself. Consider how you think and feel about yourself. You might want to start with 'I am...'

Now reflect on what you have written about yourself. What words did you use to describe yourself? Would you say that your description of yourself is positive, negative, or balanced? What value did you place on yourself? Would you say that it is positive, negative, or balanced?

WHAT IS LOW SELF-ESTEEM?

When people have low self-esteem, they tend to have deep rooted negative beliefs about themselves and the type of person they are. These beliefs are often accepted as absolute facts about their identity. They tend to place little value, if any, on themselves as a person of worth. They are likely to be overly critical of themselves, their actions, and their abilities. People with low self-esteem tend to put themselves down, consider themselves to be inferior to others, doubt themselves, and blame themselves when things go wrong. People with low self-esteem may label themselves as 'stupid', 'worthless', 'useless', 'unattractive', 'unlovable' or 'a failure' to name a few.

HOW DOES SELF-ESTEEM DEVELOP?

Early life experiences play a significant role in the development of self-esteem. The experiences that you had and how you were treated in your childhood and adolescent years, will affect how you think of yourself as an adult. The boxes below summarise some of the early life experiences which are associated with healthy self-esteem and low self-esteem.

HEALTHY SELF-ESTEEM

- Listened to
- Praised
- Given attention
- Treated with respect
- Getting along with others
- Success at school or sports
- Given opportunities
- Having mistakes & failures recognised & accepted
- Feeling loved
- Unconditional love

LOW SELF-ESTEEM

- Ignored
- Constantly criticised
- Lack of Praise or affection
- Neglected
- Abused
- Different to others
- Not doing well at school or in sports
- Living in a bad area
- Made to feel that not being perfect was a weakness
- Made to feel unworthy of being loved
- Conditional love – 'I will love you if...'

For more information you can visit our website at www.wellbeing-glasgow.org.uk or call 0141 232 2555.

A BETTER YOU, FOR A
**BRIGHTER
TOMORROW**


wellbeing
services south glasgow

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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

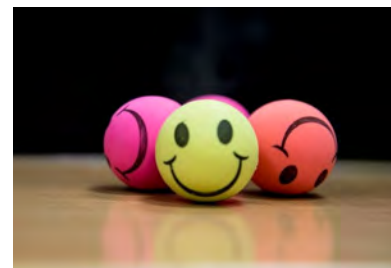


Stress balls are a way of relaxing, reducing stress and developing your fine motor skills

- 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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Flying to my Future

Activity: My Future Self (up to 20 minutes)

'Flying to my future' allows you to imagine your own future. You will make your own paper plane and creatively fill it with your hopes, dreams and aspirations.

Watch your planes take flight and fly into your future!

Activity Content:

Think about and reflect on the following key questions:

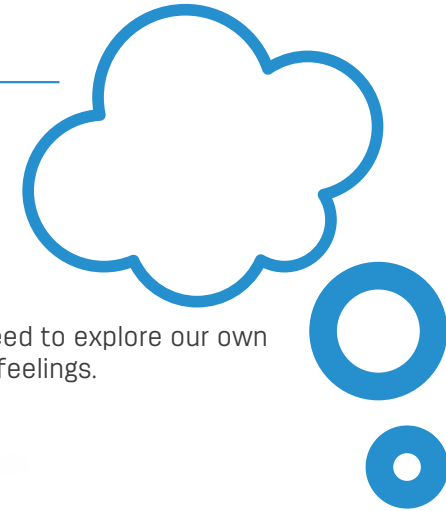
- How do you feel at the moment?
- What do you enjoy doing right now? How do these things make you feel?
- How do you want to feel in the future?
- Where would you like to see yourself in the future? Tomorrow, next week, next month, next year...
- What can you see yourself doing?

- If you are working in a group at school, discuss some of these key feelings and emotions together. Remember to respect each others thoughts and emotions, there are lots of ways that people might be feeling.
- If you are doing this on your own, maybe at home, try and talk with someone you trust about these feelings.
- Make a list of all the different feelings and emotions that come up.

Each child will need:

- 1 x A4 paper
- Pencil crayons, felt pens etc

Set clear boundaries before the activity. Explain that we need to explore our own feelings but also to respect others and their thoughts and feelings.



**If you have already completed the previous activity, 'The Journey' then you could build on the thought-cloud you made from that activity.*

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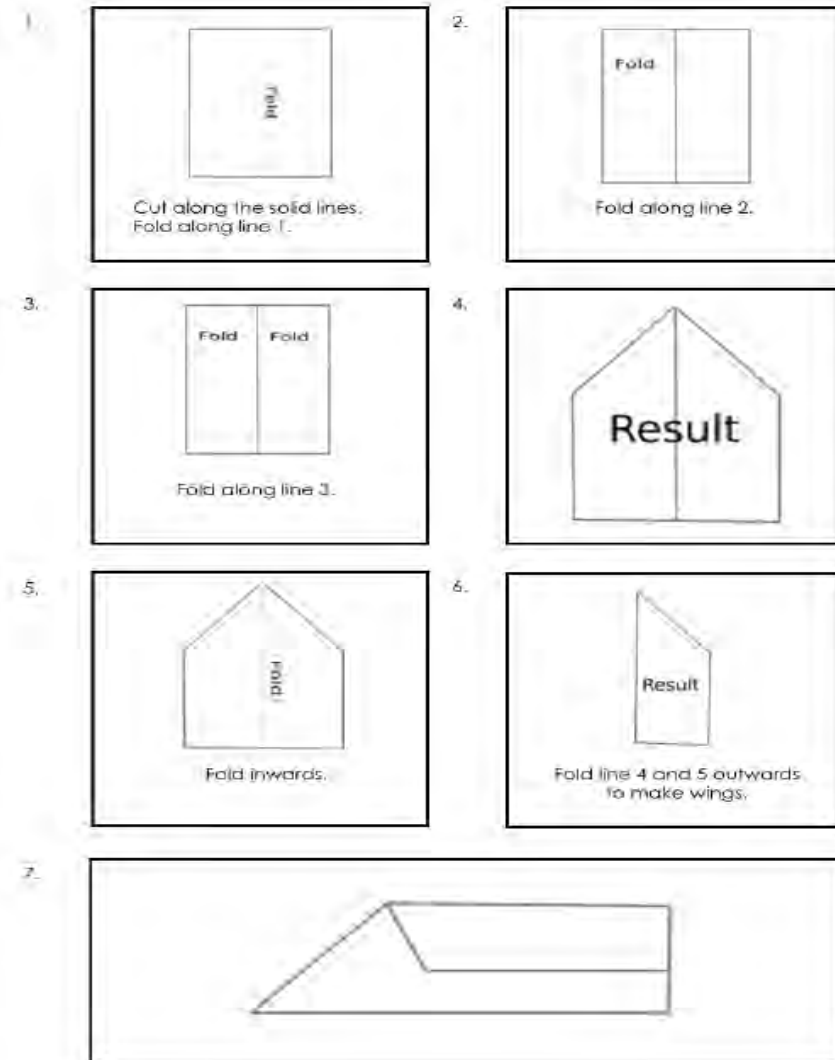
Flying to my Future continued....

Activity Content: (approx 30 minutes):

- Each child needs a piece of paper to design and create their own paper plane. Be as imaginative as you want.
- If you have your own ideas for making a paper plane that will fly, then go for it!
- The important thing is to include your thoughts and feelings. This can be words and drawings of your hopes, dreams and aspirations for your future.
- Colours of the rainbow can also be used to represent particular emotions in your design.
- What does each colour mean to you and why? Red, Orange, Yellow, Green, Blue, Indigo, Violet.
- Have your feelings for any colours changed?
- Once you have finished your designs, move to a safe open space to be able to throw the planes.
- How far can you get it to go?
- Say a positive statement about where you see yourselves in the future and/or how you want to feel before throwing and releasing the plane into the future.

Stand back and watch hopes, dreams and feelings fly!

Paper Plane Support Sheet



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Felting our Feelings



What you'll need:

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

FELT FEELING CLOUD

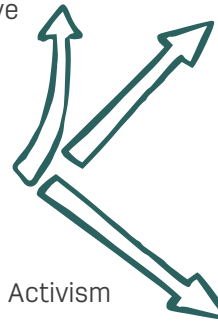
1. Print out copies of the Felt Feelings Cloud (see next page)
2. Make a list of all the feelings you can think of. This **emotions-dictionary** might help you get started. Write them in the 'feeling' column or use emojis.
3. Choose a colour for each feeling (e.g. blue for pain, orange for mad etc.). 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

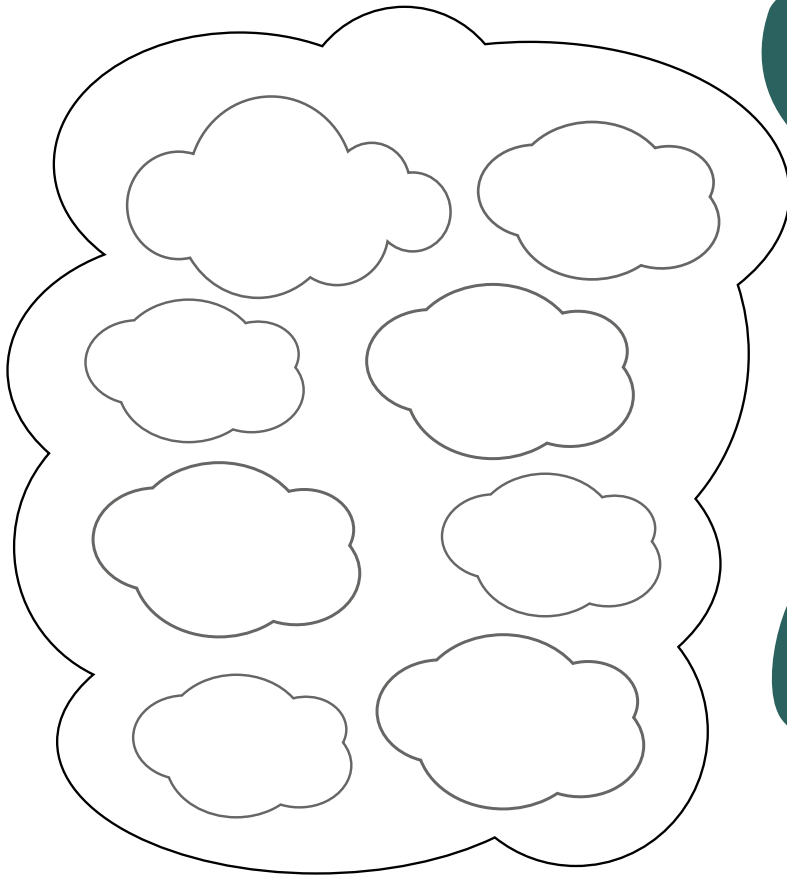
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Felting our Feelings continued...

FEELING USE WORDS OR EMOJIS

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



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Sitting Still Like a Frog

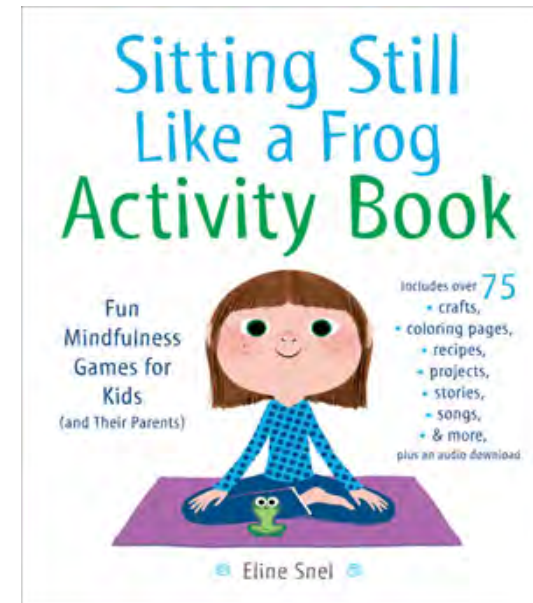
The audio exercises included with *Sitting Still Like a Frog* are based on mindfulness-training exercises for adults and developed especially for children and their parents. They form the core of learning to be more mindful at different times throughout the day. You can do the exercises together with your child or children. Some kids like to do the exercises on their own, and many parents love doing the exercises themselves. You can do them sitting on the floor, on a couch or chair, or lying in bed.

To take a look at the audio exercises available [click here](#). You should be able to download all the tracks to your device or computer.

The audio downloads that accompany *Sitting Still Like a Frog Activity Book* include yoga exercises, a game that teaches your child how to just listen, and a meditation on the bird of happiness.

To take a look at the audio exercises available, [click here](#). You should also be able to download all the tracks to your device or computer.

[Click here to view the activity book.](#)



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These are a Few of my Favourite Things

Overview: Creating a happy/safe/joyful box/bag. Put together a collection of things that help children feel safe and happy.

Resources: These resources can be made from a range of items depending on the setting:

- Things they bring from home
- Things you have at home
- From a selection that you allow them to have in school.

Worry Stick

When children are sharing their choices of their favourite things, they may also express some worries.

A simple worry stick is a small stick, wrapped with wool or thin strips of cloth, you can add a face if you wish.

The child is encouraged to tell their worries.

Then when it is safe, they throw the stick and the 'worries blow away in the wind'. They can then collect the stick in case they have any more worries.

Activity: This collection needs to stay with the child for them to use when they feel they need familiar and comforting things. In the bag/box include:

- A soft toy (Discuss it is only for them use/touch.)
- A favourite story book
- A picture of their favourite people. This could be a photo or a picture they have drawn.
- A picture of their favourite place/thing to do
- A pot of playdough/ plasticine for creating.
- Doodle book and pencils/crayons
- Create a worry doll/stick
- Create their own amazing character/super-hero



Making the worry stick

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 slippy 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

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

#BlackCountryRainbowHour
blackcountryrainbowhour.co.uk

Co-ordinated, developed and supported by:



Walsall Council

