

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.



Black Country
**Rainbow
Hour**

Rainbow Hour Week 3

I can't believe it's week 3 already! Again, I have put together an advised timetable for this weeks 'Rainbow Hour' activities.

Just like the previous two weeks, I have made suggestions as to which day you could complete each of the activities, I have not specified a time slot as the advice from the people who have developed the resource is that you use the hour how you see fit.

For example, you might want to deliver the 'Rainbow Hour' in one go, or across two, thirty minute slots. Alternatively, you might go for 15 minute chunks. This will ultimately depend on your group of children or the age of children and if you are completing this at home it might work better in smaller chunks of time.

Finally, on the next page, I have kept in the information regarding the STEP principle. This will enable you to change the difficulty of the activity to suit your children.

Don't forget to email your classes with photos of you completing these Rainbow challenges. Please can you ONLY send photographs if you are agreeing for these photographs of your child to be put onto our social media pages.

Enjoy!

Mr Fleet.





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

Week 3

Day 1



Personal Challenges & Multi Skills Activities

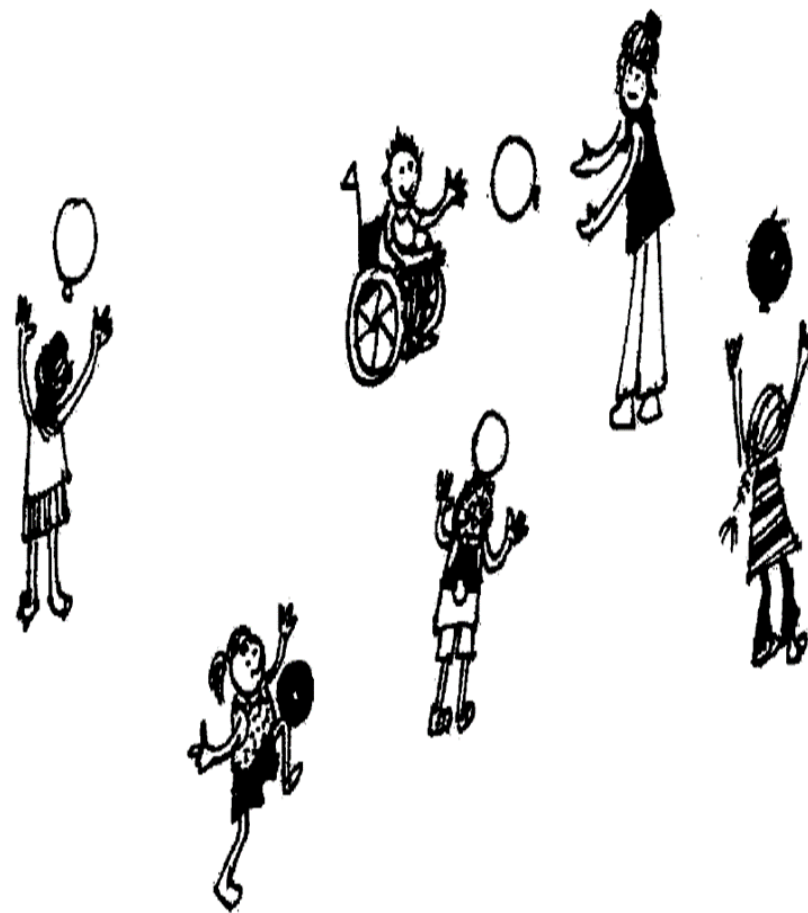
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

For further video challenges [click here](#).

Balloon Catching

Equipment

- Balloons, one per child
- One medium-sized light-weight or bouncy ball
- Chalk
- Masking tape
- Rope (to mark a line)



Week 3

Day 2



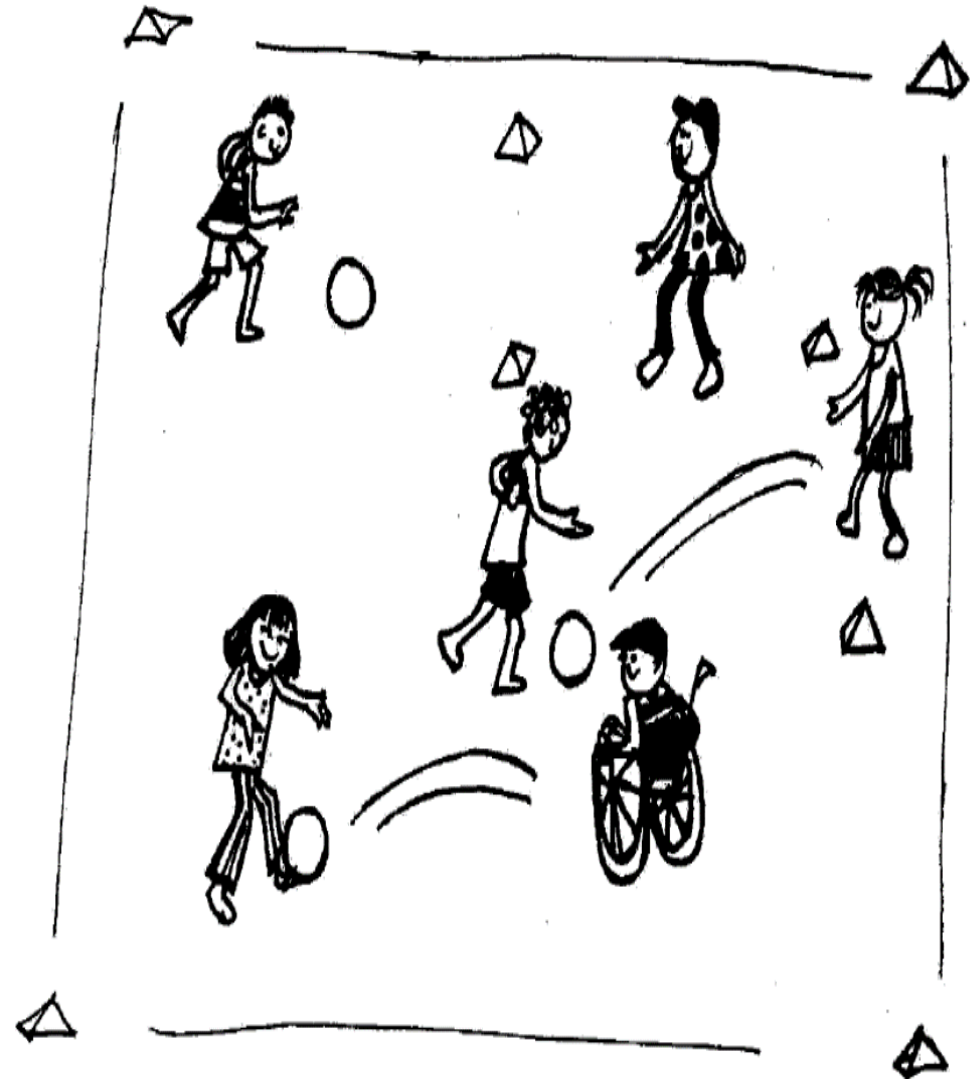
Ball Skills Activities

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

Kicking

Equipment

- Cones or any type of markers (eg. ice-cream containers) to use as the goals
- One large bouncy ball per child



Week 3

Day 3



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**
WOLVES

Musical Statues

Equipment

- Musical CD
- CD player



Week 3

Day 4



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.



Make a loo roll bird feeder

This is messy fun kids will love to get stuck into. And it will help them learn about the birds in your neighbourhood.

You can make this simple feeder with items you probably already have at home:

- 1 Smother a cardboard tube in peanut butter (no added salt and sugar versions are suitable for birds).
- 2 Roll it in bird seed and thread some string through the hole.
- 3 Tie it up in your garden where birds will feel safe eating.



Week 3

Day 5



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.

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.