

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.

First 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.

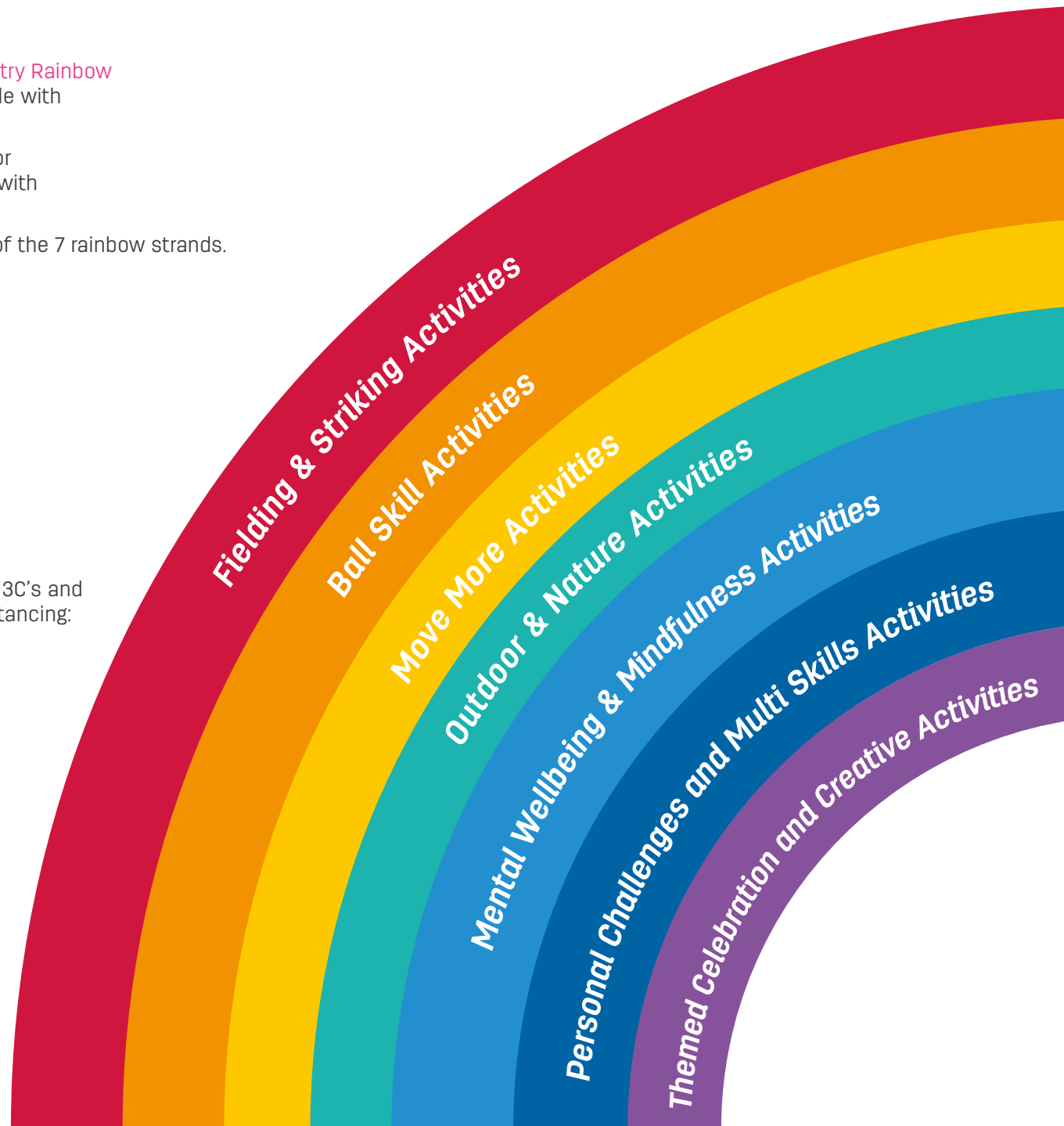
Who is the Rainbow Booklet for?

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.

Running Goalie: Please note: This activity should only be carried out with members from your own household and is not suitable for delivery within school.

Age: KS1 - KS3

Space Required: A large outdoor or indoor space.

Equipment: Essential: Cones/markers to make a goal and a marker to run to
Optional: Hoops/Targets for striking team to aim for. A selection of rackets to strike the ball with.

Aims / Targets: The aim of the game is to strike the ball forwards, run to the opposite end of the court and back again before the fielders score a goal.



How to play

1. Get into two teams, one fielding, one striking.
2. Make a goal and agree on an area as the pitch, with a marker for the striking team to run to.
3. When you are in the striking team, you must strike the ball forwards from the goal, before running to the marker and back again to defend your goal.
4. When you are in the fielding team, spread out to retrieve the ball. After making four passes you can take a shot on goal.
5. Each player on the striking team gets two goes before swapping the teams around.

Link it Up

This game helps you aim accurately and field together as a team which is useful in activities such as cricket, rounders and softball.

Safety

- Ensure fielders do not get into the way of the runner.
- Runners need to be very observant as sometimes they may have to jump over the ball.

Think Tactics

Where is the best place to aim the ball when in the striking team?



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.

Throw & Catch

- Age:** KS1 - 4
- Space Required:** Sportshall, Field, Playground or a clear space such as your garden.
- Equipment:** Collect a range of different size and shaped targets, cones, spots, bin, bucket, hoops. Ball of choice (appropriate for playing area) – football, basketball, netball, handball, tennis ball, sponge ball, hockey stick & ball.
- Aims / Targets:** Participants improve and refine their ball control skills – throw, catch, roll, collect, kick, carry, bounce, shoot.

1. Throw the ball at the wall and catch: Try:
 - 2 handed,
 - 1 handed (with your left and right hand).
2. Throw ball at target on wall and catch – vary by increasing the distance and reducing the size of the ball each time.
3. Throw the ball at wall and catch in receptacle eg bucket, box.
4. Repeat but try and let the ball bounce once before catching.
5. Put an obstruction in front of target (defender) so the throw has to go over and land on target.
6. Use ball rebounder net. Football – GK practice kick ball at net and catch. Vary the distance ball thrown from net.
7. Learn to juggle: 2 balls, 3 balls, 2 handed, 1 handed.



Rolling

- Age:** KS1 - 4
- Space Required:** Sportshall, Field, Playground or a clear space such as your garden.
- Equipment:** Collect a range of different size and shaped targets, cones, spots, bin, bucket, hoops. Bench, line, 2 lines of cones 30cms gap, ramp/inclined surface, different sized targets.
- Aims / Targets:** Participants improve and refine their ball control skills – throw, catch, roll, collect, kick, carry, bounce, shoot.

1. Roll ball along line, between cones and/or a bench.
2. Try and roll down an inclined surface to hit target. Alter direction and reduce the size of target to make it harder.
3. Roll the ball at target but try changing hands. Vary width and distance of target each time to make it harder.
4. Roll ball along bench pick up ball.
5. Roll / kick ball at wall and pick up 2 handed or 1 handed. Pick up as cleanly as you can, don't fumble the ball.



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.



Dancing Letters

The Challenge

Use your whole body to spell out letters

- Make words to show others.
 - Communicate sentences and questions using dancing letters.
1. Make sure you have space to show the others from a distance.
 2. You can change the task as much as you want as long as you stick to the letter principle. How about doing it all on the floor lying down or blindfolded?
 3. We don't need much equipment but you can add some props in to make it even better.
 4. Eventually, this can be done in pairs or groups.



Dance Old Skool & Hip Hop

The Challenge

Learn the moves and names

- Create a routine using the moves you have learnt.
- Remember to stay bouncy and relaxed.
- Perform it to others.

RUNNING MAN
Shuffle the feet,
down right left,
double right.

Party Machine
Kick legs out:
Right, Left,
double right.

CABBAGE PATCH
Groove forward,
back, left
and turn.

THE FILA
Swing arms loosely.
Shoulders side,
side, side and lift.

REEBOK
Use a knock action
and jump across
the same way.

SMURF
Push the arms
forward with
a groove.

1. You can travel, stay on the spot or do a different style in different spaces
2. How can you create different routines?
3. What music suits this style best? Learn from the videos and teach it others. Edit videos of yourself.
4. Eventually, this can be done in pairs or groups.

Watch this video

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.



Go on a Minibeast Hunt!

Spring/Summer are well and truly kicking in now, and the warmer weather will bring lots of creepy crawlies out. So get your kids out in the fresh air and take a closer look at your school grounds, garden or local park and area. You'll soon notice it's teeming with wildlife!

Can you find...

- a worm after a spring shower.
- a bumblebee looking for nectar.
- a spotty ladybird exploring the grass.
- a slimy snail in a dark damp spot.
- a butterfly basking in the sunshine?



Encourage children to use their best detective skills to track creatures down:

- Peek under large stones and logs to find woodland and millipedes.
- Peer into the cracks in tree bark and deadwood to find beetles and spiders.
- Poke your nose into long grass to see ants and grasshoppers.
- Look closely at leaves to discover caterpillars and ladybirds.
- Keep your eyes peeled after rain – can you spot slugs, snails and worms.

Lots of creepy crawlies live in trees and shrubs. Lay a piece of white cloth, such as an old sheet or pillow case, under a tree or bush and gently shake the branches. You'll be surprised how many tiny creatures fall out.

Remember – bugs are very tiny, so be careful if you pick them up and always put them back where you found them.

[Download a picture checklist to help with your search.](#)

Math Sticks

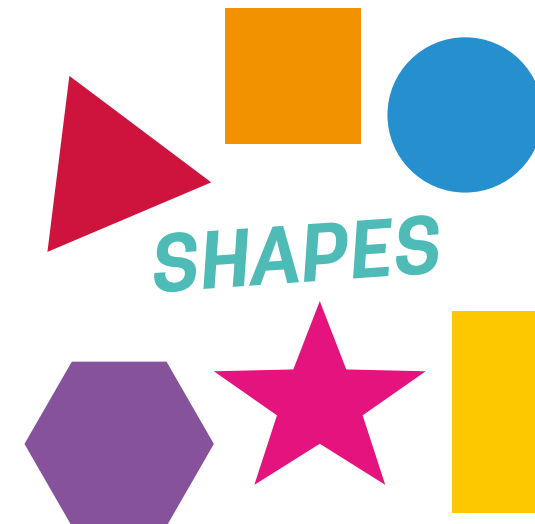


Wild Tribe Outdoor Learning

Gather as many sticks of different lengths as you can. (If you haven't any sticks or you are indoors what about straws or even strips of paper).

Can you do the following, by laying your sticks on the ground?

- Make as many mathematical shapes as you can and name them.
- Make a Fraction Frame. - Start with a long stick about 1 metre in length. Can you now lay 2 sticks to show halves? Now other fractions of a whole.
- Make a street scene out of your sticks.



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.

The Journey

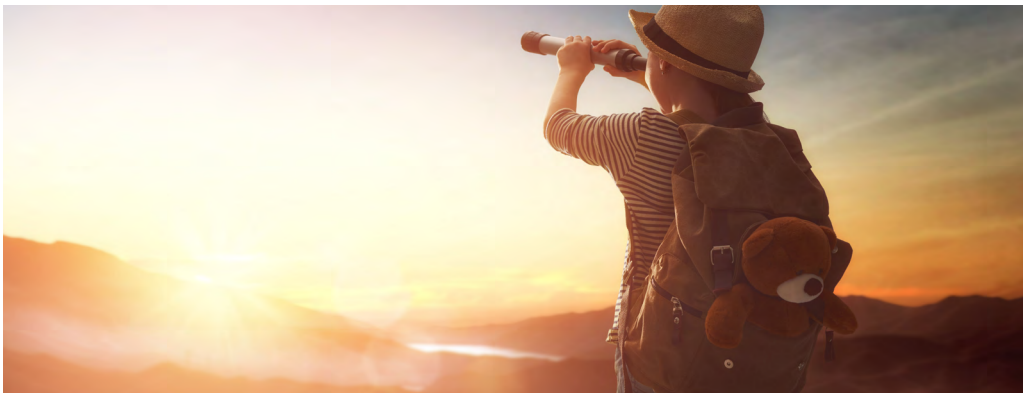
Ages: KS2 & 3

Overview of Activity: Journeys include the past, present and the future. In this activity, children will reflect on their own thoughts and feelings as an individual and create their own footprints. This can be done as a group activity in school, or as an individual with prompts from a relevant adult at home for example.

Resources: Each child will need:
2 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, feelings and viewpoints throughout. There are no right or wrong ways to feel.

What is a journey? It's often said that life is a journey. Life journeys include the past, present and the future.

- Ask children to imagine that they are standing in the middle of a long path, they might find it easier to close their eyes, if they feel comfortable to. Ask children to visualize, what is behind them and in the past. What did you enjoy doing? What can you remember from a few months ago? What was life like? How did you feel?



- Next, ask the children to look around them and think about what life is like in the present. Think about how they feel right now. What is the same now? What is different now? What have you learnt about yourself? How do you feel?
- Then, ask the children to look along the path and think about what they think is in the future and what it looks like. What would you like to happen?



- Where would you like to go?
- Who would you like to visit?
- Where do you see yourself?
- How would you like to feel?
- Calmly, ask the children to open their eyes.

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Freezeframes

Next, we are going to use freeze-frames. A freeze frame is like pressing pause. Everything stops and stays still.

- Ask each child to make a freeze-frame using their body and facial expression to show how they felt in the past. If working in a group, share some examples. Can the children guess what feelings the other freeze-frames show?



- Next, ask each child to make a freeze-frame showing how they feel in the present. Share examples. Can the children guess what the other freeze-frames show?
- Then, ask each child to make a freeze-frame showing how they would like to feel in the future. Can the children guess what the other freeze-frames show?
- Record these thoughts and make a feelings bank. Make three thought-clouds, one to represent the past, one to represent the present and one to represent the future. This can be done as group using a whiteboard/paper or it can be an individual activity (template attached). Reflect on each part of the journey and fill each one with keywords, thoughts and feelings from the children.
- Revisit the boundaries set at the start of the activity and ask children to share their own thoughts and feelings with the group.

Footsteps

Give two blank pieces of paper to each child. Ask each child to draw an outline of their foot on each piece of paper. Explain that one of these footprints will represent the past and the other will represent the present. Ask the children to decorate and fill with words and/or drawings of their thoughts and feelings. Encourage children to refer to their thought-clouds to reflect on what emotions have already been shared.



Optional: Colours of the rainbow could also be used to represent particular emotions. Ask the children what each colour means to them and why: Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Once the group have finished their designs, move to an open space so each child can place their footprints from the past safely in a cluster and then place their footprints from the present in a cluster. Discuss and explore any similarities or differences among their peers.

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](#).

Obstacle Challenge

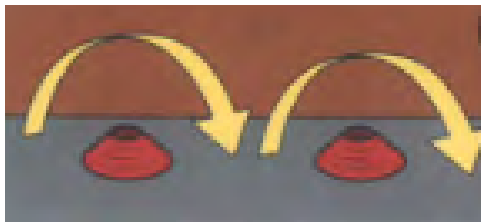
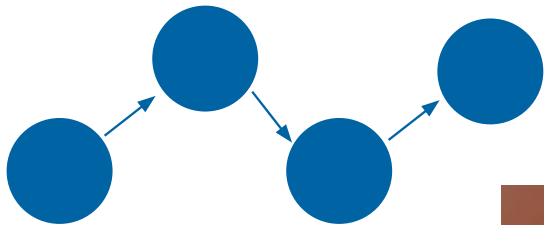
- Age:** Primary.
- Space Required:** Indoor gymnastics, sports hall, or outdoor garden with enough room to mark out the obstacles.
- Equipment:** Collect up any cones, hurdles or equipment at school or if you're at home, use cans from the cupboard, clothes and buckets.
- Aims / Targets:** To improve your agility and speed.

Set out the course in your designated space.

Pupils weave in and out of the cones then jump over the last two cones, run back to the start and repeat. A point is awarded for every cone passed.

How many can you do in 30 seconds?

Add more obstacles or move them closer together to make it harder.



Traffic Lights

- Age:** Primary - KS3.
- Space Required:** Indoor or outdoor space against a wall. You can use targets that could be drawn on the floor as an alternative.
- Equipment:** A ball, chalk for targets.
- Aims / Targets:** Accuracy, mathematics, decision making.

Pupils have 10 attempts at hitting the targets.

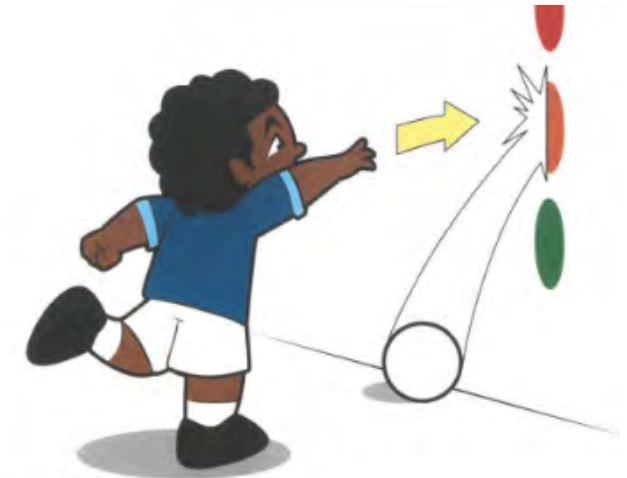
They stand 2 metres from the targets. They decide which target they are trying to hit. Points are awarded as follows;

10 points for **red**.

5 points for **green**.

2 points for **orange**.

Move further back each time to make the targets harder to hit.



Health & Safety: Make sure you use the same ball. Other students need to be at least 2 metres away in a safe zone.

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: Transition

My home is my Museum

A physical, emotional and mental, well-being project for children as they return to school, or stay at home. An excellent transitional project for Year 6 and others.

My Home is My Museum is a project for four to 11 year-olds that will encourage children to learn about what museums and galleries do on a day-to-day basis.

They need to be inspired to think about how to bring an exhibition together by curating a display featuring their own treasured 'objects' or incredible works of art.

Children are asked to put together a list of up to 10 items or artistic creations that represent their life and the important people in it.

They can write a short description about the objects or artworks, why they were chosen and the exhibition as a whole, before designing an eye-catching poster and uploading a 'promotional' video possibly to social media/school site saying why it would be a must-see exhibition!

A well-loved teddy bear, holiday souvenirs, pictures of family, toy car collections or special outfits are just a few of the things children might want to include in their collection of objects. Or, instead of objects, the exhibition could be a gallery of their own artworks showing off their creative flair. Children will not have to 'stage' their 'exhibition' in their promotional video, but may want to show a couple of items or artworks to help them talk about it and promote it to the world! They can create a solo project or get the whole class or family involved.



1. This can be an activity that they do at school and at home and then send/ bring in the picture/photograph to school. Communicate to others why they have chosen these pictures, items etc.
2. It is important that they select/choose items as it gives children Control after the recent situation.
3. Younger children could choose 5 items from a preselected groups of items.
4. Older pupils such as Year 6 can select 5 from the school they are at now and 5 pictures, items of what they are looking forward to seeing in their new school – Transition approach.
5. Children can take photos, create collages, sketch their selection, use photos from their grandparents, great grandparents, create a history time line, create an Art Gallery at school.
6. Older children could use videos to create a video, film museum.
7. Children can understand what is a Museum, an Art Gallery and their many roles in society.
8. All of this can be achieved at home or at school within a safe distance.



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Theme: Transition

Glastonschoolbury Festival 2020

This is a project where children work individually or in small groups to create and plan their own summer music festival.

A great project for Year 6 for the Summer term to say farewell to their school, encourages working as a team, decision making and fun covering a range of subject areas. It enables the children to **Communicate** and **Control** elements of their **learning**.



Step 1

1. Create a site map of your space for the festival (think about safety).
2. Organise timings for your festival (talk this through with your teacher).
3. Coordinate Leaders and discuss with teachers roles within the festival (think do the leaders need training).
4. What equipment will they/you need, write a list and check that it is available. (think about safety).
5. Write up your plan.

Step 2

1. What will your festival look like, environment, activities, music, food etc...
2. Will you encourage den making, tents or marked areas?
3. What music will you use, can you create a playlist (think is it right for their age).
4. Could someone video the festival so you have a legacy.
5. How can you make your festival glamorous: Bracelet making, face paint, ribbons, clothing, flags?

Step 3

1. Write up your plan and share with your teacher to ensure you have covered every aspect.
2. Get moving on Step 1 and Step 2.
3. Advertise, shout out to school about the festival - start a festival whisper.
4. Check your health and safety for your festival.

Enjoy your festival and take lots of photos to remember your school and all the people within it.

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:

