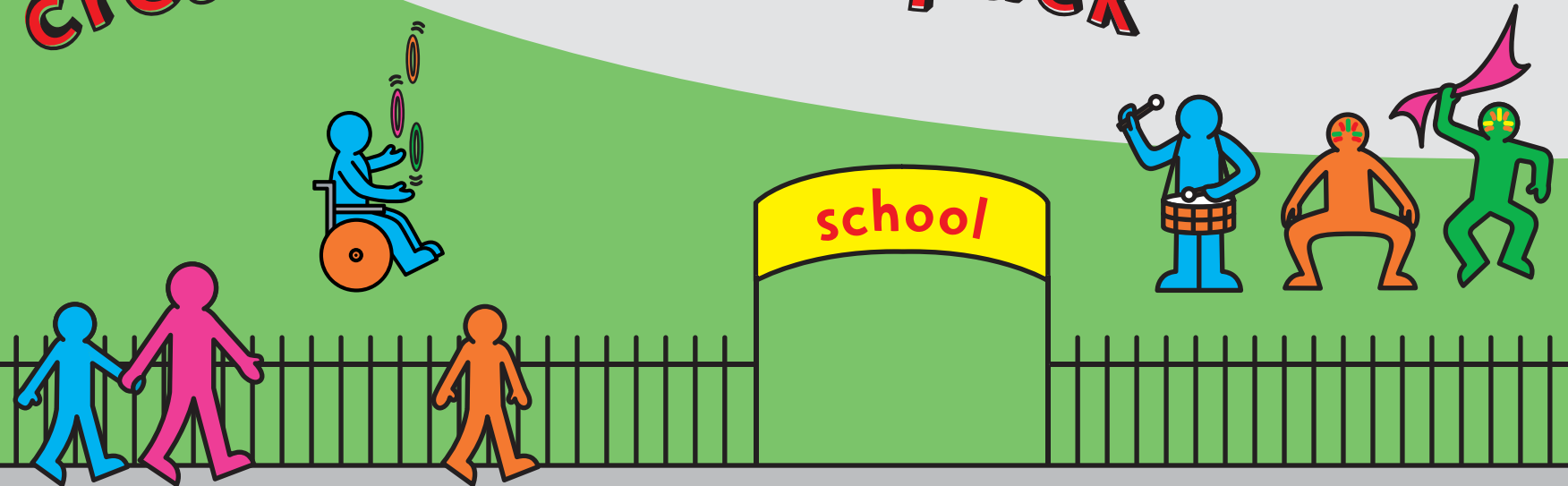




# change4life sports clubs creative activity pack



YOUTH  
SPORT  
TRUST

# introducing your activity pack

Change4Life Sports Clubs have been designed around a clear need to increase physical activity levels in less active children by developing a new type of sports club. We want to create an inspirational environment to engage less active young people, so that over time they start to take part in school sport and carry on with lifelong physical activity.

Your deliverer's activity pack includes;

## 1. A set of 16 activity cards

You have 12 activity cards relating to a theme, and at the back of the pack, 4 activity cards to use for warm up activities.

Every card is designed with support from national governing bodies of sport to include skills and activities related to their Olympic and Paralympic sports. They include:

- An image of the activity in action
- Clear instructions on how to play
- Equipment required – you'll find everything in your equipment pack
- Spirit of the Games icons
- Sporting connections – how the skills involved in the activities relate to specific sports
- Fun facts about Olympic and Paralympic sports to get children thinking!
- STEP – a framework for varying the activities so that children with different needs and abilities can be included
- Five key abilities – the use of the multi ability model supports children to unlock and maximise their potential. The wider club activities on the reverse of the cards highlight these abilities and ties the children's activities to their 'Get Going' logbook



## 2. A guide to the contents of each card

So you can find your way around the activity cards quickly and easily, we've provided a guide to what's on the front and back of each card.

## 3. A sport skills matrix

The matrix indicates the range of sport specific skills used within each game and the sports they relate to. There are also some ideas for using the matrix within your planning and delivery.

## How to use your activity pack

Use this pack in conjunction with your Change4Life Sports Club guide and the young person's 'Get Going' logbook. These activities will provide the foundation for a school based sports club that will retain the interest of the young people involved and prepare them for taking part in School Games opportunities and lifelong enjoyment of sport.

# change4life sports clubs and the 'spirit of the games'

The Youth Sport Trust, working with young people, has developed a set of values to motivate and inspire children to take part in school sport.

## These values have been designed to:

- Provide a set of sporting values and embed them in school sport
- Use sport as a tool to encourage children to develop their personal values
- Achieve excellent standards of sporting conduct in school sport

To help you use these values within your Change4Life Sports Club each activity has been designed to link to one of the 'Spirit of the Games' values and to the Chat Zone in the children's 'Get Going' logbook.

On the right of this page you will also find some words that children have used to describe the values and what they think they would have to achieve to be rewarded with their 'Spirit of the Games' stickers.

## You could reward children:

On the right of this page you will also find some words that children have used to describe the values and what they think they would have to the 'Spirit of the Games' values.

- A sticker template has been designed for you to print your own stickers if you want to.



## 'Spirit of the Games' values

### Teamwork

Working with my team, not being selfish

Letting everyone have a go, passing the ball and giving everyone a chance

Showing team spirit - encouraging my team mates and saying well done

### Self Belief

Being brave, taking on new challenges

Being confident

Trying new sports or activities

### Honesty

Always telling the truth

Never cheating

Admitting when I am wrong

### Passion

Being positive and enjoying the game/activity

Trying my best

Keep trying if I don't get it right

### Respect

Being polite, not shouting or losing my temper

Shaking hands with the other players and thanking them for the game

Listening to the coach/teacher

### Determination

Never giving up on myself or my team

Always trying my best no matter what I am doing

Trying again if something goes wrong

Could the young leaders involved in the club be responsible for giving out 'Spirit of the Games' awards during the club session?

As part of the Change4Life Sports Club resources, a 'Get Going' logbook has been developed for each club member to use. Each logbook is clearly divided into sections for participants to complete, including:

### A bit about the logbook

Your explanation of how to make the most of it.

### A bit about me

This section is completed by club members during the first week of the club and after the first ten weeks or so. It will help you track changes in healthy behaviour and in the choices members make.

### A bit about your week

This section helps club members keep a visual record of the amount of physical activity they're doing each week, so they can compare their week on week progress.

Their weekly record also includes a Chat Zone with questions to generate discussion led by you before, during or after the session to support knowledge, understanding and positive health choices. There's also a Spirit of The Games section with space for stickers awarded to children for demonstrating the Spirit of The Games values.

### A bit about Olympic athletes

Here, exclusive interviews with Olympic athletes provide inspiration for club members from some great role models.

### A bit about the creative activities


In this activity pack you'll find some great games and activities that will get your heart beating! But they aren't just any old games...they are special games that have been created with the assistance of relevant National Governing Bodies of Sport (NGBs) and national organisations.

These organisations have been central to the creation of these 'creative' activities and have worked to think differently about how these can be delivered to 7-9 year olds in primary and special needs schools. These multi-sport cards represent the sports of synchronised swimming, gymnastics, rhythmic gymnastics, cheerleading, dance and skipping in a way that is engaging and exciting for all young people to take part. They provide them with the skills and qualities that will enable participation in these sports and activities, now and later in life. For further information about other school sport programmes available from each of the NGBs go to:

Swimming: [www.swimming.org/swimengland/](http://www.swimming.org/swimengland/)  
Gymnastics: [www.british-gymnastics.org](http://www.british-gymnastics.org)  
Cheerleading: [www.ukca.org.uk](http://www.ukca.org.uk)  
Dance: [www.emduk.org](http://www.emduk.org)



# a guide to the activity cards - front



## strike a pose

Match a range of balances to rolls of the dice

Supporting your school to provide 30 of the daily 60 active minutes recommended

### how to play

Let's see how well everyone can balance! Stick six cards on the wall numbered 1-6. Choose a different balance to write on each one card. Here are some ideas:

1. Balance on one foot
2. Balance on one foot and one hand
3. On your head, two hands and one foot
4. Up on your tippy toes
5. Two hands and two feet
6. Combine balances to create a sporting action, like tossing a rhythmic gymnastics ball in the air and holding the 'lean forward' balance that follows the throw.

Roll the dice for players to do the balance that matches the number. Highlight the importance of firm muscles, strong shapes and tight bodies when holding balances. Then roll the dice again - and carry on!

Safety: make sure each player has enough space to perform the balances safely.

### equipment


Large dice, six cards with numbers and balances.

### sporting connection

This activity will help you develop your sense of balance and core strength. That's great for dance, cheerleading and gymnastics.

### did you know?

When competing, men do not perform their gymnastics routines to music, while women do (but each routine needs lots of core strength!)



There's a 'Spirit of the Games' value on each activity. Club members can be rewarded for showing the values using the stickers provided. There's space for stickers to be displayed in their 'Get Going' logbook.

The 'how to play' section describes how the activity is delivered.

Here's a list of the equipment you'll need.

Here's some fun creative sporting facts to spark children's interest and create connections with the Olympic and Paralympic Games.

Each activity card has a visual of the activity taking place so you know, at a glance, what it involves.

Sporting connection describes the skills that are being developed and their links to the Olympic and Paralympic sports behind the activity.

# a guide to the activity cards - back



STEP is an activity-centered approach that helps you include everyone in the club. By varying the activities you can balance different needs and abilities to ensure everyone participates fully.

These tasks should be used to develop members' sense of belonging, give them ownership of the club's direction and provide them with challenges that relate to their personal development and learning.

# cheer motion

Create your own all-action cheerleading routine



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Here are some basic cheerleading moves – or you can invent your own! Remember to keep your fists clenched, thumbs tucked in:

- High-V** Feet apart, raise both arms up in the air to create a 'V' shape
- Low-V** Feet apart, point both arms down and out a little to create an upside down 'V'
- High-punch** One hand on the hip, the other punched high into the air
- Table top** Both hands closed together in front of the body as if you're holding a tennis ball, elbows tucked into the waist
- Half 'T'** Hands clasped at chest height, elbows out to the side forming a small 'T' with the body
- 'T'** Arms spread out to the side of the body

**Safety:** ensure there is enough space between groups.

## equipment



Music, cheerleading pom-poms, scarves, jingle bracelets.

## sporting connection



This activity really helps with lots of skills! It especially helps you link moves into a sequence. That's really useful for sports like cheerleading and the Olympic sports of gymnastics and synchronised swimming.

## did you know?

Cheerleading is bidding to become an Olympic sport in time for 2016 in Rio de Janeiro, Brazil. Also the first recognised cheerleader was male.

## wider club activities

## cheer motion

### Skills

### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club and maybe we could do a school assembly.

#### Healthy me

Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you to create a new game – be creative, but be safe!

## space

Make the play space larger/smaller

Encourage players to use high and low spaces in their routines

## task

Create routines using rhyme and song

Create new cheerleading moves

Take turns to be the choreographer and design the moves

Attempt challenging moves and balances (someone with well-developed movement skills can help a partner)

Develop rules and a points system to use in fun cheerleading competitions

## equipment

Use music – ideally with a good strong beat

Create rhymes and chants for school teams/youth club

Replace traditional pompoms with equipment such as scarves or ribbons

Players with impaired or no grip can have pompoms or scarves attached to their wrists

## people

Develop routines and moves as individuals or in pairs

Develop routines in small groups or as a whole group

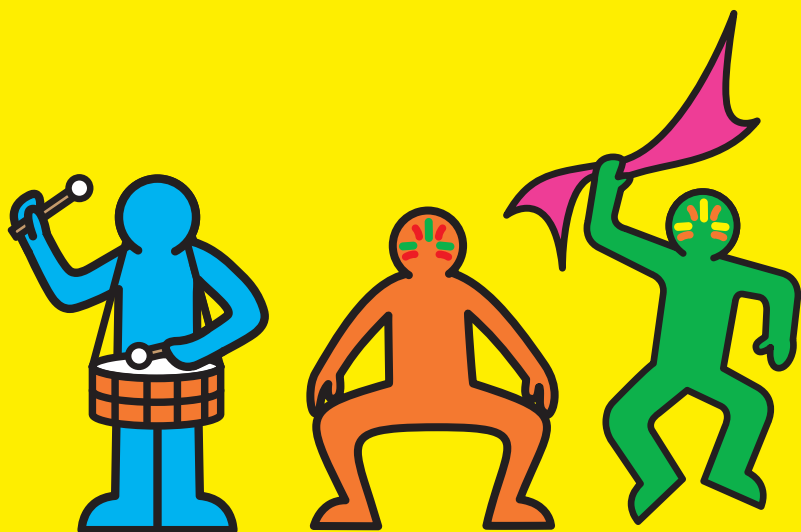
Players can become judges and hold a mini competition using the rules and points system designed by the whole group

Hearing impaired players can follow a buddy, until they learn the routine



# tribal dance

Stomp and dance like a  
Maori warrior



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



**The Hakka** is a traditional Maori war dance. The movements are strong and tough and are accompanied by hard stamping of the feet.

If you can, show pictures or a video clip of the All Blacks rugby team doing the Hakka. Identify key movements and highlight the strong moves, tense muscles and stable stance.

Then divide the group into small groups. Each group selects and tries four moves suitable for a Hakka (from the video or new moves they've created). They combine the moves to create a routine. Using a strong drum beat or a chant can help you get into the spirit of the Hakka! Or do the Maori Poi dance with ribbons. Each pair or group creates 4-6 moves and links moves to create a routine.

**Safety:** make sure everyone has enough space.

## equipment



Drum, tambourine, music, dance scarves, ribbons, batons, sound rhythm wands.

## sporting connection



The activities in Tribal Dance help you develop strong movements with good balance and core strength. You'll need these for lots of sports including dance and gymnastics.

## did you know?

The London 2012 cultural Olympiad (the four years up to the games) is the largest cultural celebration in the history of the modern Olympic and Paralympic movement.

## wider club activities

## tribal dance

Skills	Example
Thinking me	Think about a new skill or game you have learnt today and try practicing it at home. Have you been able to get better or have you beat your score?
Social me	This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)
Healthy me	For next week, let's think about what it is about our club that makes us each feel good and happy.
Physical me	At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.
Creative me	Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life website?

### space

Encourage use of the space above, below and around individuals and groups

Space dancers closer or further apart

Use hoops on the floor to create the tribal formation associated with the Maori tribe

### task

Select more/fewer moves to make routines more complex/easier

Ask some young people to focus particularly on facial expressions

Players take turns in being the leader

Research other cultural dances to share within your group (salsa/tango/jive)

### equipment

Introduce music/rhythm

Use musical instruments to create a beat

Use any long flowing equipment (e.g. long ribbons or scarves) to support the development of Poi dances

Players with impaired or no grip can have pompoms or scarves attached to their wrists

### people

Create moves independently

Create moves in pairs

Work as a whole group to develop a routine

One person leads and the rest of the group follow

# jump rhythm

Leap without stopping  
using elastics



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Two players stand about a metre apart, with a continuous three metre loop of elastic taut around their ankles. The player in the middle follows these jumps in and out of the elastics, while everyone chants:

“2” = Place right foot inside and left foot outside

“4” = Jump and swap feet

“6” = Jump both feet inside

“8” = Jump both feet outside

“Mary’s” = Jump right foot inside and left foot outside

“at the” = Jump and swap feet

“cottage” = Jump both feet inside

“gate” = Jump both feet outside

“eating” = Jump right foot inside and left foot outside

“cherries” = Jump and swap feet

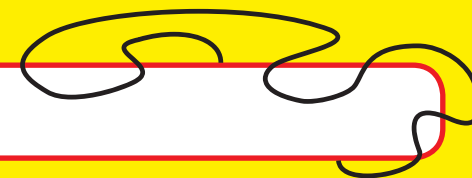
“off a” = Jump both feet inside

“plate” = Jump both feet outside

Once players have mastered this routine, it’s easy to start making up others.

## equipment

Elastics, music.



## sporting connection



Skills this helps you develop include: agility in jumping and landing, good rhythm and co-ordination, and keeping a good head position. These are all important for the sports of cheerleading, gymnastics on the vault and floor, and trampolining.

## did you know?

In trampolining, competitors have to jump high enough to have 2 seconds in the air and complete a 10 bounce routine within 20 seconds. Time penalties are incurred if this isn’t achieved.

## wider club activities

## jump rhythm

### Skills

### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out all about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from during and after the session - any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our new sports club? Let's choose a winner next week.

## space

Progressively raise the elastic height from ankles to knees to thighs

For some young people, leave the elastics on the floor for them to step or move over

## task

Create simple moves to try at each height

Ensure the elastic holders and jumpers rotate so everyone has a go

Take turns to be choreographers

Take turns to be judges against a rules and points systems developed and agreed by the whole group

Seated players can participate by having the elastics attached safely to their legs or part of the chair

Where jumping is not an option, swing, twirl or beat jump ropes on the ground

## equipment

Change rhymes

Use music with a clear rhythm

Use musical instruments to create a beat to jump to (e.g. drums, tambourine, or triangle)

## people

Play in small groups

Play in larger groups

Play as teams in a competition

# synchronise

Create funky moves and sequences while mirroring others



## how to play



Pairs face one another, hands up with palms facing the other person. Player one moves their hands to create a shape, and their partner mirrors this move. You can make numbers, shapes, letters, animals... anything (it's good to suggest themes to stimulate ideas).

After a while, move on to whole body mirroring. Player one picks out a theme (like 'happy' or 'a spooky wood') and moves their whole body to express it. Players need to watch carefully what their partner is doing and focus on their movements – copy everything they do. Good at this? Then move on to whole stories for your partner to copy and guess. You can even have a story move from pair to pair to create a mega-story!

**Safety:** ensure there is space for everyone to move freely.

## equipment



Music, props to support story telling, everything in the equipment bag.

## sporting connection



This is great for developing a sense of the space around you, working in pairs and being creative. These are all skills you'll need for synchronised swimming and synchronised trampolining (where you need to mirror your partner's movements).

## did you know?

Until 1992 there was a solo synchronised swimming event in the Olympics. Competitors needed to match their routine to the music.

## wider club activities

## synchronise

### Skills

### Example

#### Thinking me

Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful.)

#### Social me

During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.

#### Healthy me

Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.

#### Physical me

Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.

#### Creative me

For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## space

Make the space larger/  
smaller

Encourage use of the  
space above, below and  
around players

## task

Travel at different speeds  
Travel in different directions

Begin in static position,  
then introduce movement

Include facial expressions!

Rotate roles between leader and follower

## equipment

Use different equipment to  
stimulate ideas

Introduce books, images  
and music to provoke  
thought

## people

Work in pairs

Work in small groups

Join groups together to share  
ideas and perform together

# skip to it

Skip over a rope in different fun ways



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



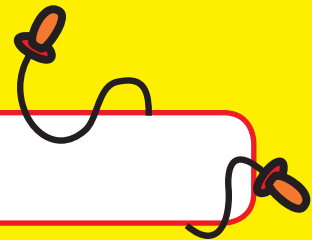
Skipping is one of the main ways that athletes can stay fit. Here are a few ideas on how to jump up, jump up and jump around.

Each skipper has a rope and needs to pick up the rope and do four double-footed jumps facing left, then four facing right and another four facing forwards. Keep going for three minutes. Too easy? Try it backwards! Or have another skipper do a freestyle routine at their speed while you mirror them.

**Want a change?** Try jumping in different directions, facing left, facing right and facing forwards or adding a heel tap – where you tap your heel to the ground after each jump.

**Safety:** ensure there is enough space between skippers, practise moves slowly before speeding up and make sure players stay aware of others.

## equipment



Short skipping ropes, lots and lots of space!

## sporting connection



This is great for agility, flexibility, balance and co-ordination. They're all key skills you'll need in the sports of gymnastics on the floor and vault, rhythmic gymnastics, cheerleading and jump rope (the official name for the sport of skipping)

## did you know?

The world record for skipping is 200 jumps in 30 seconds? Skipping is a key piece of training for many Olympic sports where footwork patterns are important, like gymnastics.

## wider club activities

## skip to it

### Skills

### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club and maybe we could do a school assembly.

#### Healthy me

Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you to create a new game – be creative, but be safe!

## space

Encourage players to travel while skipping in a particular direction (e.g. clockwise around a circle) or while playing 'follow my leader'

## task

Make up actions and create a routine

Share moves with others

If jumping/skipping is not an option, players can:

- move in different ways over a rope(s) laid on the ground
- rhythmically twirl or swing a rope, or beat it on the ground around them

Teaching other players your own moves and routines

## equipment

Use longer/shorter ropes

Add music to help create atmosphere

Use hoops to create zones or jump spots

## people

Skip individually

Skip in pairs

Change partners and skip with new people

Try skipping with people of different heights



# airborne

Be like a circus performer  
– learn to juggle



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



It takes lots of practice to be a good juggler! Keep going and you'll get there:

**Juggle with one ball** – start throwing the ball from your left hand to right hand and back again in a smooth 'juggling arc'.

**Juggle with two balls** – the second ball is thrown when the first reaches the top of the 'juggling arc'.

**Juggle with three balls** – start with two balls in one hand, one in the other. Throw the first ball from the front of the left hand. When the first ball reaches the top of the 'juggling arc' throw the second ball from the right hand, and when the second ball reaches the top of the 'juggling arc' throw the third ball from the left hand. Stay focused and be sure to watch the balls all times.

**Safety:** make sure there is enough space between and above players.

## equipment

Beanbag balls, diablo sets, scarves, juggling hoops.



## sporting connection



Juggling is great for developing a host of skills associated with the sport of rhythmic gymnastics. It helps you get a good sense of how to use the space around you, keep good posture and use the right head position to work successfully with equipment.

## did you know?

Gymnastics has been part of the modern Olympics since it began in 1896 but it was 32 years until women were allowed to compete.

## wider club activities

## airborne

Skills	Example
Thinking me	Think about a new skill or game you have learnt today and try practicing it at home. Have you been able to get better or have you beat your score?
Social me	This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)
Healthy me	For next week, let's think about what it is about our club that makes us each feel good and happy.
Physical me	At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.
Creative me	Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life website?

## space

Use the space around you whilst you are juggling. You could even make the arc higher or wider

## task

Progress from one ball to two balls and then three balls

Try moving backwards and forwards or sideways while juggling

Attempt to beat your previous personal best score of 'how many times I can juggle before dropping a ball'

Compete against other pairs or teams

## equipment

Use scrunched up paper or bean bags before progressing to juggling balls

Use different sized balls

Use balloons or slow-moving balloon balls or beach balls; players 'juggle' by keeping a balloon in the air with any part of their body

Use a rope or throw down markers to make a 'tightrope' on the floor; players try to walk along or follow it while juggling

## people

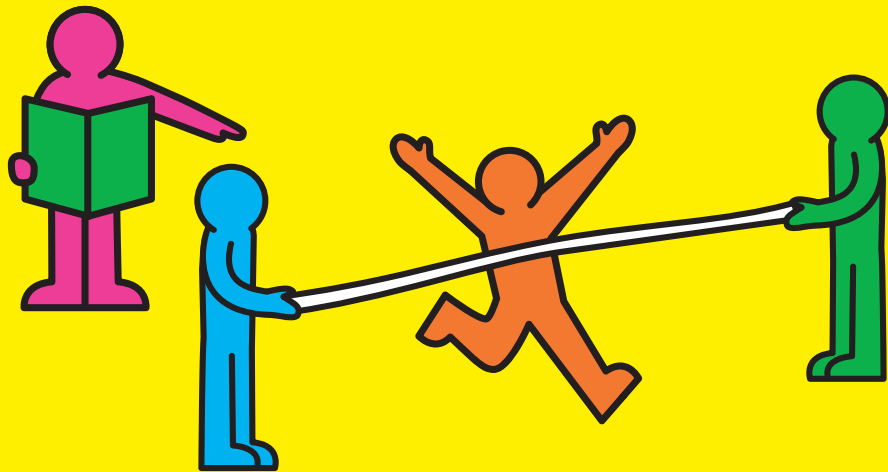
Play independently

Play in pairs (one juggles, one gives clear instructions to help)

Play in teams and compete against others

# express yourself

Be creative and tell an amazing sporting story



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Get the group talking about sport and ask them to choose a big sports story to re-create. It can be one that's just been in the news, or a famous achievement like Usain Bolt breaking the world 100 metres record.

Divide the group into smaller groups. Each group discusses their story and develops three or four key moves that highlight the main parts. Maybe it's waking early for training or getting off to an explosive start. The groups rehearse these moves and refine them to make moves sharper and defined. Encourage groups to develop the moves into a start, middle and an end to their story. Then it's showtime! Use equipment to express movements and actions.

**Safety:** make sure there is enough space between groups. Remind players to maintain a solid foundation when balancing and stay aware of their head position.

## equipment



Newspapers, books, images to stimulate ideas, music, ribbons, scarves, pompoms and tap sticks to generate ideas and extend movement.

## sporting connection



This can help you be more creative, express yourself and work as a team. These are all skills that are important in the sports of synchronised swimming, dance and trampolining.

## did you know?

In the 2000 Sydney Games trampolining became an Olympic sport. Athletes bounce to heights of up to 10 metres high.

## wider club activities

## express yourself

### Skills

### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out all about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from during and after the session - any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our new sports club? Let's choose a winner next week.

## space

Encourage the use of high and low space

Use space to the side of the body

Travel while telling the story, covering more space

## task

Travel in different directions/speeds/levels

Move fluently from one action to another

Introduce a range of sports specific movements to make a story (boxing, skipping, running etc)

## equipment

Introduce music or sound from drums, tambourines, tap sticks

Use images to get players thinking about different sporting actions

## people

Work in pairs

Work independently

Work as a small group - ensure the movements chosen, or roles in the story involve everyone

# stick to the beat

Develop challenging routines and moves with tap sticks



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Players kneel on the floor in pairs, facing each other. Each player has two tap sticks (one in each hand). Put some music on, then ask everyone to:

- Tap both sticks on floor to the beat, four times to the left, right or front
- Holding the sticks vertically, tap each other's sticks, four times
- Holding the sticks vertically, throw and swap your sticks to your partner – keep going!

When you're ready, you can work with your partner to create your own linking movements, like passing or throwing the sticks to each other. Share your routine with another pair, link both pairs' ideas and add more to build an amazing big routine.

**Safety:** give clear instructions about safe use of sticks and make sure everyone has enough space.

## equipment

Tap sticks with a nice strong beat, plus plenty of imagination!



## sporting connection



Stick To The Beat is based on a traditional Maori activity! It will help you develop the rhythm and coordination needed in sports like dance, gymnastics, jump rope and cheerleading.

## did you know?

Team rhythmic gymnastics was introduced into the Olympics in Atlanta in 1996. It's where two or six people use a maximum of two types of apparatus in their routine – real teamwork in action!

## wider club activities

## stick to the beat

### Skills

### Example

#### Thinking me

Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful.)

#### Social me

During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.

#### Healthy me

Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.

#### Physical me

Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.

#### Creative me

For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## space

Pairs can sit closer together/  
further apart

Encourage routines and moves  
that use variety of space below,  
above, behind and around  
individuals

## task

Encourage the use of  
different speeds

Share the role of choreographer

Ask pairs to give positive  
feedback to other pairs

Demonstrate moves to others

## equipment

Make your own tap  
sticks using rolled  
up newspaper  
taped securely

Try larger/smaller  
tap sticks

## people

Play in pairs

Play in fours using all four  
members of the group

Play in two long lines of up to  
20 pairs!

Players can participate from  
different positions, for example,  
seated or standing

# dynamic duos

Skip in groups using a long  
'Double Dutch' skipping rope



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Arrange groups of five to eight players – each group has a long skipping rope. Two people per group start as rope turners, the rest as skippers, then play:

**Get in** – the skipper stands beside a turner. When the rope turns away, the skipper runs in and starts skipping as it clips the floor. Skip for an agreed number of jumps or agreed time.

**Mates** – have one person jump in, then two, three and four, until you're skipping. Now try clapping, turning and hopping together!

Remind rope turner to watch their partner to keep in time and remind skippers to keep their heads up, with knees slightly bent on landing.

**Safety:** ensure waiting players stand clear of the rope and that turners don't turn the rope too quickly.

## equipment



Long 'Double Dutch' skipping ropes, lots of space, stopwatch – for timing how long everyone skips.

## sporting connection



This activity is great for communication, teamwork and awareness of the space around you. These are all skills needed for sports like synchronised swimming and diving.

## did you know?

Diving was introduced to the Olympics in 1904. It has one of the lowest age restrictions, which meant Tom Daley was able to compete in Beijing 2008, aged just 14.

## wider club activities

## dynamic duos

### Skills

### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club and maybe we could do a school assembly.

#### Healthy me

Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you to create a new game – be creative, but be safe!

## space

Use a longer or shorter run in

## equipment

Use a longer/shorter rope  
Carry a piece of equipment when jumping

## task

Turn the rope faster/slower

For some players, swing the rope from side to side

Create new tricks and moves

Introduce rhymes to help keep a rhythm

Hop when skipping, turn, cross legs – vary the moves

## people

Skip on your own as part of a team

Skip in pairs facing each other or facing same direction

Skip in fours, all facing each other or facing same direction

Where jumping/skipping is not an option, players can:

- focus on turning the rope
- use shorter ropes to twirl, swing or beat rhythmically on the ground
- move over a rope laid on the ground in different ways



# musical abc's

It's time to practise agility,  
balance and co-ordination



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Divide the group into pairs and ask them to practise each activity:

**Balance-link-balance** – as a pair, choose two balances (e.g. on tip-toes or one leg in front) and practise. Got them nailed? Select a linking move to transfer weight from one balance to another and keep going to create a short routine.

**Travel-jump-travel** – ask pairs to travel in any way (e.g. star jump, pike jump, asymmetric jump) and perform a jump (i.e. star jump, bunny hop), have a solid landing and travel again. Carry on, then add a different way to travel (e.g. skip, roll, sidestep) and jump and travel again.

When everyone's getting the hang of it, add moves with equipment like hoops or ribbons. Then link all your moves for a great routine.

**Safety:** make sure each player has enough space.

## equipment

Music, hoops, scarves, rhythm wands, jingle bracelets, ribbon tail balls, dance rings, pompoms.



## sporting connection



This activity is great for active skills – agility, balance and co-ordination. It'll also help you be more creative. That's all great for acrobatics, gymnastics, dance and cheerleading.

## did you know?

A perfect 10 is no longer the top score in gymnastics. Open ended scoring was introduced in 2006 to encourage greater risk and different moves.

# wider club activities

# musical abc's

Skills	Example
Thinking me	Think about a new skill or game you have learnt today and try practicing it at home. Have you been able to get better or have you beat your score?
Social me	This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)
Healthy me	For next week, let's think about what it is about our club that makes us each feel good and happy.
Physical me	At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.
Creative me	Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life website?

## space

Balance at different levels  
Travel at different heights and levels  
Make sure there's a smooth surface for players with impaired mobility

## task

Introduce greater/fewer numbers of actions into the routines  
Start with two linking moves, if necessary, and then progress  
Judge each other's routines  
Teach routines to other groups  
Link two pairs' routines together  
Alter the combination of activities, so 'balance', 'jump', 'link' and 'travel' can be done in any order  
Ensure that movements, balances and equipment selected, mirrors the abilities of each individual (so an object can be balanced rather than the player having to do a physical balance)

## equipment

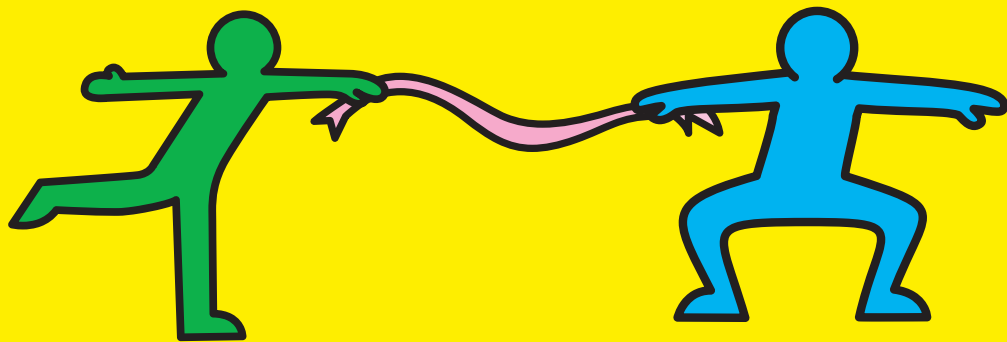
Introduce different types of rhythm and music, e.g. a drum beat, dance track or instrumental jazz

## people

Work independently  
Work in pairs  
Work in small groups

# martial moves

Create routines with  
imaginative (and controlled)  
martial arts action



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Players link martial arts moves to create slow fluid movements from one action to another, like the Brazilian 'fight dance', Capoeira.

In pairs, try the moves below, working as a pair and responding to each other's actions. Be sure to do them in slow motion and stay connected to your partner with a ribbon you each hold at one end. Stay responsive to each other!

**Side kick** – feet apart, lift and push one leg out to the side

**Boxing punch** – elbows bent, fists clenched small, punch slowly left and right

**Jab** – alternate arms, punch straight out in front

**Body swerve** – bend low, turn sharply right or left and stand up

**Duck** – swoop down like a bird

**Safety:** make sure there's lots of space.

**Note:** remaining in contact with each other means visually impaired young people can join in.

## equipment

Pictures or a video of Capoeira are useful to show as inspiration, equipment to help players stay connected, like hoops, ribbons or even a scarf, lots of space.

## sporting connection



You'll need lots of control to master this activity! It will help you get strong muscle control for good balance and slow controlled movements – skills needed in dance, gymnastics and synchronised swimming.

## did you know?

The next Olympic Games after 2012 will be held in Brazil in 2016. They have a very famous martial art called Capoeira made up from dance, martial arts and sport.

## wider club activities

## martial moves

### Skills

### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out all about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from during and after the session - any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our new sports club? Let's choose a winner next week.

## space

Encourage use of the space that's high, low and all around

Travel around the space when developing and performing a routine

Lengthen/shorten the ribbon used to link players

Develop routines in smaller, limited spaces to change movements and control the body (remind players to be aware of the limited space and stay safe)

## task

Create routines with more martial arts moves

Introduce a mixture of balances between martial arts moves to slow the movement down even more

Encourage changing of hands when connected to the ribbon to increase range of movements (players must keep one hand on the ribbon at all times)

## equipment

Use a range of equipment to create a link between partners - apart from ribbons, you could use hoops or scarves

Add music to develop atmosphere and rhythm

## people

Develop moves individually then progress to developing moves with a joined partner

Work in pairs to develop routines

Work in threes with one player taking the role of choreographer to support the two linked partners, then swap roles to carry on developing the routine

# strike a pose

Match a range of balances  
to rolls of the dice



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play



Let's see how well everyone can balance! Stick six cards on the wall numbered 1-6. Choose a different balance to write on each one card. Here are some ideas:

1. Balance on one foot
2. Balance on one foot and one hand
3. On your head, two hands and one foot
4. Up on your tippy toes
5. Two hands and two feet
6. Combine balances to create a sporting action, like tossing a rhythmic gymnastics ball in the air and holding the 'lean forward' balance that follows the throw.

Roll the dice for players to do the balance that matches the number. Highlight the importance of firm muscles, strong shapes and tight bodies when holding balances. Then roll the dice again – and carry on!

**Safety:** make sure each player has enough space to perform the balances safely.

## equipment



Large dice, six cards with numbers and balances.

## sporting connection



This activity will help you develop your sense of balance and core strength. That's great for diving, cheerleading and gymnastics.

## did you know?

When competing, men do not perform their gymnastics routines to music, while women do (but each routine needs lots of core strength!)

## wider club activities

## strike a pose

Skills	Example
Thinking me	Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful.)
Social me	During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.
Healthy me	Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.
Physical me	Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.
Creative me	For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

### space

Try balances at different levels - low down or reaching up high

Encourage players to extend their limbs to help make their balances strong, using the space above and around

### task

Change balances to make them easier/harder

Roll the dice a second time to see how many seconds to hold the balance for

Introduce different head positions while in balance, e.g. when the leader calls "turn head to right" or "look upwards" (these must be controlled movements and balances kept stable)

Create a routine by linking balances together

Some players may need to balance with support; for example, using a chair, the wall or a partner

### equipment

Create balances with equipment on different parts of the body, e.g. a beanbag on head or shoulder

Use music to provide atmosphere

Seated performers can balance an object on different parts of their body (for example, a beanbag), rather than doing a balance.

### people

Create balances in pairs

Create balances in groups of three or four, using each other as support

## Warm up activity

# journey round the body

Get your heart pumping and muscles moving



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play

Mark out a safe play area. Then stick six cards numbered 1-6, in different places around the area. Write an activity on each that targets a different part of the body. How about 'lungs' – jump ten times and shout as you count? Or 'muscles' – do five star jumps?

Divide the group between the numbered areas. Then everyone has to find their pulse (at the wrist or neck) and count it for ten seconds. Write down your number or make sure you remember it. Then jog, or hop or jump round the circuit with a partner and do the activity at each spot. After each activity take your pulse again for ten seconds – watch how it rises!

**Safety:** make sure there is enough space between the areas for everyone to do the activity.

## equipment

Cones, skipping ropes, balls or other equipment, depending on the activities you choose.

## sporting connection

This activity helps you warm up, get your muscles moving and your heart pumping.

That's the ideal way to start training for just about any Olympic or Paralympic sport from swimming to gymnastics.



## did you know?

Underwater swimming featured at the Paris 1900 Games. Competitors earned points for the length of time and distance they were underwater.

## wider club activities

## journey round the body

### Skills

### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club and maybe we could do a school assembly.

#### Healthy me

Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you to create a new game – be creative, but be safe!

## space

Space out the cards to encourage more movement between activities

Make the space smaller so there is less distance between the cards

## task

Change the activities to provide variety

Make the activities harder by increasing the time spent on each one.

## equipment

Make players carry equipment during the activity

Ask players to use equipment during the activity, e.g. bounce a ball or catch a beanbag

## people

Play in pairs

Play in small groups

Play as a whole group

Create competitions for individuals or teams



## Warm up activity

# not in my backyard

Work as a team  
to clear out the rubbish



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play

Mark out a safe play area and divide it into two 'backyards' with a rope or suitable barrier. On each side, place 10-20 beanbags, balls, koosh balls etc - this is the 'rubbish'. It's in your backyard and it's your task to clear it, before the other team clears theirs!

Divide the group into two, for a team either side of the play area. When you shout 'Clear!' each team starts to throw their 'rubbish' over the barrier to the other team's 'backyard'. Keep going or it will all pile up! The winning team is the team with the least rubbish in their backyard after two minutes.

**Safety:** ensure the area is big enough so players won't collide when throwing and that the 'rubbish' is not too big or heavy. Underarm throws only.

## equipment

Marker cones, beanbags, small balls, koosh balls, chiffon scarves, throwing scarves.



## sporting connection

This activity will help you develop hand eye co-ordination and quick reaction times. These skills are useful for sports such as synchronised diving and trampolining.



## did you know?

At Seoul 1988, America's Greg Louganis fell unconscious into the pool after hitting his head on the 3m springboard at the start of a preliminary-round dive. Amazingly, he recovered to win the gold medal in the final.

## wider club activities

## not in my backyard

Skills	Example
Thinking me	Think about a new skill or game you have learnt today and try practicing it at home. Have you been able to get better or have you beat your score?
Social me	This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)
Healthy me	For next week, let's think about what it is about our club that makes us each feel good and happy.
Physical me	At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.
Creative me	Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life website?

## space

Make the play space larger/  
smaller  
Change the rope height so it's  
higher/lower

## task

Play seated  
Play standing on one leg  
Roll equipment if not  
using a rope  
Use a variety of throwing  
techniques such as overarm,  
underarm and chest pass

## equipment

Use a bench, rope or net as  
a barrier - vary it to mix  
things up  
Use a variety of different  
shaped and sized balls and  
other 'rubbish' items

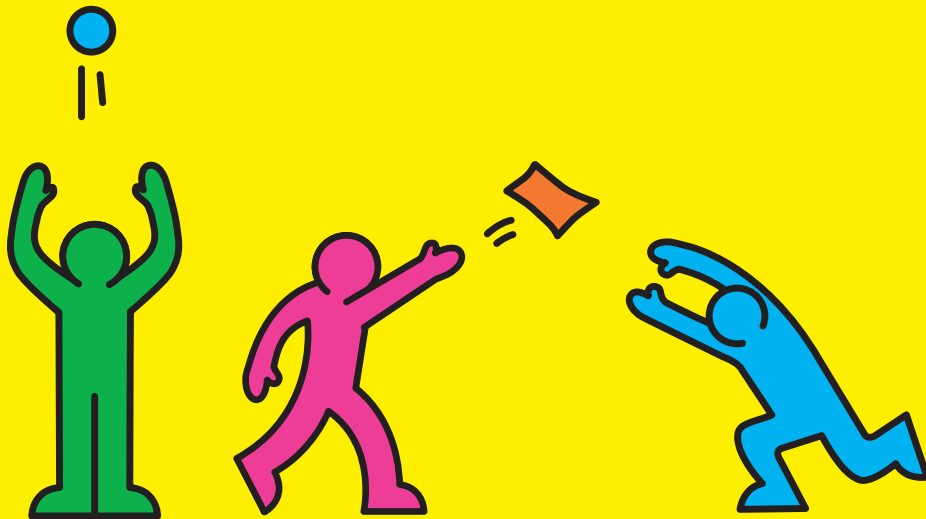
## people

Make teams larger/smaller  
Restrict players to using  
their non dominant hand  
throughout the game

## Warm up activity

# action stations

Get running, throwing and having fun with objects



Supporting your school to provide 30 of the daily 60 active minutes recommended

## how to play

Each player has a piece of equipment, like a ball, beanbag, scarf or hat. Players travel around the space, walking, jogging or skipping until you shout the action everyone needs to do. Here they are – mix up the order and keep things moving. Then try it to music!

- “Up, hot, up” Players throw their beanbag/ball from hand to hand as if it’s hot
- “Action” Players move again holding their equipment
- “Round, hot” Players pass their object around their waist from hand to hand or through their legs in a figure 8. Too easy? Try it while walking!
- “Throw, hot, throw” Players quickly throw their object up into the air and catch it
- “Hot Swap” Quick! Rush and swap your object with another player

Safety: make sure there’s enough space.

## equipment

Balls and beanbags in various sizes.

## sporting connection

This activity is great for improving hand eye co-ordination, especially when you’re moving. These are skills you’ll need for sports where you’re tackling obstacles on the move – such as rhythmic gymnastics.

## did you know?

Olympic gymnast Craig Heap made sure he drank 2 to 3 litres of fluid everyday when he competed in the 2000 Sydney Games.



## wider club activities

## action stations

### Skills

### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out all about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from during and after the session - any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our new sports club? Let's choose a winner next week.

## space

Make the play space larger  
Make the play space smaller  
Make sure players stay inside the agreed area

## task

Start the game by travelling slowly  
Speed it up as players get warmer  
Travel in different ways, hopping, skipping, tiptoeing to alter speed  
Introduce new instructions to keep the game fresh

## equipment

Use a variety of different shaped and sized balls, beanbags, balloon balls and other items

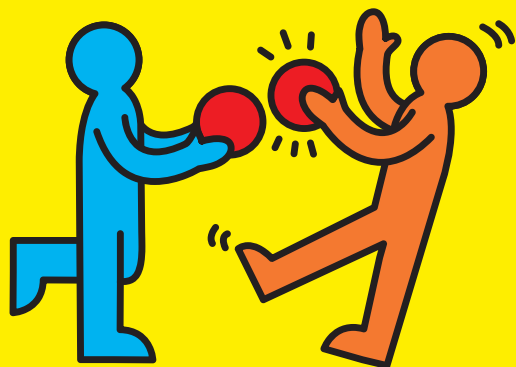
## people

Play in pairs  
Play in smaller groups in a smaller space  
Players can swap equipment with a different player

Warm up activity

# bumping balance

Try to force your partner  
onto two feet using the ball



Supporting your  
school to provide  
30 of the daily 60  
active minutes  
recommended

## how to play

Divide the group into pairs or ask them to choose a partner.

Hand a large ball to each person (make sure the balls are all the same size).

In pairs, players stand on one leg opposite each other and push each other, ball against ball. You're trying to force your opponent onto two feet. How good are your skills at making them lose balance? Try different techniques. Maybe a long slow push or short, sharp pushes work better? Or you could even try making them laugh!

When you've succeeded or not, try your skills against a different partner.

**Safety:** make sure there is enough space between each pair.

## equipment

Large balls, e.g. basketballs that are soft and springy.



## sporting connection

These skills are used in creative sports such as swimming, diving and trampolining where core balance and strength is very important.



## did you know?

At the Olympics, gymnasts perform a series of short routines, which contain a variety of twists, bounces and somersaults. Precise technique and perfect body control are vital for success, with judges delivering marks for difficulty, execution and flight time.

## wider club activities

## bumping balance

### Skills

### Example

#### Thinking me

Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful.)

#### Social me

During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.

#### Healthy me

Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.

#### Physical me

Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.

#### Creative me

For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## space

Make the play space larger/smaller

## task

Play on two feet, instead of one, and try to move your opponent from the spot

Ask players to play on their knees

Try playing as a mini competition

## equipment

Use a variety of different shaped and sized balls

Try using no equipment and asking the players to push their hands against the other players hands

## people

Ask players to swap partners - enjoy new challenges and try new techniques

Pair up children of different heights and sizes

# sport skills matrix - creative

Activity Cards	Sports Referenced	Sports Skills identified by National Governing Bodies										
		Individual / Pair / Group activities	Jumping and Landing	Agility and Flexibility	Balance and Abduction / Adduction	Spatial awareness	Transferring Weight	Task Orientation / Concentration	Pulling and Pushing Motions	Rhythm and Co-ordination	Posture and Head Position	Expression and Creativity
Cheer Motion	Cheerleading	×	×	×	×	×	×	×	×	×	×	×
Tribal Dance	Dance / Synchronised Swimming / Gymnastics Floor	×	×	×	×	×	×	×	×	×	×	×
Jump Rhythm	Gymnastics Vault / Floor / Skipping	×	×	×	×	×	×	×		×	×	×
Synchronise	All Sports / Activities	×	×	×	×	×	×	×	×	×	×	×
Skip to it	Skipping / Cheerleading	×	×	×		×	×	×		×	×	×
Express Yourself	Rhythmic Gymnastics / Synchronised Swimming	×	×	×	×	×	×	×	×	×	×	×
Stick to the Beat	All Sports	×		×		×		×	×	×	×	×
Martial Dance	Gymnastics / Dance / Synchronised Swimming / Cheerleading	×	×	×	×	×	×	×	×	×	×	×
Airborne	Rhythmic Gymnastics / Dance	×		×	×	×	×	×		×	×	×
Dynamic Duos	Synchronised Swimming / Gymnastics Floor / Rhythmic / Cheerleading / Dance	×	×	×	×	×	×	×		×	×	×
Strike a Pose	Dance / Cheerleading / Rhythmic Gymnastics	×		×	×		×	×			×	×
Musical ABCs	Gymnastics Floor / Vault / Dance	×	×	×	×	×	×	×		×	×	×

You should use this matrix to:

1. Help you to plan your session either to focus on specific skills or to ensure children use a wide range of skills each session i.e. use all the activities that use pulling and pushing motions.

2. Ask children before they play to identify the skills they think each activity will help to develop. After playing ask the children which skills they've experienced and compare them to their previous answer.

3. Highlight to the children the sports and National Governing Bodies of sports that are involved in each activity.

4. Draw attention to the parts of the body being used during the activities or those activities that will raise their pulse.

