

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.

Third Edition



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 still 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	Fielding and Striking Activities
Orange	Ball Skills Activities
Yellow	Move More Activities
Green	Outdoor Activities
Blue	Mental Wellbeing and Mindfulness activities
Indigo	Personal Challenges/Multi Skills Activity
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.

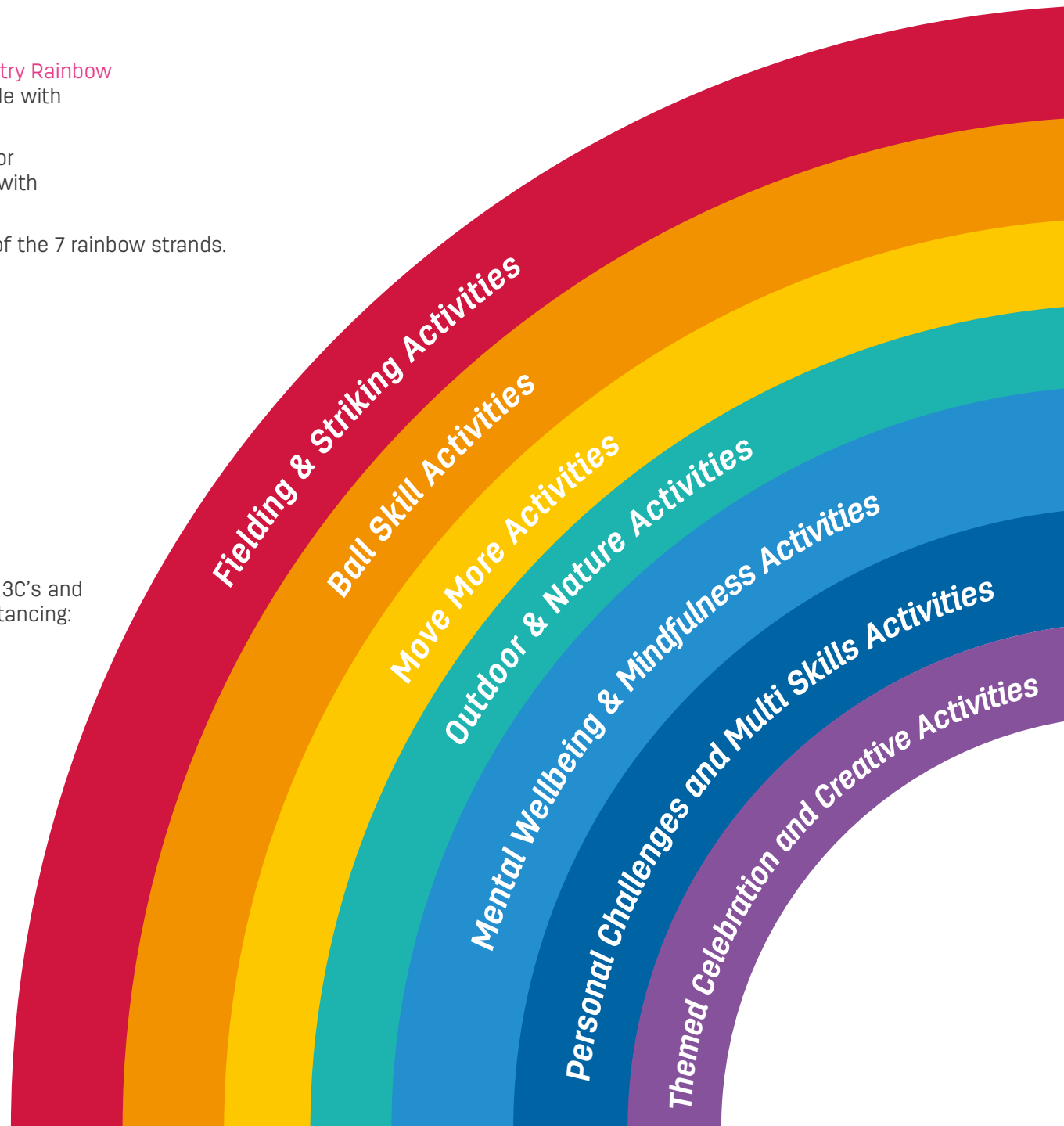
Who is the Rainbow Booklet for?

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!

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

Fielding/Striking Activities

A range of activities to develop correct technique and skill acquisition to support application in a range of Fielding and Striking sports.

Brilliant Bowler: Hit the Cone - This is an individual activity

Learning Outcomes: Developing accuracy and knowing where to pitch the ball

Equipment:

- A tennis ball, taped tennis ball or rubber ball.
- Something to aim at e.g. a cone, hoop or baking tray
- Markers

Hit the Target Challenge:

- Set up your markers 16 yards apart with a target in the middle.
- Taking it in turns, aim to bowl the ball towards the target.
- If you hit the target, you can move it one yard closer to your partner.
- See how many times you can hit the target in two minutes. Whoever is furthest away from the target at the end is the winner.

Stretch Activity:

- Try changing the size of the ball or target.

Coaching Points:

- Try to keep your eyes on the target at all times.
- Follow through towards your target when you bowl the ball.



CHANCE TO SHINE
Spreading the power of cricket



Ferocious Fielder: Run them Out - This is a pairs activity

Learning Outcomes: To apply running, throwing and stopping skills into a competitive situation.

Equipment: Tennis ball or soft ball, cones, stumps (or a target to aim at) and a cricket bat (or something similar).

'Run them Out' Pairs Challenge:

- Fielder: on the call of 'yes' from the batter, run around a cone then pick up a tennis ball and throw at the stumps.
- Batter: after a call of 'yes', try to complete a 'run 2' and get back to the crease line before being run out.
- Scoring: 10 points for the fielder for every run out, 2 points for the batter for every safely completed run.
- Swap after 5 attempts and keep track of overall scores.

Coaching Points:

- Get into a low, balanced position to pick up the ball.
- Keep your energy moving towards the target throughout.

Ball Skills Activities

A range of activities to develop correct technique and skill acquisition to support application in a range of ball activities and sports.

Football Skill Challenge: Personal Best

Age: Primary

Space required: Playground, field or garden

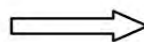
Equipment: At school use footballs and cones. At home use balls and clothes/toys instead of cones.

Aim: To develop football skills and improve your personal best.

The Challenge:

- Set out the challenge using the equipment available in a designated space.
- Work with a partner (maintain social distancing). Your partner sets up the same activity opposite you (no sharing equipment).
- Complete the activity with your partner as the time keeper and point scorer. Then swap roles.
- Each of you has 2 attempts at each challenge.

Turning



3m



How many turns can you do in 30 seconds?

Start at cone A, dribble your ball to cone B, turn and dribble back to cone A, turn and repeat.
Each turn is worth 1 point.

Control

How many keep-ups can you do in 30 seconds?

If the ball touches the floor then scoring stops.

Keep trying to beat your best score during the time limit.

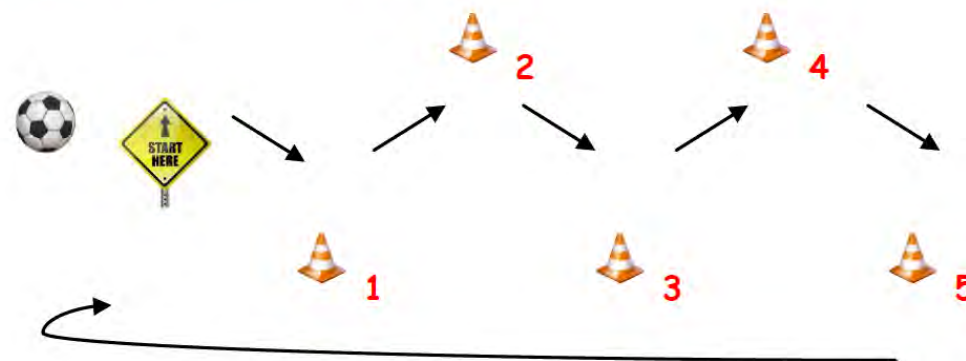
Use your feet and thighs - no hands apart from to start if required.

Each keep-up = 1 point. Use your highest score.



Dribbling

Cones are spaced out 3m apart in a zig zag formation



Start behind the start line with a football at your feet.

Dribble around cone 1, then repeat around cones 2, 3, 4 & 5. After dribbling around cone 5, return to the start line and repeat the course.

Each time the ball goes around a cone score 1 point.

Each complete lap of the course is worth 5 points.

Health & Safety: Make sure there is sufficient space to ensure social distancing. All participants should have their own ball and not pick up or touch anyone else's ball. If you are at school, be careful when collecting a ball from the container. All equipment should be cleaned after every lesson or session. If you're at home make sure there are no breakable objects or sharp edges around and use a soft ball (follow the principles on the back page).

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 Force - Dance Me a Story

What's your Favourite Story?

The Challenge:

Can you create a story, or are you looking at a book in class that you could use?

- Show the story or part of it using dance only and no words. Try to use your whole body and use space for locomotive moves.
- Use moves to show the theme, emotion or action of the characters.
- You can do this challenge on your own or split the story up into sections and give everyone a part each.

* Remember to practice and perform it!

Maria's Magical Dancing Shoes



STEP

- S - Show small actions on the spot or big actions using a large space depending on your story.
- T - Can you link your story together with other people? Could you add music?
- E - Music, props or costume will add more feeling to your story.
- P - Can you practice your performance for the stage or a mini show?

Safety — Ensure you have correct safety flooring if you are balancing or using more advanced moves. Warm up sensibly and stretch before attempting any moves.

Dance - House

The Challenge:

- Learn the names and moves
- Create a routine using the moves you have learnt
- Remember to always groove the body and stay high on the balls of your feet
- Share and perform your routine to others

[Click here for video link 1](#)
[Click here for video link 2](#)

History Fact:

Fast Eddie - Officially created in the spring of 1988 by a young artist from the west side of Chicago named Fast Eddie, the hip house formula was an upbeat fusion of its two namesake genres.

SHUFFLE SKATE GALLOP FARMER
HEEL TOE CAN OPENER CHASE
GALLOP SHUFFLE CROSS

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. Record and Edit videos of yourself to improve your routine.
- P – Eventually, this can be done in pairs or groups



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.

Identifying Nature in your Area - Trees and Flowers



Wild Tribe Outdoor Learning



Add to your template from the previous nature hunt or if you haven't completed one yet, create a template and log what you find when you go searching around your school, house or local park! Can you find any of these trees and wild flowers?



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.

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.



Making the worry stick

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

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These are a Few of my Favourite Things continued.....

Creating the bag/box for their exclusive use is a key part of the activity. They need to be able to access these items safely and independently. The children need to have ownership/control of the contents and use them and talk about them when they feel the need. Encourage children to talk about how these items make them feel.

If it is felt that a soft toy is not safe for them, then a picture or a drawing may be used. Equally for those who are adventurous and creative, making a sock creature or puppet, is equally brilliant.

Giving these soft toys/creations names, passports and personalities creates a wonderful imaginative thinking process and a whole host of opportunities for learning, including:

- Pictures of their homes, places they visit, their friends and family. A passport with vital information.
- Opportunities for the characters to communicate with others through letters, stories, picture, photos. Creating connections to the other children's characters.
- Making a safe place for them to live e.g a box bed, house, den

Sharing the stories that the children have chosen over the sessions creates a lovely sense of connection. Discuss these stories. Include your own favourite childhood story too, so the children can connect with you.

By including pictures or photos of favourite people and places they can feel reassurance that out of sight is not out of mind and that they are still there. This can be a small thing or developed into a favourite board that can be added to over the weeks.



Personal Challenges & Multi Skills Activities

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](#).

Multi Skills: Line Lunge

Age: Years 3 - 8

Space Required: Small indoor or outdoor space

Equipment: Coloured cones / markers

Aims / Targets: The aim is to accurately follow instructions as quickly as possible and beat your opponent or your personal best

The Challenge:

- Can you react quicker than your friend?
- Or challenge yourself, how many cones can you get in 1 minute.

This activity can be done as an individual timed exercise or played against an opponent (ensure the players are at least 2 metres apart and use different cones for each person if not from the same household).

- Mark out two lines using cones or makers at least two metres apart and two metres wide. In between the lines, place cones or markers of different colours. Stand opposite a partner on opposite lines. One player is the caller and stands to the side.

- If you are the caller, give instructions, e.g. right hand blue, left foot red. If you are a player, you must sidestep along your line to the colour and follow the correct instruction, keeping at least one foot on your line.
- Play for one minute and count/log your score, swap over and challenge others.



The 'Partner Power' Challenge

Can you 'Move More' than your partner?

- Work fast against the clock
- Challenge your friends and family
- Work hard
- Have fun!

[Watch a video demonstration here.](#)

The Set Up

All you need is your body and lot's of energy! You can challenge a friend or do the workout on your own. The main this is to have FUN and raise that heart rate!

- Set a timer for 0:30 seconds
- Do as many reps of the exercise as you can
- Instructed exercises include:

Count your score and challenge a friend?



Hop Overs

Toe Taps



Sumo Taps



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.

Theme: Summer Reading

Summer Reading Challenge with Silly Squad

It's almost time for this year's Summer Reading Challenge, and for 2020 it's all about funny books, happiness and having a laugh!

The Silly Squad is a team of animal friends who love to go on adventures and get stuck in to all different kinds of funny books.

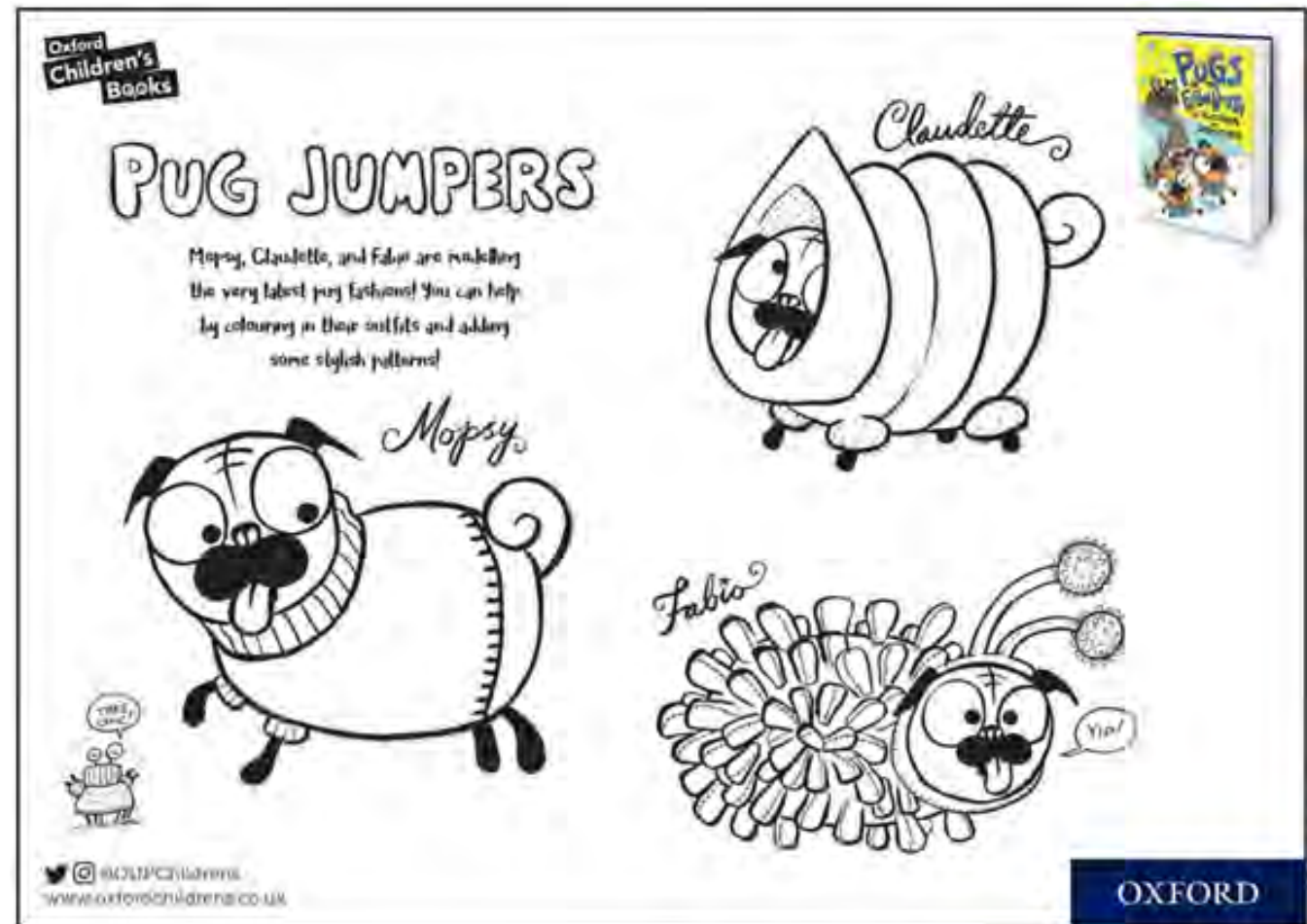
This year, the Challenge features extra special characters designed by the award-winning author and illustrator Laura Ellen Anderson, who you'll know from amazing reads like Amelia Fang and Evil Emperor Penguin!



For more challenges at home or in school, visit the [Summer Reading Challenge](#) and the [World of David Walliams](#).



Mopsy, Claudette and Fabio are modelling the very latest pug fashions! You can help by colouring in their outfits and adding some stylish patterns!



Celebration and Creative Activities

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Theme: Celebrating Inclusion

Inclusive Sitting Volleyball

www.yourschoolgames.com

Inclusive sitting volleyball is a dynamic and exciting game that enables SEN/disabled (SEND) and non-SEND players to play and compete against each other.

Who is the Competition aimed at?

- Teams are made up of three, four or six players.
- Each team should include a minimum of two SEND players throughout the game.
- SEND players are defined as SEND pupils who cannot easily access mainstream volleyball.

Think Inclusively STEP

Space

- Make the court shorter or wider to make it easier to play.

Task

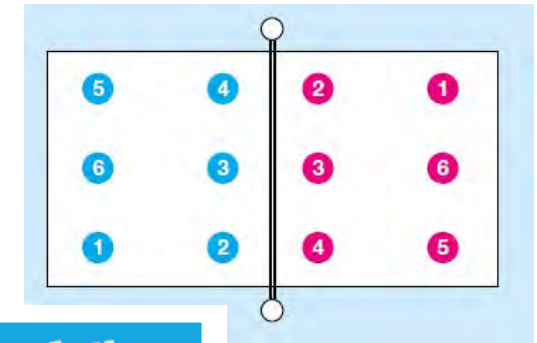
- Allow teams to touch the ball more than three times.
- Allow players to catch/self-feed the ball.
- Play shorter matches.
- Feed the ball in from the side to remove the serve.

Equipment

- Make the net higher to slow the game down.
- Use a different ball such as a junior volleyball, balloon ball or sponge ball.

Setting up the Competition

- Mark out the sitting volleyball court (size 9m x 5.18m) on a badminton court.
- Set the net height at 1m using badminton posts (for example).
- Play using a beach ball.



It is always the player in position 1 that serves

People

- Wheelchair users can play in their chairs or play sitting on the floor.
- Wheelchair users, who cannot sit on the floor safely and comfortably play in designated zones in the back court to avoid collisions.
- Allow substitutions but ensure that two SEND players remain on the court at any one time.



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 during this period which can be accessed **here**. 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**.

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:

