

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.

Second 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.

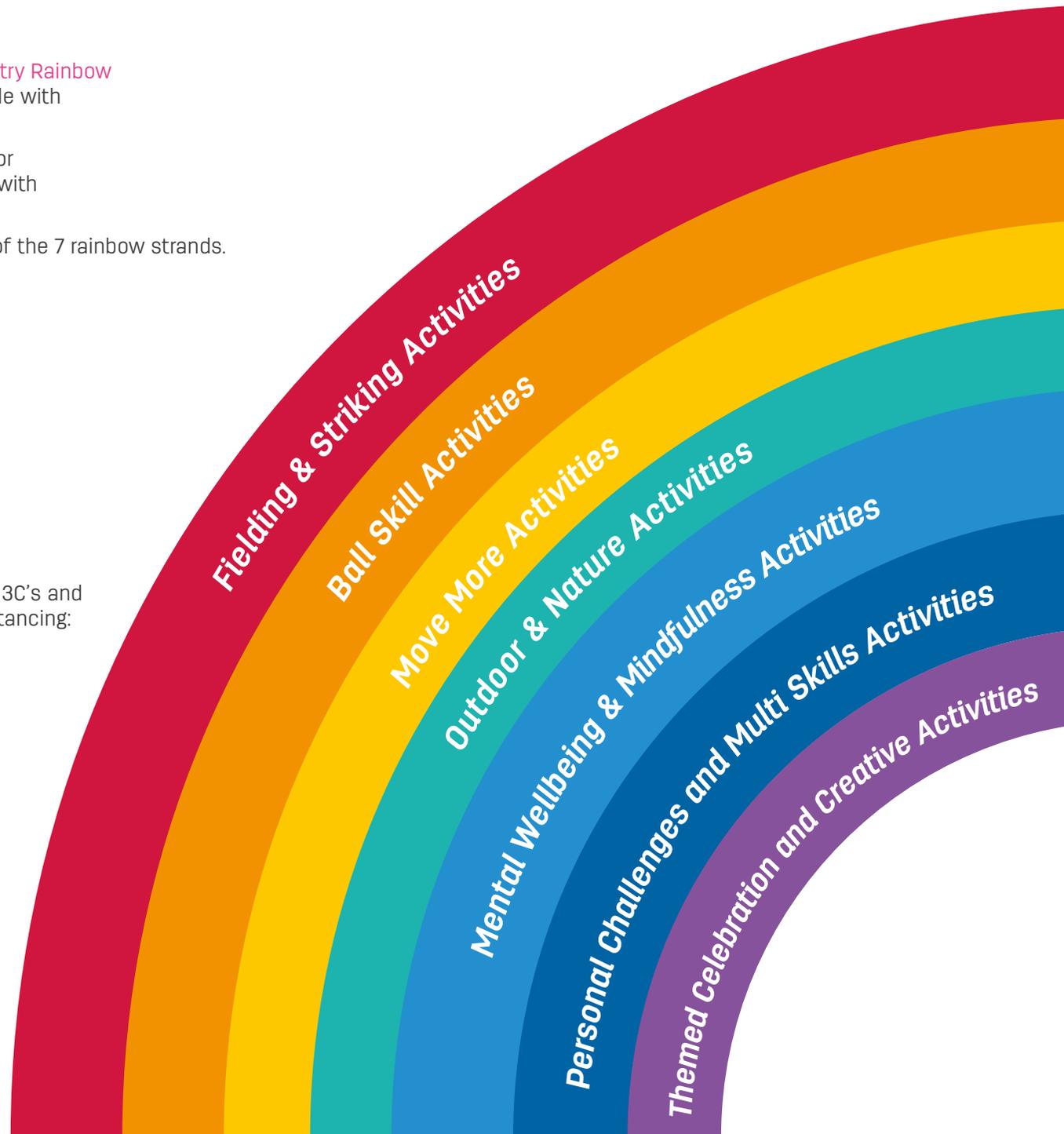
Who is the Rainbow Booklet for?

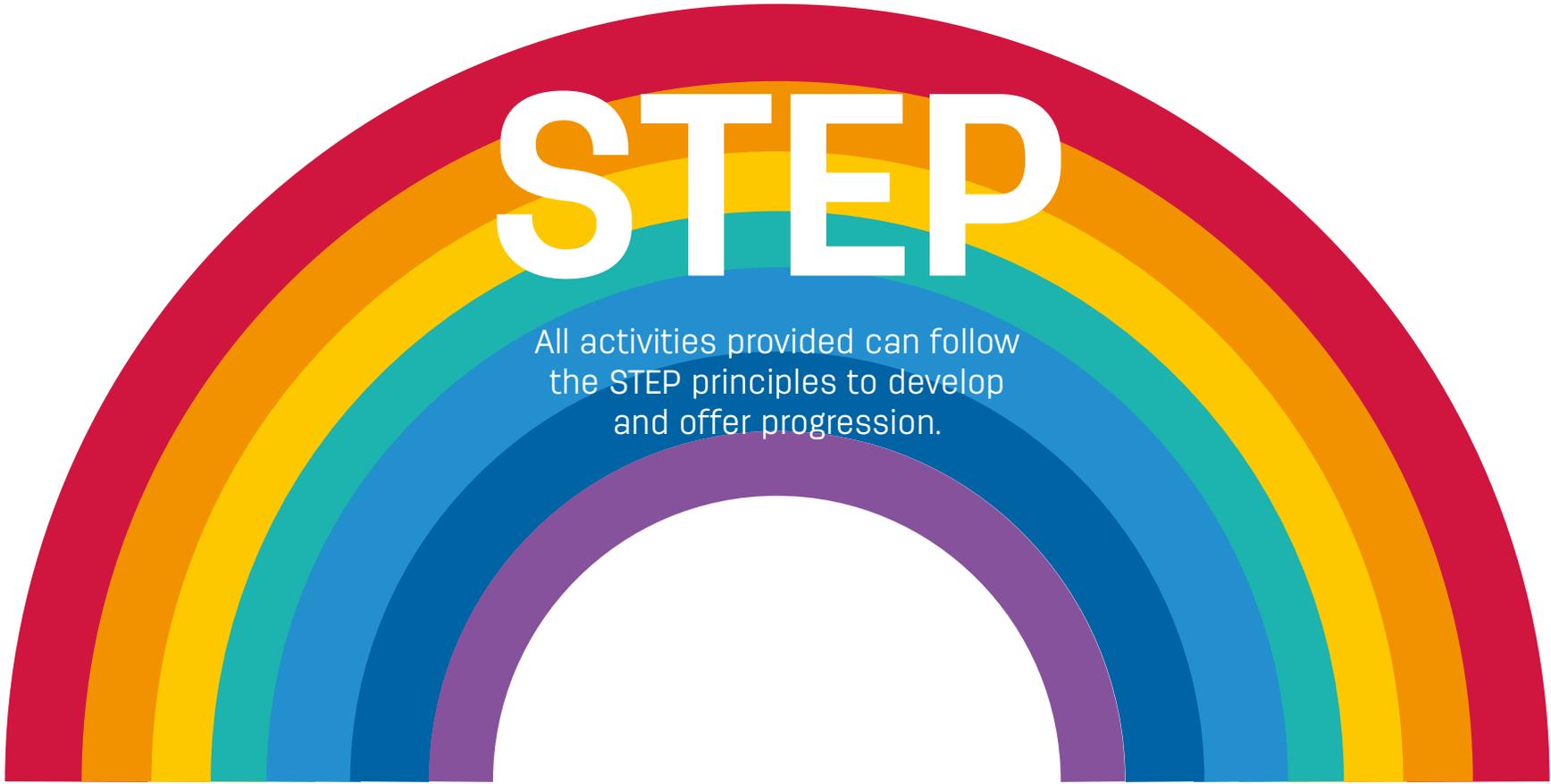
For schools: To help plan your delivery of the Rainbow Hour each day or to share, either electronically or as a printed pack, with parents to share at home.

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 Target - This is an individual activity

Space Required:

- Outdoor grids
- Groups set up in lines for both individual and pairs tasks



Learning Outcomes:

- Explore different throwing techniques, linked to bowling.
- Develop accuracy and know where to 'pitch' the ball.

Equipment:

- Tennis ball, taped tennis ball or rubber ball.
- Wheelie bin (or something similar and safe).
- Tape/ marker pens.

Hit the Target Challenge:

- Mark out a set of wickets using a wheelie bin and some tape (be creative if you don't have those objects).
- Bowl the ball and try to hit the target.
- Scoring = 1 point for hitting the bin, 3 points for hitting the wickets.

Coaching Points:

- Create a star shape with your body ready to bowl.
- Keep your bowling arm straight all the way through your delivery.

Take a look at this videos for a demonstration

Super Striker: The Space Race - This is an individual activity

Learning Outcomes:

- Develop an effective and consistent striking action for hitting the ball.
- Develop accuracy and placement for hitting.

Equipment:

- A bat (or if you don't have one, try a broom or a frying pan, be creative).
- Tennis ball or rubber ball (of any size).
- Cones to make the planets (or any objects you have around your house).

Space Race Challenge:

- Mark out the planets by placing sets of cones on the floor.
- Visit as many planets as you can by dribbling the ball with the bat (you can visit the planets in any order).
- See how many planets you can visit in one minute.

Stretch Activity:

- Bounce the ball on your bat as you visit the planets.

Coaching Points:

- Watch the ball really closely.
- Watch where you are going.

Take a look at this video for a demonstration



CHANCE TO SHINE
Spreading the power of cricket

For more free resources, visit the Schools Portal here!

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.

Cool Catcher: Heads, Shoulders, Knees, Catch - This is an individual activity

Equipment:

Tennis ball (or if you don't have one, try a balled-up pair of socks or something else. Be creative!

Learning Outcomes

- Explore different throwing and catching techniques of objects.
- Track an object in flight.

Heads, Shoulders, Knees, Catch Challenge:

- Throw the ball in the air.
- Touch your head, shoulders, tummy and toes, then take the catch!
- Start with just your head and catch, then head, shoulders and catch etc.

Coaching Points:

- Watch the ball all the way into your hands.
- Keep a big surface area to catch (think about having your hands like an open book).

Take a look at this video for a demonstration



Ferocious Fielder: Cone Raiders- This is an individual activity

Equipment:

- Something to throw with which can be used safely indoors like a soft ball or rolled up socks.
- 5 targets of various sizes.

Learning Outcomes

- To apply running, throwing and stopping skills into a competitive situation.

Cone Raiders Challenge:

- Mark out the 5 targets in different areas of your space (make some easier, some more challenging).
- See how many goes it takes to hit all 5 targets, starting with the easiest and moving up.
- Experiment with underarm and overarm throws.
- If you beat your previous score, move back a step to increase the challenge.

Stretch Activity:

- Try throwing with your other arm.

Coaching Points:

- Use your non-throwing arm to aim towards the targets. Create a strong and stable side on position towards your target.

Take a look at this video for a demonstration

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.



Early Years Magic Movement - Air Drawing

The Challenge:

Can you copy the teacher?

- Draw shapes and lines- circle, square, triangle, hexagon, zig zag, lazy 8's, swirls etc.
- Count and repeat each of the actions.
- Encourage the children to develop their own action/movement and link them together.



STEP

- S - Allocate each child a space. Mark this out for them to work in, or a spot to stand on or a hoop to stand in and work around.
- T - Add music including nursery rhymes and stories to encourage the different movement.
- E - Use different finger puppets, ribbons sticks and scarves. Add music to the session and use different music and encourage moving to a range of styles of music.
- P - Allow them to choose their prop. Encourage them to suggest different movements. Allow them to select a song to use.

Make a Chain

The Challenge

- Discuss what theme or style of dance you are doing so the Chain is consistent and flows. Themes could be names, animals, countries or styles such as street, tap or swing.
- Create and show 8 dance moves on the spot and pass it onto the next person.
- Show the next person your move by pointing, punching, kicking etc into their direction.
- Stand in a large, spread out circle or line.



STEP:

- S – Stand in a circle or line. You can adapt this however you want using spots or markers to mark out the order. SEN can use numbers so they know when their turn is next.
- T – Can you change the order to make the dance look better? Who goes first? Who's move looks better last?
- E – Can you use scarves, poms or hats?
- P – If your at home, this can be done in a contact chain where you can physically pass on the moves.

Safety – Ensure you have correct safety flooring if you are balancing or using more advanced moves

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.

Can you Tie a Knot?

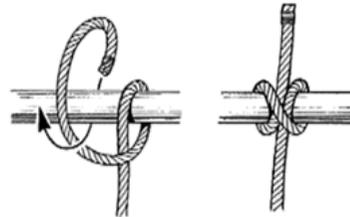
Collect a few sticks, tie a knot or two and see what you can do!

You will need: sticks, string and scissors

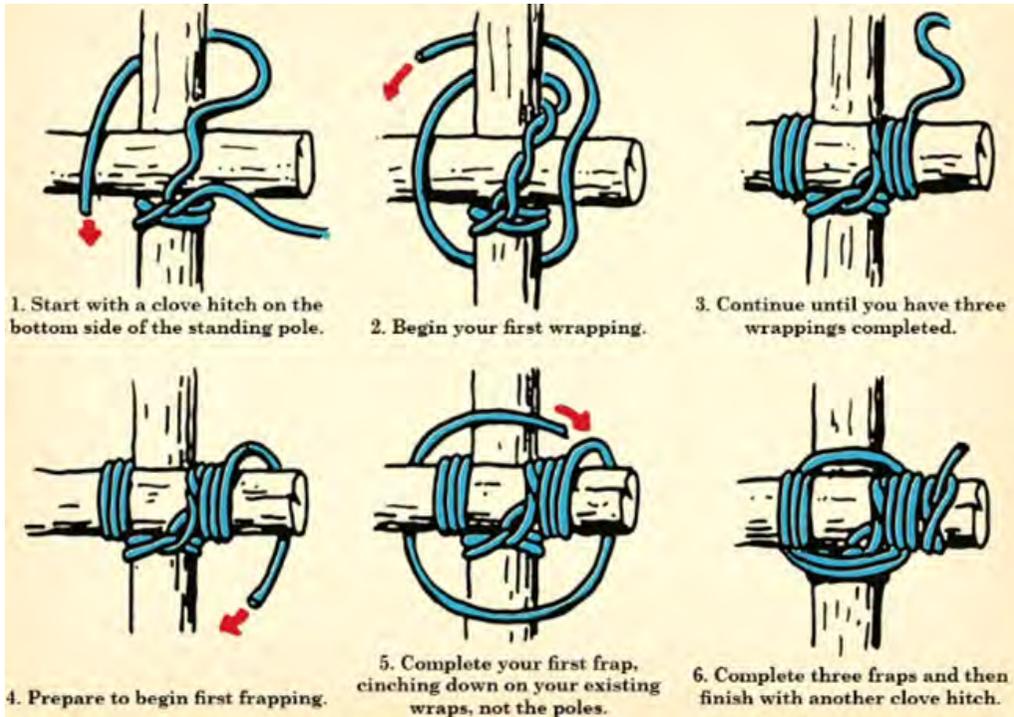
Can you make Stickman?

Can you make a house for Stickman?

Can you take Stickman on an adventure?



Clove Hitch



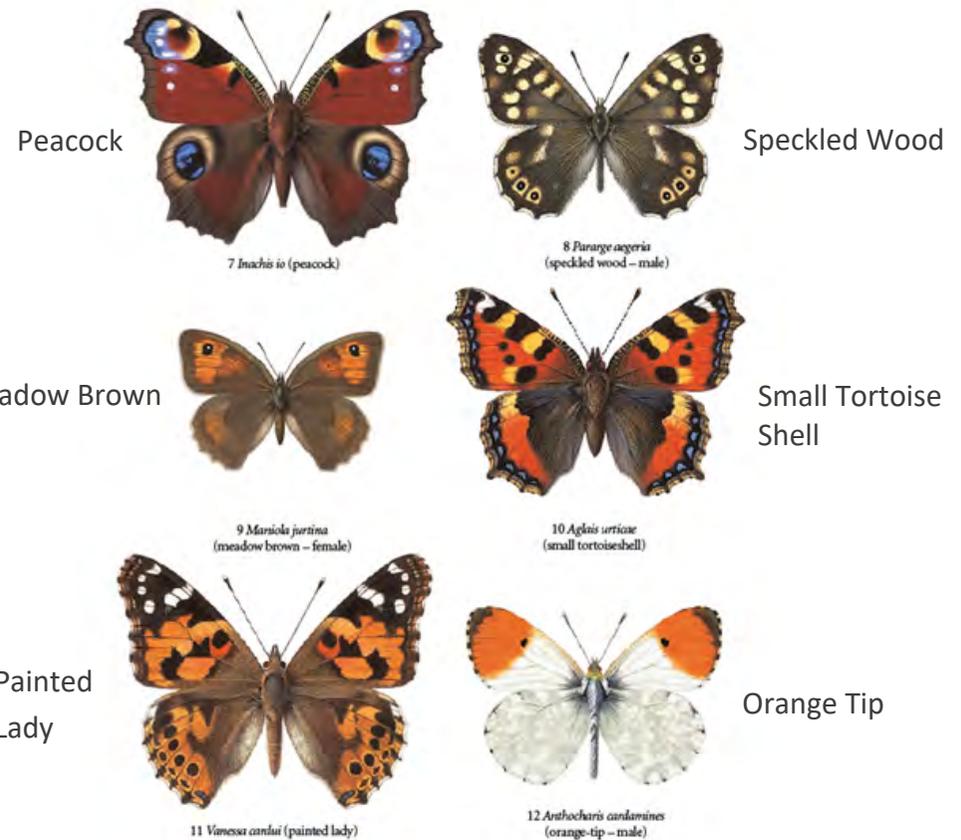
Identifying Nature in your Area



Wild Tribe Outdoor Learning

Butterflies

Create a template and log what you find when you go searching around your school, House or local park! Can you find any of the below?



Mental Wellbeing & Mindfulness Activities



A range of creative activities to support and develop emotional and mental wellbeing, building confidence from early years right through to year 13 pupils, through positive physical, mental, social and emotional companionship, challenge and fun.

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:

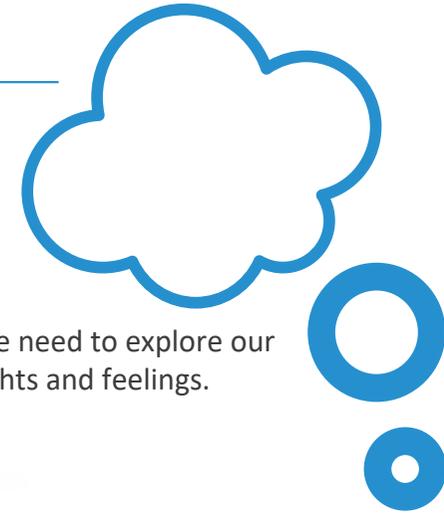
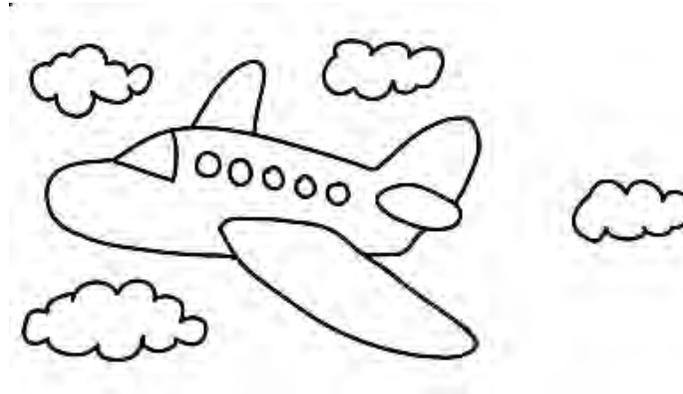
- How do you feel at the moment?
- What do you enjoy doing right now? How do these things make you feel?
- How do you want to feel in the future?
- Where would you like to see yourself in the future? Tomorrow, next week, next month, next year...
- What can you see yourself doing?

- 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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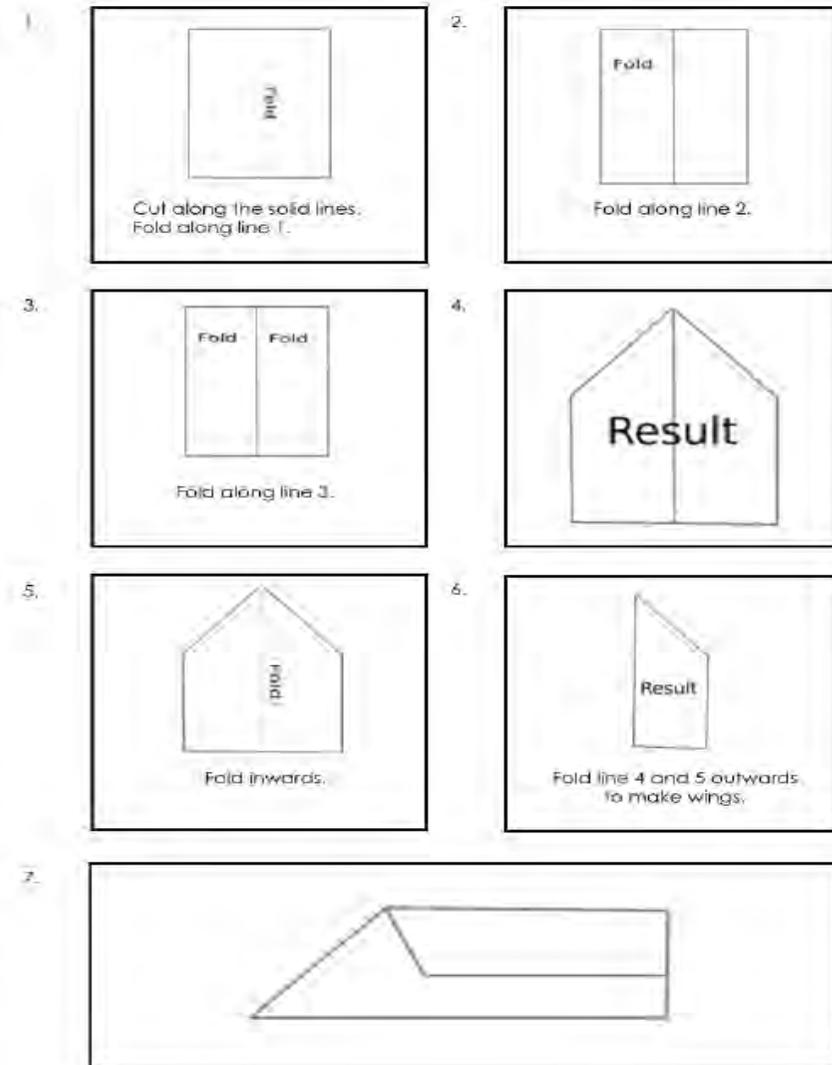
Flying to my Future continued.....

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



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](#).

Standing Long Jump Challenge

Age: Reception to Year 6

Space Required: Ensure you have enough area to complete the Jump Challenge.

Equipment: Use any safe items or markings that allows you to jump over the challenge safely eg Cones or Jumpers.

Aims / Targets: Power, determination, challenge, self-belief. Do you have the self-belief to challenge yourself? Can you jump over different obstacles?

- Agree on the challenge to complete.
- Try to jump over or between markers on the pavement.
- Create a target on a wall that you can use your feet to push off from.
- Use bags or coats to create a distance for you to jump over, increasing the distance each time.
- Make sure the area is clear and safe to use, log your score and see if you can beat it. Share your score with others and challenge each other.



Rebound Catch

Age: Primary and KS3

Space Required: Wall and 1 metre line.

Equipment: One ball and a wall or solid object.

Aims / Targets: To improve throwing ability, reaction time and co-ordination.

- Pupils throw a ball onto a wall/rebound area and attempt to catch it. Each pupil has 30 seconds to complete as many throws against the wall as possible.
- For Health and Safety make sure you use the same ball.
- Other students need to be at least 2 metres away in a safe zone.
- Can you roll a ball off another ball and back to your hands?



Battle of the Black Country - If you are doing these 2 challenges during the 22nd to 26th June as part of National School Sport Week you can log your score for either of the above challenges. [Click here to log your score and for more challenges during this week.](#)

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

Multi Skills Sports Festival 2020

This is a project where children work individually or in small groups to create and plan their own multi skill sports 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 sports festival (think about safety).
2. Organise timings for your sports 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 you plan.



Step 2

1. What will your festival look like? Think of the environment, activities and drink stations!
2. Will you encourage team dressing up?
3. Could you start/finish the festival with music? What music will you use? Can you create a play list (think is it right for their age)?
4. Could someone video the sports festival so you have a legacy?
5. How can you make your sports festival look really sporty?

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. How will you advertise? Shout out to school about the festival- start a sports festival whisper.
4. Talk to your teacher what health and safety do you need to consider for your festival.

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

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Theme: Celebrating Inclusion

Sock-ia Primary or secondary challenge card

www.yourschoolgames.com

www.bocciaengland.org.uk

A game of precision, skill and tactics.

The aim of the game is to get the ball (or socks!) as close to a white target ball (or socks!) as possible.

STEP

Ideas on how to adapt the activity in a national lockdown.

Space

- This could be played in whatever space is available, as a table top game, in the living room or in the garden.
- Change the size of the space to make it easier or harder.

Task

- If the end is won, for the next one lose a sock. The winner is the first person to have no socks left.
- Try playing a team game, you could be sat in different parts of the space.

Time

- Set a time limit to play each shot.

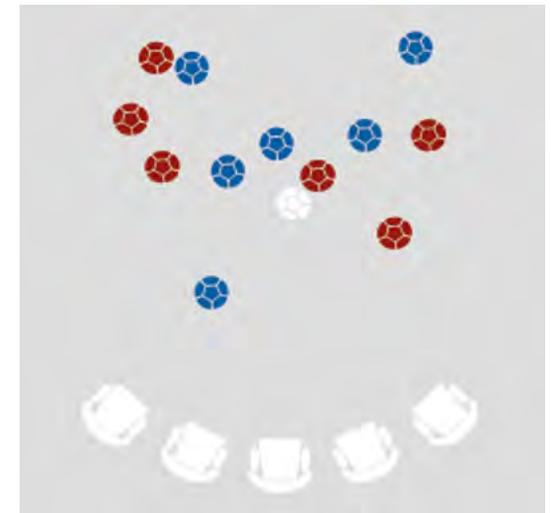
Equipment

- If you can't throw the socks yourself, you could use a chopping board or box lid to act like a ramp to roll your socks down.
- Throw the socks with the opposite hand to how you would normally.

People

- Make a house league with everyone in your house having to play each other.
- Play individually, in pairs or teams.

In action



SCHOOL GAMES



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:

