

# The Smile Rainbow Book

*A collection of physical, emotional  
and creative activities to support  
children and young people with  
learning disabilities to experience a  
Rainbow Hour every day.*

*February 2021*



Black Country  
**Rainbow  
Hour**

## What is the Rainbow Booklet?

This SMILE 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 children with learning disabilities. It can be delivered in school as part of their Rainbow Hour or can be shared with pupils learning from home so everyone can be involved.

Red	Realisation Activities
Orange	Initiation Activities
Yellow	Exploration Activities
Green	Persistence Activities
Blue	Anticipation Activities

This booklet is activities based on the new SEND engagement model.

*The process of engagement is a journey which connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement. Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010).*

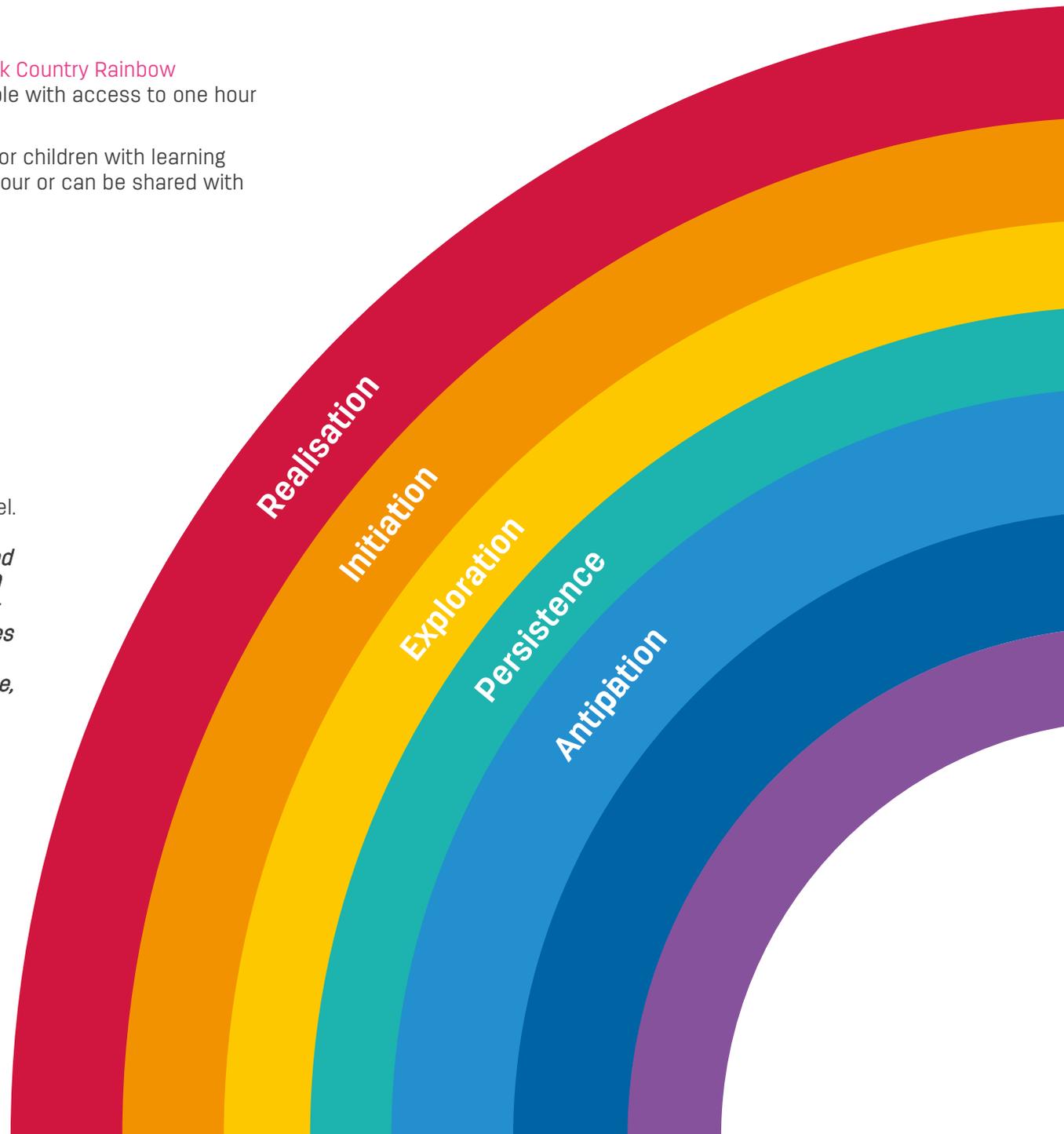
All activities within this Rainbow Booklet follow the concept of the 3C's and are deliverable whilst following national guidance around social distancing:

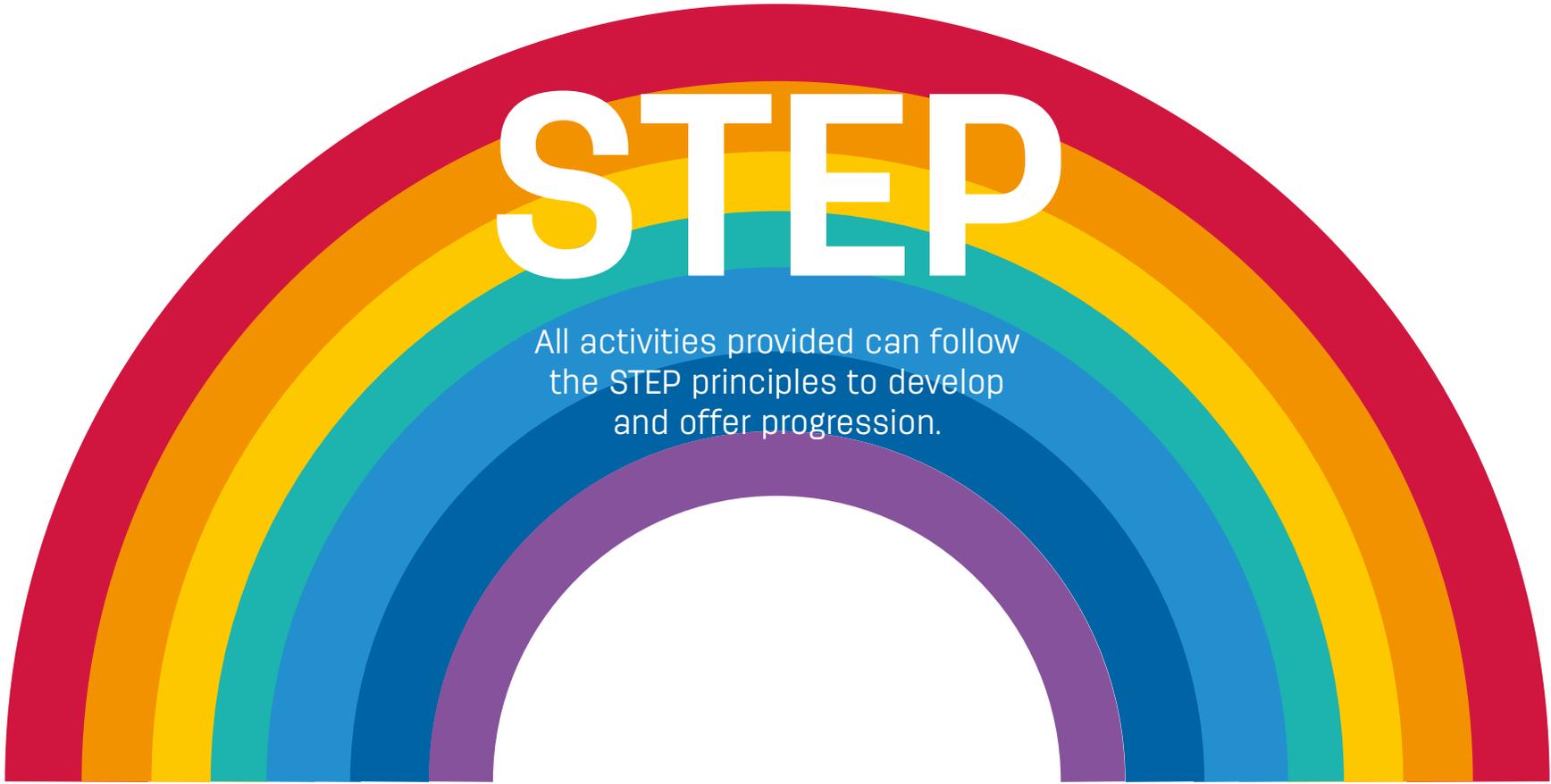
- Allowing **Communication** (helping with healing and coping).
- **Consistently** applied to support young people's need for routine and consistency.
- Activities that give pupils a sense of **Control** which prevents them from being consumed by emotional reactions.

## 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!





# 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



**A number of SGO's and Active Black Country have collaborated to bring you the Black Country SMILE Rainbow Booklet. The 5 SMILE strands are based on the new SEN Engagement model written by Barry Carpenter:**

## **Realisation**

*(light bulb moment)* how does the pupil interact with a new activity?

**Example** - Cause and effect activities. Intensive interaction ideas, peek a boo, Jack in the box, round and round the garden.

**Engagement** - expression i.e. smile, wow, excitement.

## **Initiation**

*(spontaneous)* does the child independently engage in activity? Can they prompt another person to do the action?

**Example** - a simple game (tag), play the game with the child, will they go and play it with someone else or come back for you to play it again. Must be game that needs more than 1 person.

**Engagement** - does the child play the game again after being shown.

## **Exploration**

*(curious)* does the pupil show interest and curiosity in the activity?

**Example** - obstacle course, will they follow it? Will they crawl, walk? An activity where they aren't shown exactly what to do.

**Engagement** - How does the child explore?

## **Persistence**

*(continued effort)* does the pupil show perseverance or determination in trying to find out more. An activity that keeps their attention.

**Example** - any sport/game will fit this one. It needs to be engaging, achievable - not too easy.

**Engagement** - did they go back and try again? Doesn't matter if they didn't get it first time, they still had multiple tries.

## **Anticipation**

*(predict)* is the pupil able to predict or expect a particular stimulus with an activity?

**Example** - Ball skills.  
**Engagement** - Physical response, will they open their arms for the ball.

The Child's Communication for Each Day

Courtesy of: Jodie Taylor,  
Westcroft Special Needs School



Today

=

is

a



blue



active



day



Today

=

is

a



red



active



day



Today

=

is

a



green



active



day

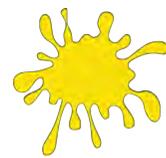


Today

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is

a



yellow



active



day

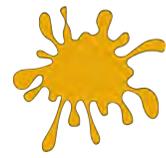


Today

=

is

a



orange



active



day



## LD/PMLD Home Engagement

**Child's choice.** Find one of each colour and let them choose which colour. That colour will be the exercise they do that day.

### Blue Day – Nature Day

**Tracking Activity** - Using light, such as torches for your child to follow and track around a dark room.

**Physical Activity** - Rolling and reaching activities- using favourite toys or objects.

**Sensory Activity** -Nature bags filled with objects out the garden-teamed with a nature walk.

### Red Day - Creative Day

**Tracking Activity** - Attaching bright coloured ribbon to wooden spoon, encouraging child to follow with eye gaze.

**Physical Activity** -TAC PAC music session <https://www.youtube.com/watch?v=6xBhMd20vyE>

**Sensory Activity** -Painting hands, feet or whole body paint experience. Use different temperature and textured Paint

### Green Day - Musical day

**Tracking Activity** - Attach balloons using ribbon to feet and arms, encouraging reactive movement of limbs.

**Physical Activity** - Encourage touch through favourite song for example- heads, shoulder, knees and toes. Child has a go/adult does it on child.

**Sensory Activity** - Dough Disco!  
<https://www.youtube.com/watch?v=3K-CQrjIOuY>

### Yellow Day - Messy Day

**Tracking Activity** - Mirror play- using a large safety mirror add things onto mirror for them to touch. Or Intensive interaction. (you copy their movements, facial expressions and sounds)

**Physical Activity** - Sensory Walk- Go Outside and explore through the 5 senses. Inside, can be done around rooms, feeling different materials, smell what is in your food cupboards.

**Sensory Activity** - Cooked spaghetti play, coloured spaghetti. Hide toys/objects in it.

### Orange Day - Sensory Day

**Tracking Activity** - Using disco balls and movement of changing lights/Dark tents if you have one. (if not you could create a den with a sheet)

**Physical Activity** - Use different items to create sound. For example, wooden spoon on a sauce pan/tray/plastic bowl.

**Sensory Activity** - Sensory pockets using plastic wallets/cling film/sandwich bags. Fill with foam, paint, glitter.

### Daily Activity - SENSE-ATIONAL Song/story

This can be done daily With most children's books/songs. The hungry caterpillar/ we are going on bear hunt/ Incy Wincy spider/ wheels on the bus.

#### Key points

- Have something for all five senses out. (smell, touch, taste, sight, hear)
- Sing song or read book but there is no rush, let the child take the lead with their senses.
- Let them explore
- Have Fun.

### KEY INFORMATION

These activities are obviously dependent on child's ability and with guidance from other professionals involved.

In Accordance with any recommendations that professionals have made for your child.

# Realisation

How does the pupil interact with a new activity? Do they show surprise and delight?

## Can you Wiggle your Ears?

Now and again rabbits like to wiggle their ears – Can you wiggle your ears?

- What does it feel like?
- How long can you wiggle your ears for?
- It would be nice to have ears like Peter Rabbit – shall we make some?

Can you make your own rabbit ears?

You will need:

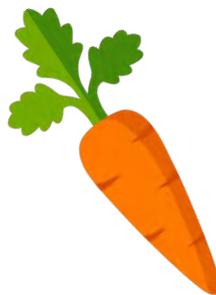
- Flowers
- Twigs
- One sheet of A4 paper
- Craft glue
- Scissors
- Pencil
- String or ribbon

Step by Step Instructions:

- Measure the front of the child's forehead from the one edge to the other.
- On the piece of A4 Paper. Draw a rectangular strip about 5cm thick with two tabs either side.
- Draw some bunny shaped ears that are about 20cm long and cut out as a template.
- Organise all of the nature that you found outside onto the ears and decorate.
- Using the drying glue to stick everything down.
- Press the ears down to help flatten the nature pieces. You could use a book to help you flatten the ears.
- Pierce holes through the tabs with a sharp pencil.
- Then, get the string or ribbon and tie to both sides of the ears.
- Once completed, you are all done! Now try on your Rabbit ears!

Rabbits like to eat carrots.

- Have you eaten a carrot?
- What does it feel like?
- How does it smell?



Shall we make a vegetable patch for Rabbits to use and you can grow your own carrots?

You will need:

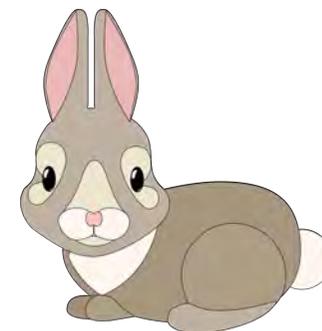
- A varied selection of vegetable seeds
- A bag of compost
- Child friendly watering can
- A small trowel
- A planter

Step by step:

- Choose an area for your planter, which is guaranteed to get a minimum of 5 hours sunlight
- Prepare the soil well with mulch and fertiliser if you have it a mix it up well.
- Make sure you have plenty of space. Transfer your baby vegetables over to their new vegetable plots.
- Water your vegetables, thoroughly.

Shall we make the Rabbit a nice bed to sleep in?

- What do we need?
- How can we make it warm for the Rabbit?
- Why does the rabbit need to be warm?



# Realisation

How does the pupil interact with a new activity? Do they show surprise and delight?

## Telling a Story

This can be done with any story. Pick your favourite story.

This story can be told anywhere and you change the actions to suit the space that you are in. It can be applied to any story. It can be repeated and become a natural part of all story telling.

You can build it up, starting with one action/sound for word, until you have as many as you like. It can be a small gesture, all the way up to large movements and sounds.

### Equipment:

Stories, poems, space, props/PE equipment

### Option 1

For different places, objects or characters make an action and to increase the fun add a sound. When you retell the story, the children have to add in the action and the sound every time they hear the key word.

**Story example** – Little red riding hood - Actions for Red – skip through the woods, Wolf – leap and claw hands, maybe a wolf howl, woods- sway like trees, grandma – hunched over and wrapping a blanket round them, wood cutter – swinging an axe action.

This is good if you also use Makaton and BSL as these can be part of it too. You can also try this with nursery rhymes and poems too.

### Start with ones they already know:

- Head, shoulders, knees and toes
- Wind the bobbin up
- Incy wincy spider

### Option 2

As above but give a sound using voice, body or instruments to each place, character or object.

### Option 3

Use objects to show the character, place or objects. This could be any objects that you have. You could use PE equipment.

### Examples:

Use a quoit as a steering wheel, a bracelet, mirror. Use a cone as a hat, a nose, a cup.

### Use a bean bag as a colour prompt:

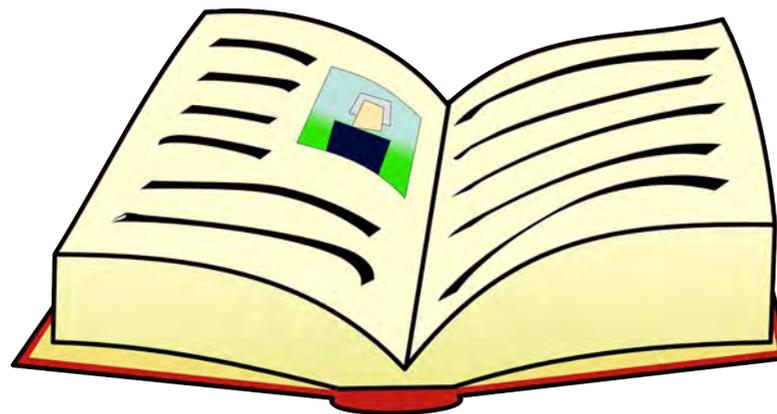
- Green – Forest
- Red – Red Riding Hood
- Yellow – Granny
- Blue – Big Bad Wolf

### Hold up the correct colour when that word has been said out loud.

Use the objects to enhance and remember the story.

You can use any object and make any action that suits your children. Give ideas but also let them show you what they would choose. It can tell you a lot about their choices.

Take photos and make you own version of the story and use the photos of the children using the objects as the illustrations. Video them and create a visual story for another class/pupil.



# Initiation

Does the child independently engage in an activity? Are they able to prompt another person to do the action?

## Initiate Activity

Create an environment that encourages children to access the equipment independently. This requires a safe, organised and accessible learning space.

Ensure independent access to a safe space and good quality equipment will allow the child to initiate activity.

This could be a game or an activity that they have to do together.

However, it could be one that they can do on their own but they show another person how to play it.

An example of this is **cup stacking**, you can do this on your own and challenge yourself or against others.

Using the activities that children have been introduced to and that they have participated in over the last week, allow the pupil to play independently.

- When given the equipment do they initiate the activity?
- Can they use the activity that they were taught?
- Do they make any modifications to the game?
- If they have slightly different equipment, are they still play a similar game? Or do they create a different one?
- Do they engage with others in the group that they are with?
- Do they seek out a friend or others to play the game/activity with?



## Wall Squash

### Space Needed:

Flat wall – 2m or upturned bench flat side facing participants

### Equipment:

Size of ball appropriate to ability, hockey stick, racket

### Description:

Standing, sitting 2m away from wall or bench take turns to kick, roll, hit with stick or racket. The aim is to get your partner to miss the ball by thinking about where to place the ball on the wall or bench to make them move to retrieve ball.

### Aims:

Catch out your partner by varying the placement and pace of ball

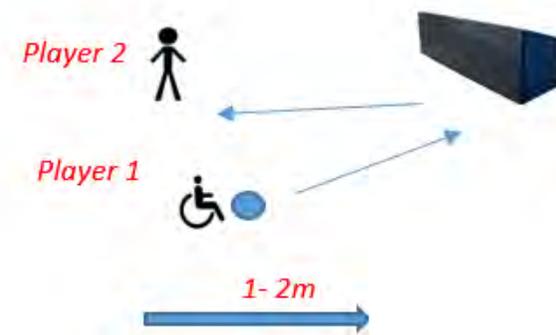
### Instructions:

Player 1 plays ball against wall/bench player 2 controls the rebound and plays the ball back onto wall/bench. Players continue to take turns.

### Scoring:

1 point if player misses ball. First to 5 wins

You can play this hockey style, tennis style, kick or roll the ball



# Initiation

Does the child independently engage in an activity? Are they able to prompt another person to do the action?

## Rainbow Shuttle

### Space Needed:

Indoors or Outdoors/ Sportshall or Playground

### Equipment:

Objects of different colours (preferably rainbow colours) (Hoops to show zone area)

### Description:

Create your own Rainbow. Try to make different shapes from your chosen equipment in the colours of the Rainbow.

### Aims:

Team Work, communication, socialising

### Instructions:

5 Pupils per Team

- Players line up behind the blue marker cones
- Player 1 moves and collects an object from the area and places in the Home Hoop
- Player 1 then tags Player 2 who collects a different coloured object
- Player 2 then tags Player 3 who moves to collect a different colour, etc.
- Once all objects collected they can start to create their rainbow

### Make it easier:

Shorter distance to move

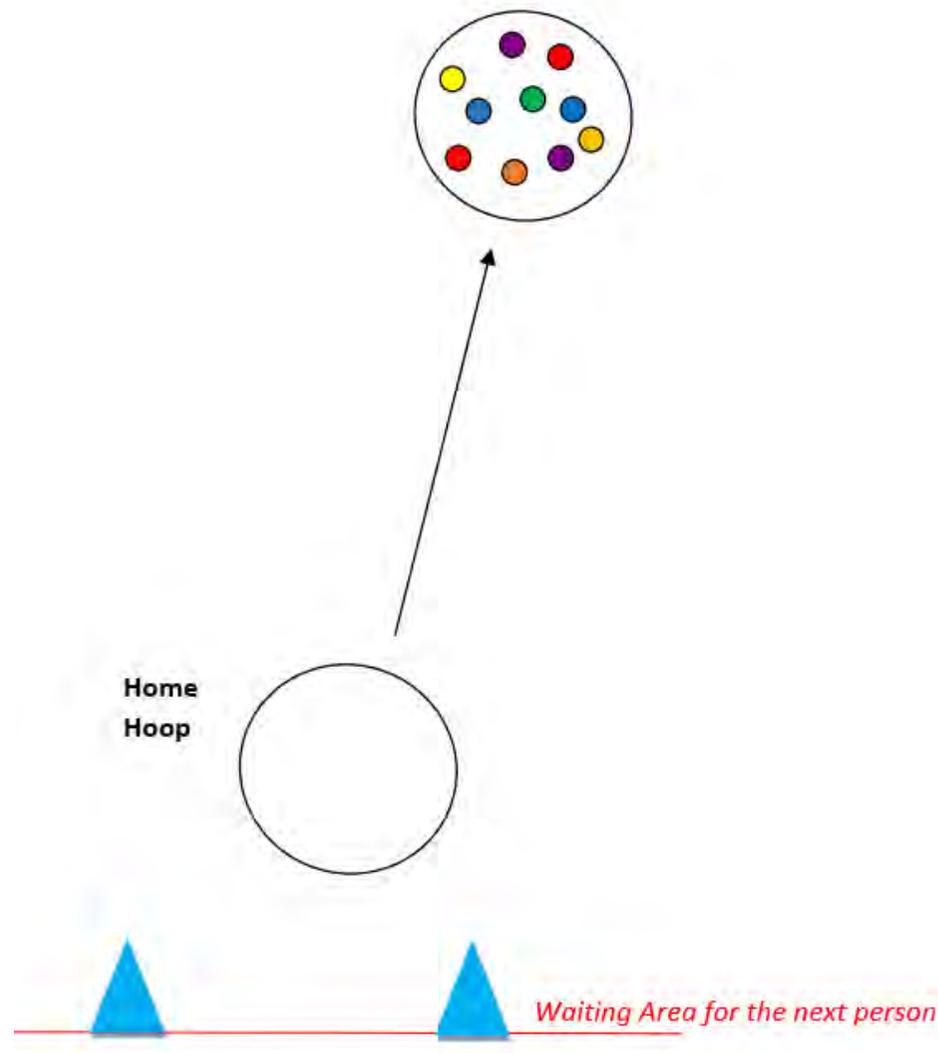
### Make it challenge:

Make the distance bigger

Move/bigger variety of coloured objects

### Scoring:

The challenge is complete once the team have collected all the colours and made their rainbow.



# Exploration

Does the pupil show interest and curiosity in the activity?

## Box of Fun

### Equipment:

Box/bucket, PE equipment – bean bags, quoits, hoops, balls, ping pong balls etc.

What have you got in your box of fun?

What can you do with it.?

### Examples of box contents:

- A ball – can they bounce the ball into the box/bucket
- **Challenge** – can you bounce a ping pong ball into a cup/box/bucket? How many bounces? Before the ping pong ball bounces into the box/bucket.
- A beanbag and cone – can they slide the bean bag over and land it over by the cone.
- Can they do the red bean bag to the red cone, blue to blue etc.? From different distances, smaller/larger targets. This can be done through rolling, throwing and sliding.
- Increase the number of objects, type of equipment and the size of the equipment to challenge the group or child.

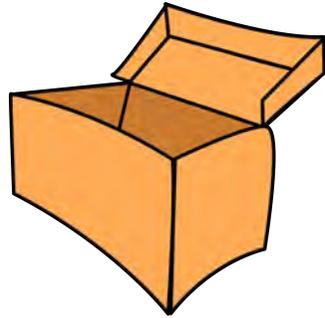
Set a specific challenge like above. Add points or out of to challenge themselves or others to beat their score.

### Example:

It took five throws of the bean bag to hit the cone, can you do it in less throws? Have different distances and challenges, like a moving target What space do you have? What can they do on a table top/floor/with a wall?

### Personal challenge:

How do you explore the contents of the box? What can you do with what you have? Can they show their skills? Can they balance it, throw it or catch it? Explore what you can use it for.



## Number Cones / Active Maths

### Space Needed:

Ideally a space 5m X 5m, larger if possible but can be done in a smaller space by changing the movement (walk instead of run)

### Equipment:

- Up to 20 cones and whiteboard pen (to write numbers in cones) or number to stick in cones

### Description:

Challenge their maths by getting active and searching an area for the answers. If at first the answer isn't found they will need to keep working and searching the area until they have worked out and found the answer, trying to either beat their own time or a partners.

### Aims:

Engaging in both physical activity and Maths at the same time, an active way to go over some basic math questions.

### Instructions:

- Using cones and a whiteboard pen, number the inside of the cones (this can be relative to the year group doing the activity)
- Lay the cones out in a space (so you can't see the numbers)

**Activity 1** - On 'go' the person taking part runs out and collects 2 cones and bring them back to the start point. At this point they need to look at the numbers and add them up, once they get the answer right they return the cones before repeating. (To make this more challenging use different operations depending on ability and year group)

**Activity 2** - Set a list of equations (relative to year group) the student has to look at the equation, work it out and run into the space and try to find the answer, they must keep turning cones over until they find the correct answer in a cone.

**Activity 3** - Create a list of equations (relative to year group) that have a missing number, students must work out what the missing number is and go find it in a cone. (i.e. they need to find the cone with a 5 in). Each task can be altered along with the numbers in the cones to suit the ability level of the child/group

# Exploration

Does the pupil show interest and curiosity in the activity?

**SCHOOL  
GAMES**

## Motor Activity Training Programme - Come and Try Event

### Getting started

The MATP<sup>®</sup> Come and Try event involves: Setting up a mixture of eight (or as many as needed) stations consisting of the FOUR core sport specific MATP<sup>®</sup> skill areas. These include:

1. Mobility (gross motor skills) x 2 activity stations
2. Dexterity (fine motor skills) x 2 activity stations
3. Kicking (lower body skills) x 2 activity stations
4. Striking (upper body skills) x 2 activity stations

It is important to have a variety of activities pitched at different ability levels as with MATP<sup>®</sup> there is always a wide spectrum of needs and abilities.

Have a warm-up activity – parachute games work really well. Balloons on the parachute, using two parachutes and throwing balls from one to the other and support it all with loud upbeat music.

When the warm-up is finished, direct people to move around in smaller groups to try different activity stations.

Have a cool-down activity to finish. You may want to use the parachute again but in a more relaxed way with relaxing music. You could use a sensory cooldown with fans and scarves to help athletes relax. This will provide a clear ending to the event.

### TOP Tip

Explore and have fun! MATP<sup>®</sup> is all about individuality – think outside of the box on how to make tasks fun and relevant to individual preferences.



### Equipment:

- Variety of equipment needed for all the stations. This could include sensory and tactile objects, bats, balls, hoops, ramps, scarfs, markers, benches, targets –the list is endless!
- With MATP<sup>®</sup> you do not need fancy expensive equipment - just an imagination to adapt different activities to include everyone.

A full MATP<sup>®</sup> Come and Try event training can be accessed by emailing: [matp@sogb.org.uk](mailto:matp@sogb.org.uk)

[www.yourschoolgames.com](http://www.yourschoolgames.com)



### Health and Safety:

- Participants with PMLD and complex health needs will have a support worker present who can support their specific complex needs.
- Work with the MATP<sup>®</sup> athletes and their support staff to explore the variety of motor skill activities on offer.
- Ensure you have relevant equipment to meet the needs of the participants, i.e. ramps, hoists and changing beds (if needed).

[blackcountryrainbowhour.co.uk](http://blackcountryrainbowhour.co.uk)

# Exploration

Does the pupil show interest and curiosity in the activity?

**SCHOOL  
GAMES**

## *Motor Activity Training Programme - Come and Try Event continued.....*

### Organising the game session

#### Set up the stations in the four distinct MATP® skill

**areas: Mobility:** Any activities that involves an individual moving themselves.

- Assisted walk (can be slalom or obstacles too)
- Self-propelling in a wheelchair (can be slalom too)
- Moving across a mat (log roll)

**Dexterity:** Activities around fine manipulation and throwing.

- Throwing activities
- Grasp and release activities
- Knocking down skittles using a variety of balls/ramps
- Bean bag lift and drop

**Kicking:** Moving anything with their lower body.

- Pushing a ball/skittles/cones with legs or feet
- Walking through skittles

**Striking:** Moving anything with the upper body.

- Hitting balls with any racket to a target
- Sliding an item off a table
- Knocking a ball down a ramp with the hand/arm/shoulder/head
- Hitting items suspended at eye-level or shoulder height

Brief staff/volunteers/peer leaders on how the activity works and how the equipment can be used. The lead person can describe each activity station at the beginning of the session.

Make sure that there is member of staff/volunteer who understands the activity. Brief volunteers to not be afraid of leaving their station to engage the participants asking them if they'd like to try their activity and bringing them over.

Keep the atmosphere up with music playing and make sure that all your staff/volunteers are clapping and cheering the participants on as they complete the activities.

### Officiating/Leadership

Young people (peer leaders/coaches) can help to lead or support each station's activities. They can also have roles within registration, awards or sound/music which is very important for these MATP® Come and Try events.

### Sporting ME Spirit of the Games

#### *Excellence through competition*

**Passion:** I am passionate to showcase my skills learnt and celebrate my achievements.

**Self-belief:** I fully believe in myself and I am determined to showcase my achievements to others.



### Think Inclusively – STEP

MATP® is all about individuality – it is all about including everyone by adapting lots of fun activities to suit functional ability and individual needs. Use the STEP model to adapt activities and skills.

### Space:

- Increase or decrease the size of the playing area or distance to target.
- Vary the distance to be covered in practices to suit different abilities or mobility levels.

### Task:

- Ensure that everyone has equal opportunity to participate.
- Break down complex skills into smaller component parts if this helps players to more easily develop skills.
- Use different parts of the body to perform simple skills.

### Equipment:

- In ball activities increase or decrease the size or density of the ball to suit the ability of the athlete.
- Provide options that enable people to send or receive a ball in different ways.
- The use of bell or rattle can assist the inclusion of some players.

### People:

- Match athletes of similar ability in activities.
- Balance numbers according to the overall ability of the group.



### Keeping it fun

Keep the atmosphere lively by playing music and make sure that all your staff/volunteers are encouraged to clap, cheer and support the participants on as they try out the various activities.



**Special  
Olympics  
Great Britain**



**Motor Activity  
Training Programme**

# Exploration

Does the pupil show interest and curiosity in the activity?

## Photography Competition

### The Competition

Active Black Country are running a photography competition looking to capture Black Country people being active.

Your photographs might be used to promote the Rainbow Hour campaign or other campaigns run by Active Black Country. They might feature on our website, social media, in print documents or on a YouTube video. Please ensure you are happy for your photos to be used in this way before you submit them.

### The Top Prize

There will be 2 monthly winners - February and March - each winning a **50 One4All gift voucher**.

### Random Prize Draw

All photographs shared with Active Black Country through social media will be entered into a random prize draw.

In February and March, 5 photographs will be selected at random to each win a **20 One4All gift voucher**.

### Deadline

Photographs must be shared on social media by the closing date of **31st March 2021**.

To share your pictures simply use the hashtag **#BlackCountryRainbowHour** and make sure you tag in either **@bcbeactive** on twitter, **@ActiveBlackCountry** on facebook or **@activeblackcountry** on Instagram.

*Please make sure you have permission from all participants in the photograph before sharing.*

*#BlackCountryRainbowHour*

### Photography Tips

The woodland trust have some useful Photography Tips and ideas

Equipment: You don't need a fancy camera, use whatever you have including your phone!

Light: plan ahead, as the time of day and the time of year will have a big impact on how your images turn out.

Be Snap Happy! Try lots of different angles and compositions and don't be afraid to take as many pictures as you want.

Enjoy IT! photography should be fun, so don't stress too much about getting the perfect shot and instead enjoy being active and capturing it



### Be creative!

Your photograph can be any form of exercise anywhere. Here are some ideas to get your thinking:

- A family walk in your local park or nature reserve
- A family exercise class taking place at home
- Dance/ umba or aerobics classes!
- An individual workout you have created

*Please always remember to follow Covid Guidelines whilst taking part in this competition.*

*blackcountryrainbowhour.co.uk*

# Exploration

Does the pupil show interest and curiosity in the activity?

## Love Exploring Walking App

The Love Exploring app is now available at many of our Black Country parks and open spaces.

**FREE** to download, Love Exploring puts the power of discovery in your hands by providing a range of discovery games and guided tours that are fun to do and free to use.

With the current Covid-19 pandemic, getting outside and being active has ever been more important. The Love Exploring app can give you ideas for family activities and suggestions on exploring on your own if you fancy a bit of 'me' time.

The Black Country parks currently available on the app are:

- Silver Jubilee Park, Dudley
- Walsall Arboretum
- Willenhall Memorial Park
- Swannies Field, Walsall
- West Park, Wolverhampton
- Sandwell Valley Country Park
- Brunswick Park, Sandwell
- Victoria Park, Sandwell
- Barnford Park, Sandwell
- Lightwoods Park, Sandwell
- Warrens Hall Nature Reserve

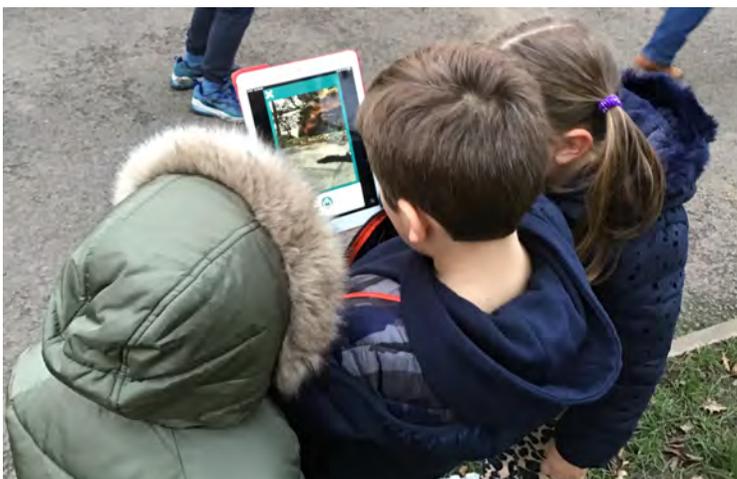


The app include maps, guided tours and discovery games.

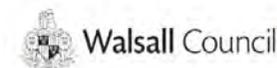


Download the app here

Please don't visit these spaces if you're suffering with symptoms of coronavirus



#BlackCountryRainbowHour



blackcountryrainbowhour.co.uk

# Exploration

Does the pupil show interest and curiosity in the activity?



**sense**  
connecting sight, sound and life

## Making a Walk Sensory

**Sensory walks** help individuals to engage with nature, so that they can use their senses to connect with their surroundings, have meaningful experiences and be active. The walks are designed for people with complex disabilities, but can be enjoyed by anyone.

### Bark rubbings

- Take a mixture of crayons, pastels, pencils or pens and some small sheets of paper.
- Put the paper onto the bark of the tree and colour over the top with the crayons, pastels, pencils or pens. You could try this on leaves or any other surface too.
- When someone has finished, you could support them to bind them together, or make a collage of their rubbings.



### Nature paintbrush

- All you will need to take with you are some elastic bands.
- Find a small stick to use as the paint brush handle, and a material to act as a brush. This might be grass, flowers or leaves.
- Use the elastic band to keep these attached to the stick.
- When this is finished, try painting with the different types of paintbrushes created.



Tel: 0300 330 9256 (voice)  
Text: 0300 330 9256  
Fax: 0300 330 9251  
Email: [info@sense.org.uk](mailto:info@sense.org.uk)  
Website: [www.sense.org.uk](http://www.sense.org.uk)

### Journey stick

- You will need a stick and some string/tape for this activity.
- As they go along on their walk people can gather any items that have interested them.

Wrap the string around an individual item and the stick to hold them together.

- By the end of the walk individuals will have a range of items to remind them of the walk.
- As the stick is moved around it may make different sounds.



### Sensory nature hunt

- Before you leave, create a list of things to look out for that engage different senses.
- As people notice them on your walk, they can tick them off their list.
- This may include different types of trees, the smell of flowers, bugs, birds singing or soft leaves.



# Persistence

Does the pupil show perseverance or determination in actively trying to find out more. An activity that keeps their attention.

## Tin Foil Boat Race

### Space Needed:

Bath, Pond, Stream, Puddle!

### Equipment:

Tin Foil

### Description:

Who can build and sail the fastest tin foil boat?

### Aims:

Develop creativity and problem solving skills, Cope appropriately with winning and losing



### Instructions: Make it and Test it:

1. Make a boat using some tin foil
2. Test it in the bath/sink to see if it floats and doesn't sink/fall over. Make any changes you think it needs
3. In the bath see if you can control it's movements by wafting it with something or blowing it

### Challenges:

1. Can you make it move from one end of the bath to the other without touching the sides?
2. Can you create an obstacle course for it to go round?
3. Can you get it to zig zag (tack) along the length of the bath?
4. How long does it take to do 1/3/5 lengths of the bath? Try to beat your score
5. How many coins will your boat hold?
6. What is the heaviest object your boat will hold?
7. Can you race someone else's boat?
8. Can you play tag with a friend/family member?
9. Can you take it outside with an adult and use it in a local stream/pond
10. Make up your own challenges!

### Health and Safety:

- Make sure your parents / carers know you are doing this
- Use cold water
- Keep the water shallow
- Don't lean over too close to the boat
- If you go outside make sure you are helped by an adult

# Persistence

Does the pupil show perseverance or determination in actively trying to find out more. An activity that keeps their attention.

## Precision Bean Bag

### Equipment:

5 x Socks Rolled Up (Bean Bags, Soft Toys, Scrunched-Up Foil,)  
10 x A4 Paper with Numbers 1-10, Chair, Stopwatch or Kitchen Timer

### Aim:

Land on Numbers

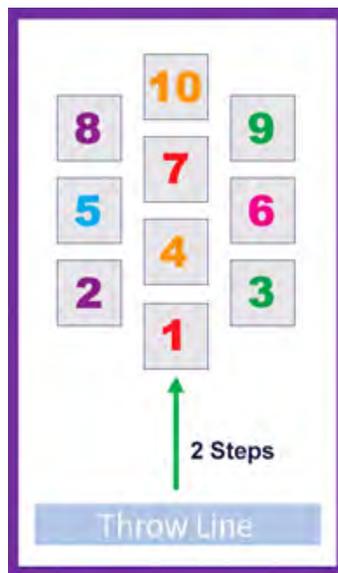
### Description:

- Throw 5 socks from a seated position, 2 steps away from the numbered targets
- The score is taken from where the sock first lands, not its finishing position.
- If the sock finishes out of the scoring area, this scores 0. e.g. bean bag hits 5, then slides off, score = 0.
- Only one score per numbered target

e.g. three socks land on 6, scored as 6 points (not 18)

### Scoring:

- Maximum score from 5 socks is:  $10 + 9 + 8 + 7 + 6 = 40$  points
- Timed: Total points based on 1 minutes play. Using a stopwatch or kitchen timer. Retrieve your own socks.
- High Score: 2 full goes (10 attempts). How many can you score? Can you get to a maximum of 80 points?



## Stick Jenga

### Space Needed:

Home / Garden / Park / Woods

### Equipment:

Lots of different sticks

### Description:

How tall can you build a stick tower?  
Can you play Jenga with it when it's finished?

### Aims:

Develop creativity and problem solving skills

### Description:

1. Collect lots of sticks of different sizes
2. Arrange your sticks into groups of similar size
3. Build a tower making sure each layer is made with similar sized sticks

### Challenges:

1. How tall can you make it?
2. How strong is it? What is the heaviest thing you can place on it?
3. Can you play Jenga with it?
4. Can you create a tower using different structures / pattern of sticks?

### Health and Safety

1. Make sure your parents / carers know you are doing this
2. Use sticks that are on the floor and not attached to trees!
3. Make sure you are with an adult if collecting from outside
4. Don't go anywhere where you can't be seen/heard by your parent/carer
5. Only use sticks light enough to carry easily!



### Variations Games:

- Maths Challenge: 5 throws need to add up to a chosen number, between 15 and 40.
- Change the numbers to letters, spell your (and family) names, in the correct order.

# Persistence

Does the pupil show perseverance or determination in actively trying to find out more. An activity that keeps their attention.

SCHOOL  
GAMES

## Motor Activity Training Programme - Striking and Kicking

### Quick introduction

MATP<sup>®</sup> was developed by Special Olympics and it is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs. It should be:

- young person-focused and led
- seen as a sports coaching programme – all activities should be related to sport.

### Introduction to

#### MATP<sup>®</sup> Striking and Kicking

Striking includes any upper body and limb skills such as basketball push, table tennis ball push, bowling, or a ball throw. Striking activities can be designed to encourage the use of the upper limbs in lots of different ways. Kicking explores different lower limb movements.

### Equipment:

MATP<sup>®</sup> can be done with any equipment and some imagination. The skill element is more important than the equipment used.

- Large/small different coloured and textured balls
- Ramps
- Skittles
- Sticks, bats, rackets
- String
- Goal posts
- Baskets
- Swiss ball
- Steeple
- Up-beat CD
- Motivational toys

### Getting started

#### Whole Class Warm Up – 15mins

Whole group will gather together in a circle. Play the up-beat music to start the session. Use the parachute to warm up. Students will take it in turns to go into the middle of the parachute. Students with complex needs will be warmed up by enjoying being under the parachute, looking up at the parachute and lifting their arms up to the parachute. When the warm-up is finished the parachute will be allowed to fall.

#### Striking and Kicking Activity Groups – 30mins

Example of striking and kicking activities:

##### Striking a ball with hand/racket:

- Some students can work on hitting a ball of their choice with the hand initially – this may lead to using a racket of choice.

##### Kicking/pushing ball off platform:

- A student can kick or knock a football or swiss ball off an adaptable platform.

##### Ramp and skittles:

- Students can knock, push, shove a ball of their choice using upper or lower body parts toward a target or skittles (ramps can be used here).



### Health and safety

- Students may need to go to the bathroom for intimate care; this may require two staff. In these circumstances one member of staff will remain with each group and continue running the sessions as appropriate.
- A student may have a seizure. This will be attended to by two staff. The remaining staff will attempt to continue the activity if possible. The classroom may need to be reorganised to give the student having the seizure space. If it becomes apparent that the student having the seizure requires medical attention, a nurse will be called and the activity will stop. Students can be provided with independent activities while the incident is dealt with.
- There may be students in the group who find remaining with the group for extended periods of time difficult. These needs will be respected and they may be allowed to leave the activity for periods before being re-engaged by staff at an appropriate time.
- More than one student may need to go to the bathroom for intimate care. This may take three staff leaving the teacher alone with the remaining students. Under these circumstances the class will be pulled together as one group and if it proves to be not possible to continue the activity without students having to wait for prolonged periods for their turn a proportion of the class will be engaged with independent activities and the teacher will work with the remaining students on the planned activity.

[www.yourschoolgames.com](http://www.yourschoolgames.com)



# Persistence

Does the pupil show perseverance or determination in actively trying to find out more. An activity that keeps their attention.

SCHOOL GAMES

## Motor Activity Training Programme - Striking and Kicking continued.....

Only staff trained in hoist use may use hoists or move students.

Due to complex support needs of students, please allow additional time for transition time between warm up, activities and cool down.

### Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to striking and kicking.
- To enjoy physical activity.

In all MATP<sup>®</sup> skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use – perhaps based upon what colour, smell or texture they prefer. Modification, adaption and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual

### Thinking ME

KEY VOCABULARY:

Striking: Push, hit, knock, strike.  
Kicking: Kick, push, hit, knock.

### Tactical ME

This is a journey for the athlete. Improvement may be made in small increments in some athletes; others may show sudden leaps in ability.

- Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

### Think Inclusively – STEP

Space:

- Space can be manipulated in various ways to facilitate MATP<sup>®</sup> skill developments. For example:  
**Kicking:** varying the distance between the athlete and the target; initially the ball can be almost touching the skittles.  
**Striking:** gradually increasing the distance that the athlete moves their arm.

Task:

- Skill development can progress through task adaptation. For example:  
Striking: a ball can be struck from a tee using the hand only; progress to a small, easy-to-hold bat; finally a longer handled bat can be used, possibly using both hands.

Equipment:

- Equipment can be adapted in many ways to facilitate MATP<sup>®</sup> skill development. For example: Kicking: for athletes performing from a seated position (for instance, wheelchair users), the ball can be positioned on a small platform or step at a convenient height for the foot.

People:

- Some athletes will find certain MATP<sup>®</sup> skill areas more suited to their functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.



### Social ME

Leading and volunteering  
Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

### Sporting ME Spirit of the Games Excellence through competition

**Determination:** I am very determined however difficult or easy to practise the MATP<sup>®</sup> skills that I have been training towards every week - with my determination comes my success.



Motor Activity  
Training Programme



### Whole Class Cool Down and Feedback – 20mins.

Whole class participate in round of physio ball skittles and then slow pace parachute to cool down with relaxing music.

As with all activities, all staff will take all opportunities for intensive interaction. If a significant interaction is initiated by any students, staff will act on it appropriately.

# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

## Noughts and Crosses

Video Link - <https://youtu.be/mfbUcXhhPrQ>

### Equipment:

- 12 x Socks rolled up, of any 2 colours - 6 of each colour (Bean Bags, Small Balls, Scrunched-Up Foil)
- 9 x A4 Paper at Targets (Small Hoops/Circles, Cloths/Flannels)
- Chair (2 Chairs for variation games)

**Set-up:** Place A4 Paper spaced out on the floor in a 3 x 3 pattern.

**Aim:** "Throw three socks to make a 3-in-a-row line."

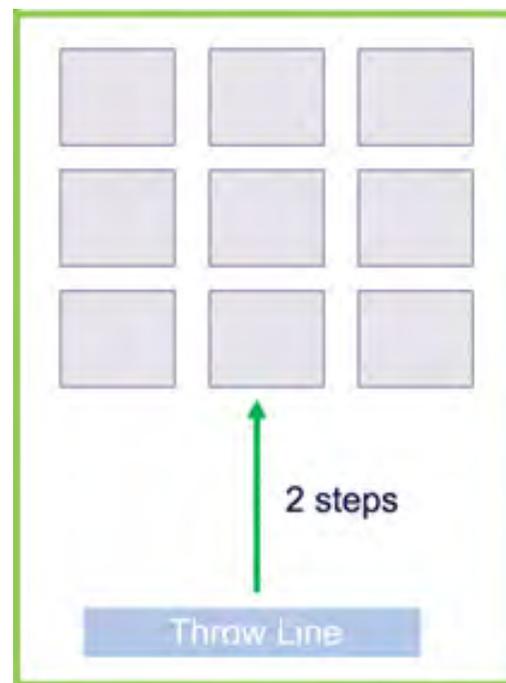
- From a seated position throw 9 socks of any colour.
- Socks must remain on the paper targets to count.
- Three-in-a-row lines can be horizontal, vertical or diagonal.
- After 9 throws, score and collect the socks.

### Scoring:

- High Score: How many three-in-a-row lines can you make from 2 turns (9 + 9 throws)? Remove all socks after the first turn.

### Variations:

- **Collaborative:** With a family member in a second chair, alternate throwing to score as many three-in-a-row lines as possible, with 10 socks, 5 each. Score & collect after all 10 socks are thrown.
- **Competitive:** With a family member. Play against each other with 12 socks, 6 socks each of 2 different colours. Both players can have socks on the same paper target.
- **Competitive - Classic 'Noughts & Crosses'.** Play against a family member with 10 socks: 5 socks each of 2 different colours. Once a paper target contains a sock, it belongs to that player. Remove any further socks that come to rest on an occupied target.
- **Competitive Quickfire:** As above, except don't take it in turns to take a throw, when you're ready to play, you play! If a sock comes to rest outside all the targets, forfeit that sock for the next game only.



Let us know how well you've done via  
@panathlon on social media and via  
#PanathlonGardenGames



# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

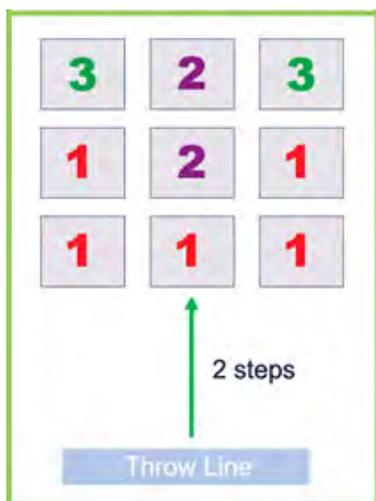
## Noughts and Crosses continued...

### The Grid variation

**Set-up:** Number the paper targets: 1,1 / 1,2,1 / 3,2,3 as per diagram.

#### Scoring:

- Continue playing 'Three-in-a-Row', with above rules.
- Gain points from landing on the paper targets, but only record them when you score a 'Three-in-a-Row' line.
- The back horizontal row is worth 8 points (3+2+3). The right side vertical row is worth 5 points (1+1+3). Diagonals are worth 6 points (1+2+3).
- Play on your own with 9 socks, or as a collaborative or competitive version.
- Additional competitive rules:
- **Grab Back.** Players are penalized if they throw a sock beyond the back of the grid (beyond the 3,2,3 papers). On the next throw, their opponent can choose to retrieve & replay one of their own socks (if they wish). They then have two throws in a row: (1) a retrieve & throw (2) followed by their throw in turn.
- **Steal the space.** If you land on a target that already contains an opponent's sock, remove their sock. Continue until one player wins in the 'Classic Noughts & Crosses' game. If after 12 socks are thrown, the game is not yet won, players can choose to retrieve any of their own socks & players continue alternating turns.



### Snooker Frame variation

**Video Link** – <https://youtu.be/Wx1J103CG8Q>

**Set-up:** Number the papers 1 to 7 with the snooker colours, as per diagram.

**Aim:** "Throw onto the Red and take a bonus shot."

- Player aims for the red 1 at the beginning of each turn.
- If the sock comes to rest on the red 1, players can have a bonus shot at any number from 1 to 7. Aim for the Black 7 for a high score. After this attempt, the turn is over.
- If the player misses the first throw at the red 1, then their turn is over.

#### Scoring:

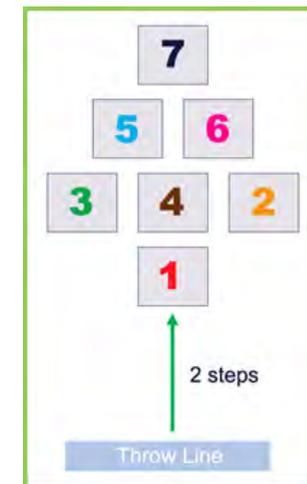
- Add the points as you play,

● Red	scores 1 point
● Yellow	scores 2 points
● Green	scores 3 points
● Brown	scores 4 points
● Blue	scores 5 points
● Pink	scores 6 points
● Black	scores 7 points

- **High Score:** How many points can you score with 6 turns?

Will be between 6 and 12 throws in total: 6 attempts at red + 6 bonus shots, if the red is hit on every turn.

*Example score with 6 turns:* 1 + Miss / Miss / 1 + 4 / 1 + 7 / Miss / 1 + 3 = Score of 18.



# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

## *Noughts and Crosses continued...*

### Variations

- Add 'continue throwing your turn until you miss' rule. Example: 1 + 4 + 1 + 6 + 1 + Miss = Score from that one turn is 13. Retrieve socks as you play.
- Change the Throw Line distance from Red 1 to make easier or more difficult.
- Move all the paper targets to different positions at the start of each game.
- **Round the Table:** The least amount of turns possible to 'pot' all the colours in order starting with Red.
- **Collaborative:** Play 'Round the Table' with another player, throwing alternately.
- **Competitive:** Play against another player. The first to 30 points wins. Then, add an extra rule – Player have to score exactly 30 points. They will need to aim for the correct colour as they approach 30.
- **Competitive Shoot-Out:** Quick Game. Rules as original game above (red 1 + bonus shot only per turn). When a colour (2,3,4,5,6,7) has been landed on, remove that paper target for the remainder of that game. Finish when only the Red 1 remains.



Let us know how well you've done via  
@panathlon on social media and via #PanathlonGardenGames

## *Sensory Football - Passing*

### Description:

Become the next Ronaldo by scoring goals for fun! Make sure you show your passion when you score a goal by doing your special celebration.

### Space Needed:

Anywhere you can place two pieces of equipment on the floor to move between.

### Equipment:

You can use any equipment available that will meet your individual needs. This could be: footballs, foam balls, balloons...be as creative as you want to be!

### Aims:

Have a think about your celebration move before you score your goal! Be creative! Have fun!

### Instructions:

- Your teacher/TA/parent will set up an appropriately-sized goal.
- Pass or carry the ball into the goal/over the goal line using any part of your body.
- If you are completing this challenge with other students, your teacher/TA/parent will line them up, so that as you score your goal you can move through a channel of your peers. At the end of the channel, show the group your celebration moves - you can strike a pose, raise your arms to celebrate, or show us a huge smile!
- When you are a part of the channel watching other students score their goal, make sure you cheer and celebrate their goal, just like a football crowd.



# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

## Sensory Football - Dribbling

### Description:

Have a go at becoming a master dribbler, choose your type of ball and have a go. Can you demonstrate determination by trying your best at all times?

### Space Needed:

Anywhere you can place two pieces of equipment on the floor to move between. Ensure there is sufficient space for you to work in.

### Equipment:

You can use any equipment available that will meet your individual needs. This could be: footballs, foam balls, balloons...be as creative as you want to be!

### Aims:

Look up so you can see where you are going. Try to keep your piece of equipment close to your body for close control. Did you demonstrate self-belief throughout this challenge?

### Instructions:

Select an appropriate piece of equipment to carry at your feet, in your hands, or in your lap.

Your teacher/TA/parent will highlight/set out two points that you will travel between with your piece of equipment.



Starting at the first point, travel with your piece of equipment to the second point. Turn around and change direction to return to the original starting point.

## Sensory Football - Passing

### Description:

Become an expert passer. Can you demonstrate self-belief during this challenge?

### Space Needed:

Anywhere you can place two pieces of equipment on the floor to move between.

### Equipment:

You can use any equipment available that will meet your individual needs. This could be: footballs, foam balls, balloons...be as creative as you want to be!

### Aims:

Take your time to make your pass as accurate as possible. We are looking for accuracy over power in this challenge.

### Instructions:

- Your teacher/TA/parent will highlight/set out a target - this could be a skittle (or a number of skittles), cones, a bench, a bucket etc...
- Pass your piece of equipment to the target.
- You can pass your piece of equipment using any part of your body.



# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

## Engaging the Senses through Mindfulness



In order to use mindfulness with the people you support it is a good idea to understand how this works for you too:

- Consider how you are feeling. Is there any tension in the body. Can you notice any changes by the end of the walk. Try to just notice, without making any judgements.
- Stand or sit still for a moment. Focus on something far away, it might be a sound or an object, and gradually start to focus on sounds or objects closer to you. Eventually bring the focus into your body, noticing the breath, your emotions and any tension in the body.
- Take a moment to focus on one thing intently, taking the time to notice the detail and then describe it to the group. This could be the look or touch of an object or a particular sound.
- Start your walk slowly to help slow the mind and thoughts down. Encourage everyone to be present in the moment and aware of their body, noticing their balance, and the sensations in the feet or legs. For example, does the floor beneath feel soft, cold, hard or spiky, or do the legs feel tired, cold or warm.
- Try some different breathing exercises, such as inhaling deeply and slowly and noticing the smells around you, or holding your breath for a couple of seconds and then exhaling slowly.

### Sight

- Look for the different colours in the landscape and see and how they change in the light and shade.
- Find an interesting object and focus on the texture and shape.
- Notice the movement of the plants, trees, animals and other people.
- Spend some time looking at the clouds.



### Sound

- Listen to the different sounds or voices on the walk.
- Focus on which direction specific sounds are coming from and how far away they are.
- Consider how each sound makes people feel.



### Smell

- Notice changes in smells as you walk through different environments, such as wooded areas, open spaces or water.
- Find wildflowers and describe how they each differ in smell.



### Taste

- If experimenting with taste, make sure that your hands, and the hands of the person you are supporting, have been wiped and cleaned before touching food, and make sure the food is edible before someone tries it.
- Try finding blackberries on a bush to eat.
- If you aren't confident in identifying berries, you could take something along with you, such as raisins.



### Touch

You can encourage people to:

- Find objects that they can hold or wrap their fingers around, such as a small stone, leaf or seed that can be picked up.
- Feel the heat of the sun or a cool breeze on their body.
- Notice the feel of different surfaces underneath their feet or wheelchair.



[Click here for more details.](#)

# Anticipation

Is the pupil able to predict or expect a particular stimulus with an activity?

## 10 Pin

Let us know how well you've done via @panathlon on social media and via #PanathlonGardenGames

### Equipment:

- Ball (Small to Medium size)
- 10 x non-breakable Household Items with straight(ish) sides (Skittles, Paper Cups, Plastic Bottles)
- Tape Measure
- Markers (10 small pieces of paper or stickers, to be placed on the floor underneath the items to allow for a quicker reset)

### Set-up:

Best played in a corridor. Tall & light household items will work best. Add a small amount of water to empty bottles, with closed tops. Consider playing this game outside on a smooth hard surface, if it is unsuitable to play inside.

### Aim: "Knock down as many pins every turn."

- 2+ players.
- Players take 2 consecutive bowls, from behind the line.
- After the first bowl, any knocked over pins are removed, leaving the remaining for the second bowl.
- If a strike is scored (all the pins knocked down) on the first bowl, all pins are then replaced for the player's second bowl.
- Each player has 5 turns (10 bowls) each.

### Scoring:

- 1 point is awarded for every pin knocked over.
- Strike - If all 10 pins are knocked over in the first bowl, 5 extra points are awarded = Total 15pts.  
The pins are reset and the points from the second delivery are added (even another strike!).
- Spare - If the remaining pins are knocked down on the second bowl, 2 extra points are awarded = Total 12pts.

### Variations:

- High Score (as solo): Highest score from 5 turns (10 bowls).

[Click here to download the '10 Pin' scoring template](#)



## 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](http://blackcountryrainbowhour.co.uk)

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

**#BlackCountryRainbowHour**  
[blackcountryrainbowhour.co.uk](http://blackcountryrainbowhour.co.uk)

Co-ordinated, developed and supported by:



Walsall Council



CITY OF WOLVERHAMPTON COUNCIL