

the really big adventure



teacher resources

change
4 life
Eat well Move more Live longer

change4life's really big adventure

The **really big adventure** aims to motivate children and their families to make healthier lifestyle choices by providing them with lots of practical activities, hints and ideas that are fun too!

purpose of teaching resources

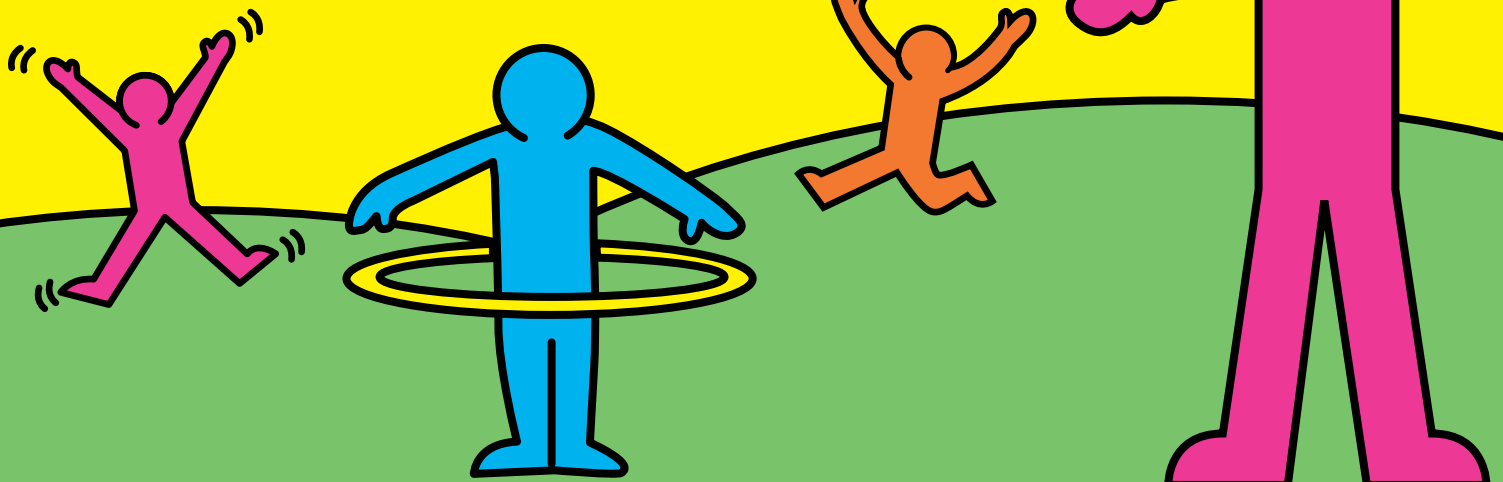
These resources are aimed at Key Stage 2 and support Change4Life's initiative to encourage children and their families to increase their physical activity and healthy eating.

The activities are intended to be flexible for schools and teachers so that they can be adapted for older and younger pupils, as well as for the whole school, if you think it would fit better with your existing healthy schools activities. You can pick and choose from the activities to create a session which best fits your class and school.

The aim is for as many pupils and teachers to have fun!

As you know, children need to do 60 minutes of physical activity every day to really get their hearts pumping. This can be things like jumping, skipping, dancing and running. Not only does it make them feel good, but it helps to strengthen their heart and bones too. This is important to help keep them healthy in childhood and in later life. All the activities included in this booklet count towards meeting this recommendation.

We hope that taking part in these activities encourages children to use their imagination and creativity. They follow rules, but also have space to innovate and try things out. And, because they have to communicate and co-operate with others, their ability to form relationships is enhanced too. So it's a great way to get children up and about in new ways.



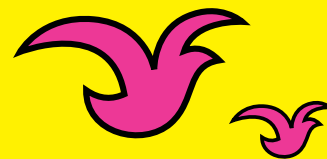
your really big adventure

We have structured the activities and games into two sections:

main session

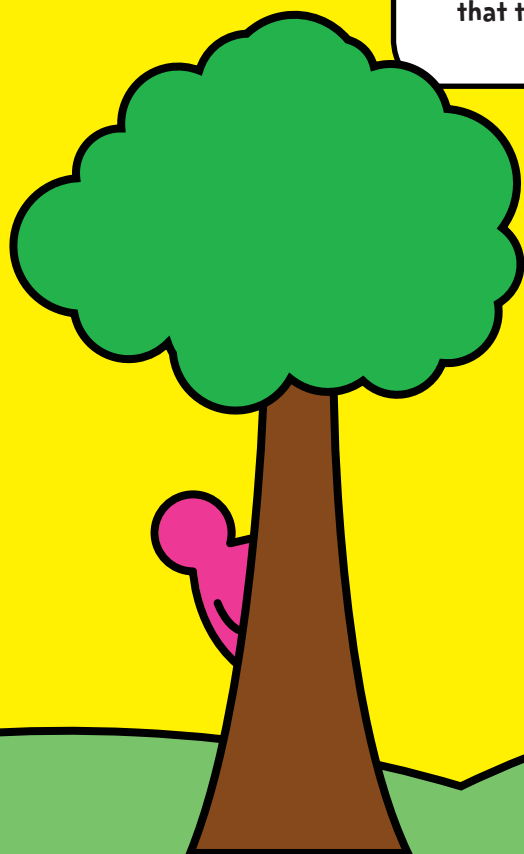
For the main session you can choose to:

- run a 1-hour lesson
- or run a half day of activities
- or run a whole day of fun activities by extending the timings of the half day plan and adding in extra games and activities – there's lots to choose from!



follow-up session

The purpose of the follow-up session is to motivate children to do as many physical activities as they can in the holidays and after school so that they have plenty to tell their teacher and school friends about.



choose a theme

Once you have decided on whether to run an hour, a half day or a full day of fun, you then need to choose from **three** themes – depending on what you think your pupils will enjoy most:



1. let's dance



The great thing about dancing is that there is something for everyone – regardless of their ability. It's a spontaneous and highly enjoyable way for children to be active. These activities will give you and your pupils a taste of the many different dance styles they can try.

2. treasure hunt

These activities have been developed to encourage children to be imaginative and observant while they run around! Working together to find treasure also promotes friendship and fosters respect for others.

3. playground games

Playing games is a really important part of children's personal and social development. It helps them to build confidence, develop co-ordination and gets them moving too.

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- All three themes can be adapted to be played outside or inside, depending on the weather and space constraints.
 - All the timings are approximate and can be extended or reduced as appropriate.
 - And if you're really enjoying yourself, you could even run several activities from across the three themes over a series of days!

key stage 2 national curriculum links

All three themes link to the national curriculum at the following points:

pe

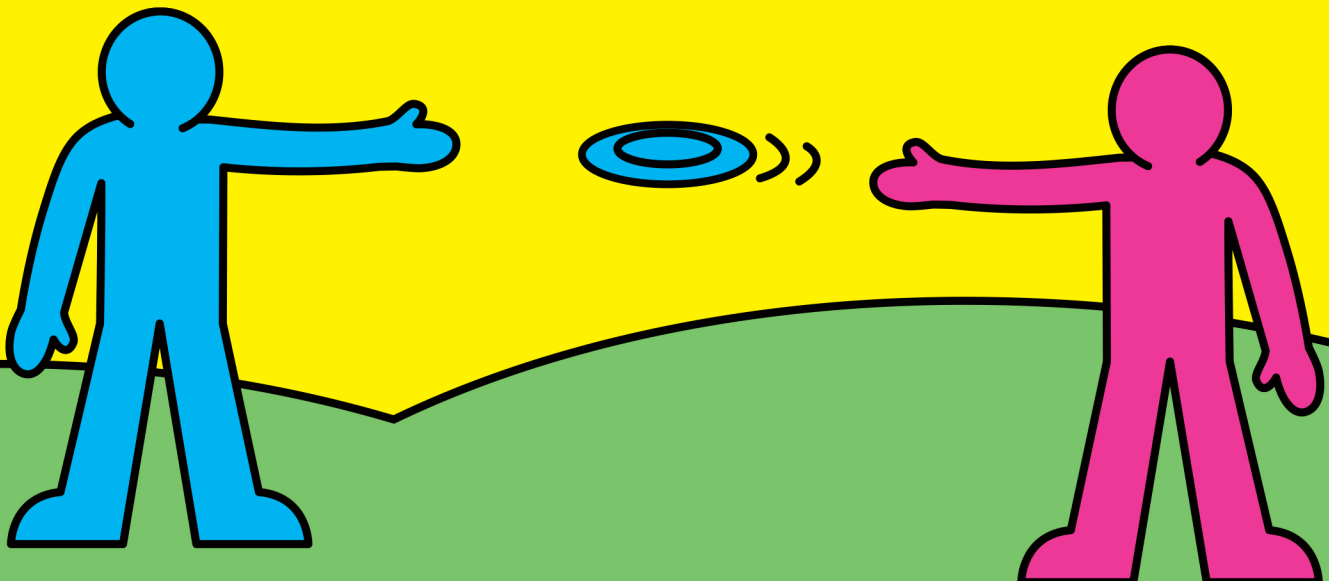
Pupils should be taught:

- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
- Take part in outdoor and adventurous activity challenges both individually and within a team

pshe

Pupils should be taught:

- What positively and negatively affects their physical, mental and emotional health (including the media)
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.'



learning outcomes

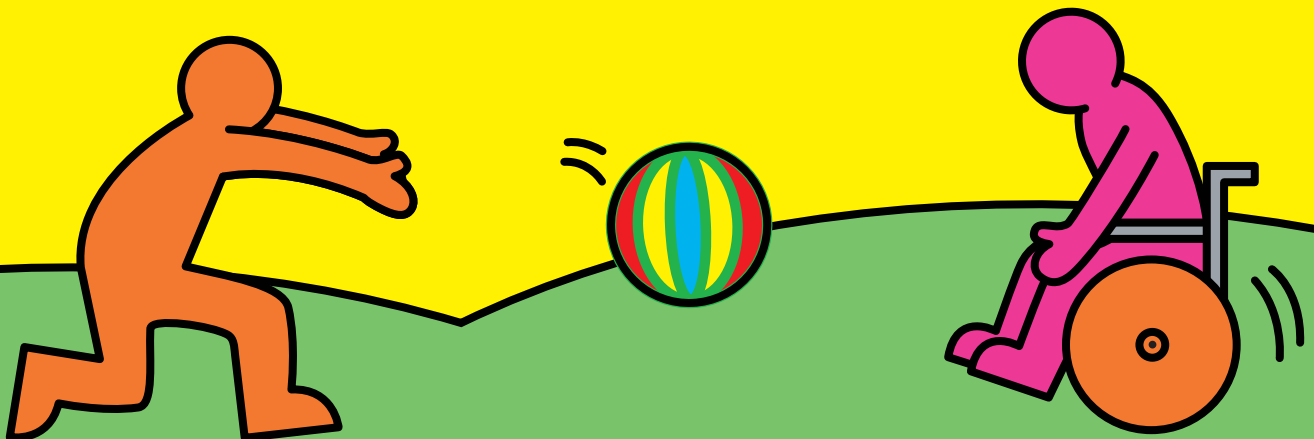
the main session will enable children to:

- Understand the importance of exercise.
- Understand how physical activity affects the body in the short term, as well as how it can improve their sense of personal wellbeing.
- Understand that physical activity can help them grow into healthy adults.
- Develop a positive attitude to keeping healthy by understanding that healthier eating and activity can be fun.
- Independently plan how they can improve their physical activity and eating habits.

All the sessions encourage children to work together, building friendship, developing respect for others and giving them the courage to try something new.

the follow-up session will enable children to:

- Make contributions and take turns in discussions.
- Choose information that is relevant to the topic and organise their ideas effectively.
- Imagine and explore their ideas and be creative in how they present them.
- Use language creatively and think about how to interest the reader.



let's dance - 1 hour session

You will need some music with a good beat. Feel free to pick and choose from the list of warm-up activities depending on how much time you have for the lesson. Make sure the room is clear of objects with sharp edges or things children can trip over. If the children are dancing barefoot, or in tights or socks, make sure the floor isn't too slippery.

warming up (20 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

Get them to try a few of these moves in time to some music:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

funky leader (in pairs)

1. One partner is the **funky leader**, the other is the follower.
2. They start by clapping their hands in time to the music.
3. Then they high five each other in time to the music.
4. The **funky leader** has to try and trick their partner by doing high fives up, to the side, down low.
5. When the partner has reached 3 high fives successfully it's time to swap roles.

heart beat hop (whole class)

1. Put on some fast music. Teacher/caller calls out the number 1 or 2 in time to the music:
 - If the caller shouts 2, dancers have to dance to the music on two feet, making patterns and so on.
 - If the caller shouts 1, dancers have to hop in patterns.
2. Call out 1 and 2 as often as you like.
3. To end the game, shout 3 and the dancers have to make a pose with three parts of their body on the floor.

the bunny hop (whole class)

This dance is a variation on a conga:

1. The whole class forms a line, holding on to the hips of the person in front of them.
2. They tap the floor 2 times with their right foot, then with their left foot, then they hop forwards, backwards, and finally 3 hops forward to finish the sequence, which continues throughout the song.
3. The first person in the line leads the group around the floor.



before you move on to the next activity...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!

main activity (40 minutes)

zoo-guess-who?

1. As a whole class, think about how animals move and how these could be transformed into dance moves. Here are some ideas:
 - Snake: slither on the floor.
 - Rabbit: do some quick, small jumps with your hands on the floor.
 - Kangaroo: do some big bounces where you try to hit your bottom with your feet.
 - Lion: prowl with the largest steps you can take.
 - Cheetah: run on the spot as fast as you can.
 - Tiger: stretch and arch your back. (5 mins)
2. In pairs, practise some animal moves of their own. (5 mins)
3. Join two pairs together to make a group of 4 and ask them to make up an animal dance. (10 mins)
4. The class sit in a circle and watch as each group performs its animal dance. (15 mins)
5. All the children stand up in their groups and perform their dances together as a whole class to create an animal carnival. (5 mins)



let's dance - half day session

You will need some music with a good beat. Feel free to pick and choose from the list of warm-up activities depending on how much time you have for the lesson. Make sure the room is clear of objects with sharp edges or things children can trip over. If the children are dancing barefoot, or in tights or socks, make sure the floor isn't too slippery.

warming up (30 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

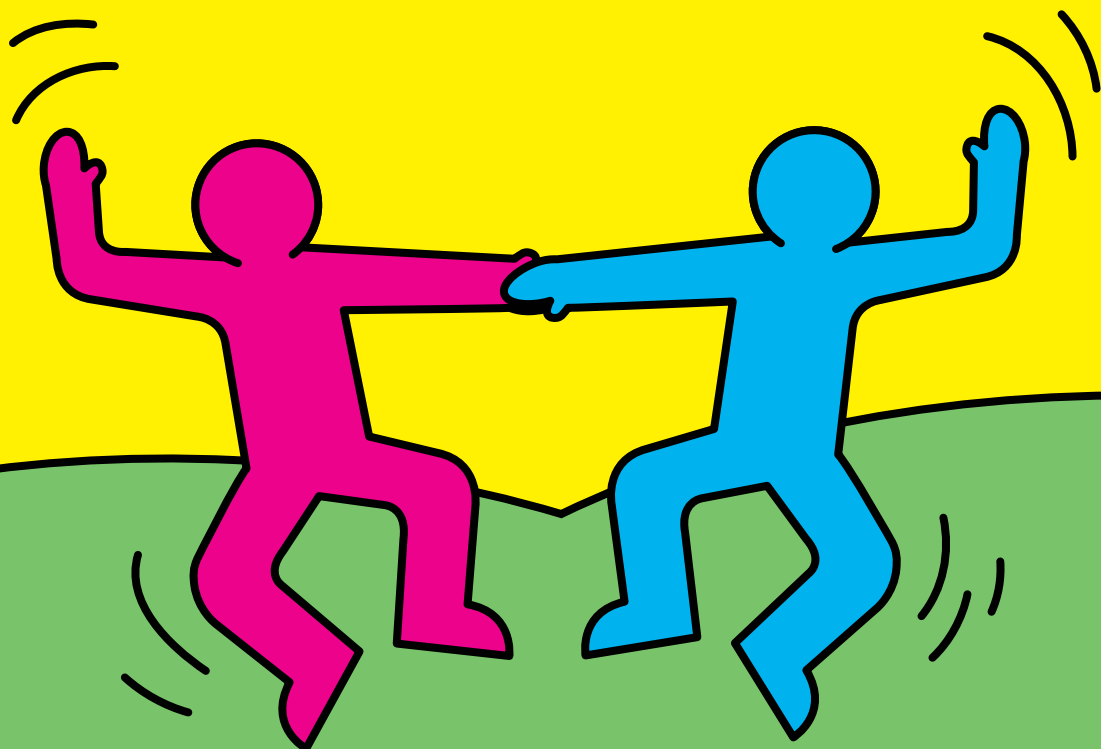
Get them to try a few of these moves in time to some music:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

the bunny hop (whole class)

This dance is a variation on a conga:

1. The whole class forms a line, holding on to the hips of the person in front of them.
2. They tap the floor 2 times with their right foot, then with their left foot, then they hop forwards, backwards, and finally 3 hops forward to finish the sequence, which continues throughout the song.
3. The first person in the line leads the group around the floor.



heart beat hop with variations (whole class)

Put on some fast music.

Part I

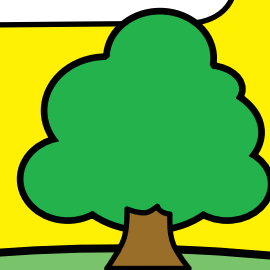
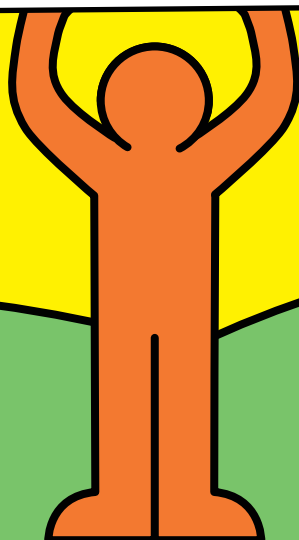
1. Teacher/caller calls out the number 1 or 2 in time to the music:
 - If the caller shouts 2, dancers have to dance to the music on two feet, making patterns and so on.
 - If the caller shouts 1, dancers have to hop in patterns.
2. Call out 1 and 2 as often as you like.
3. To end the game, shout 3 and the dancers have to make a pose with three parts of their body on the floor.

Part II

1. Teacher/caller calls out the following DVD controls and the dancers do the following moves:
 - Rewind: run/walk backwards.
 - Fast forward: run forwards.
 - Pause: jump on the spot.
 - Stop: stop.
 - Eject: jump up.
 - Record: pull a funny face.
 - Slow motion: walk in a slow, exaggerated way.
2. Call out DVD controls as often as you like.
3. To end the game, shout 3 and the dancers have to make a pose with three parts of their body on the floor.

before you move on to the next activity...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!



main activity (1 hour, 30 minutes)

You will need some music with a good beat. Feel free to pick and choose from the list of warm-up activities depending on how much time you have for the lesson. Make sure the room is clear of objects with sharp edges or things children can trip over. If the children are dancing barefoot, or in tights or socks, make sure the floor isn't too slippery.

modern

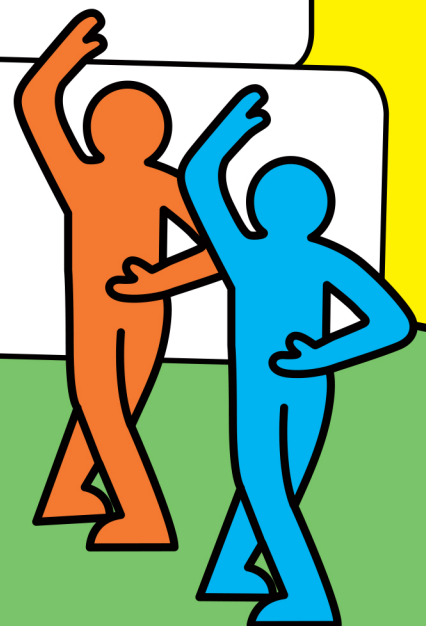
Modern dance is a relaxed, free style of dance – very different from ballet. Instead of following set steps and moves, modern dancers make up their own steps, using their moods and emotions as inspiration. With modern dance the focus is on self-expression, rather than set movements.

You can use any sort of music which encourages children to express emotions and ideas – jazz, disco, rhythm and blues, classical or pop. You don't always need music but it may help to choose something that suits the style of dance.

1. To get children started, suggest they think about emotions such as sadness, happiness, anger or excitement. Ask them to move in the way that these emotions **feel**. Using stiff, floaty, energetic movements or stillness and so on. (15 mins)
2. Ask them to choose an emotion of their own that they would like to express and get them to make up a dance of their own around this. The main thing is for children to use their imaginations and learn to feel confident in expressing their emotions through movement. (15 mins)
3. Split the class into groups of 4-5 and ask them to choose 2-3 emotions. (5 mins)
4. Each group creates a routine using their chosen range of emotions. (25 mins)
5. Ask the class to sit in a circle to watch the performance. There are two options for the performance:
 - Option 1** – Each group performs their routine to the rest of the class. After they've each performed, the whole class performs their routines all together to create a whole class modern dance.
 - Option 2** – Dance off – This may need a rehearsal first. Class sit in a circle in their groups. Each group is given a number representing the order of the dance. Group 1 performs their routine, followed immediately by group 2 and so on, so that each performance flows into the next. If possible, have a judging panel to choose the best ones. (30 mins)

additional activities

If you want to build on this activity back in the classroom ask the children to paint a picture or write some words to accompany their routine. Or even suggest they make their own costume and scenery to go with their dance.



treasure hunt - 1 hour session

This activity is probably most suitable for outdoor spaces – the more space the children have to find their treasure the better.

warming up (5 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

Get them to try a few of these moves:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

main activity (55 minutes)

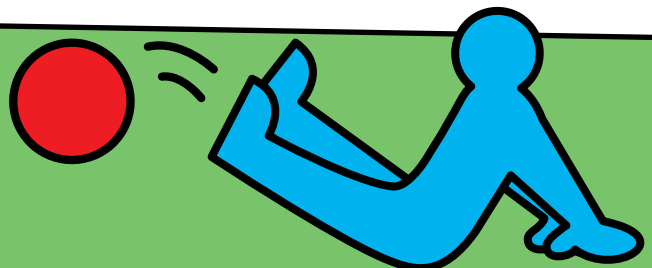
There are two treasure hunt options to choose from:

option 1

1. Divide the class into teams of 4-5 and give each team a list of up to 10 items to find, such as: something yellow, something round, something soft, something smelly, something delicious, something natural, something man-made, something happy, something sad, something beautiful. Feel free to make up a list of your own and theme it to suit the interests of your class. Tell the children they have 30 minutes to find as many items as they can. They will receive 5 points for each item they find and there will be bonus points for imaginative solutions. Emphasise that they need to work together as a team to have the best chance of finding imaginative treasure. (35 mins)
2. Bring the class back together and sit in a circle.

before you move on to the next step...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!



Each team has 2 minutes to explain what they found and why they chose it. Score each team as they present. (15 mins)

3. Announce the winning team. Award stickers. (5 mins)

option 2

1. Divide the class into teams of 4-5 and name each team for a colour, e.g. yellow, red, blue, etc. Give each team a set of identical items that match their name – for example, a set of yellow balls or bean bags or cards... how many items in each set will depend on how many teams there are. Give each team 15 minutes to hide their items in and around the playground/classroom – remind them that they need to be imaginative to outwit the other teams.

(20 mins)

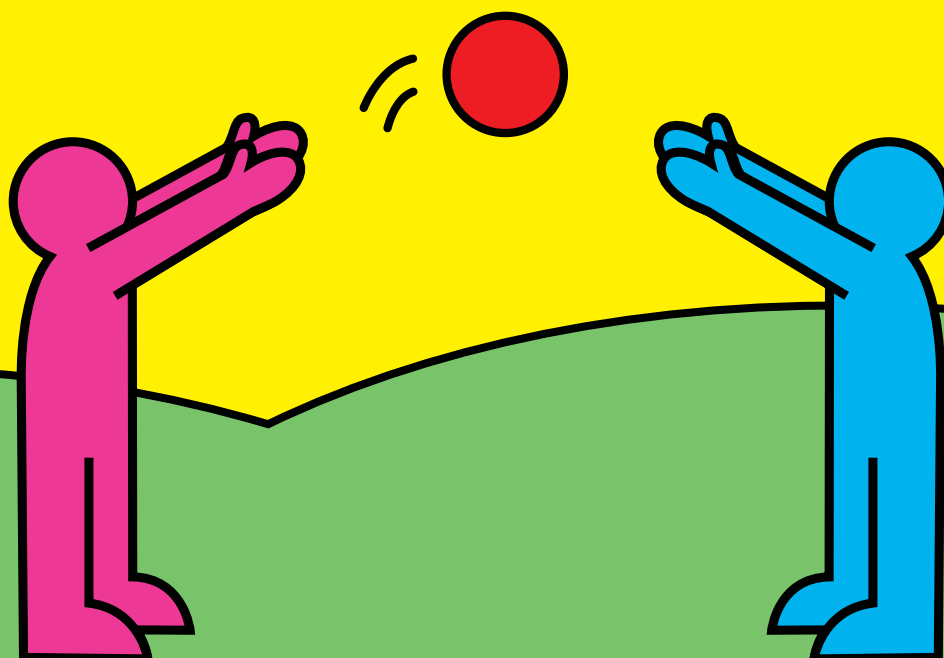
2. Bring the teams back together. Tell them they have 30 minutes to find one item from each team. They will receive 5 points for each colour item they find – ideally they should end up with a full set of different colours to represent all the different teams. They will get no points for duplicate coloured items. (30 mins)

3. Bring the teams together.

before you move on to the next step...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!

4. Count up the items each team has managed to find. Announce the winning team. Award stickers. (5 mins)



treasure hunt - half day session

This activity is probably most suitable for outdoor spaces – the more space the children have to find their treasure the better.

warming up (5 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

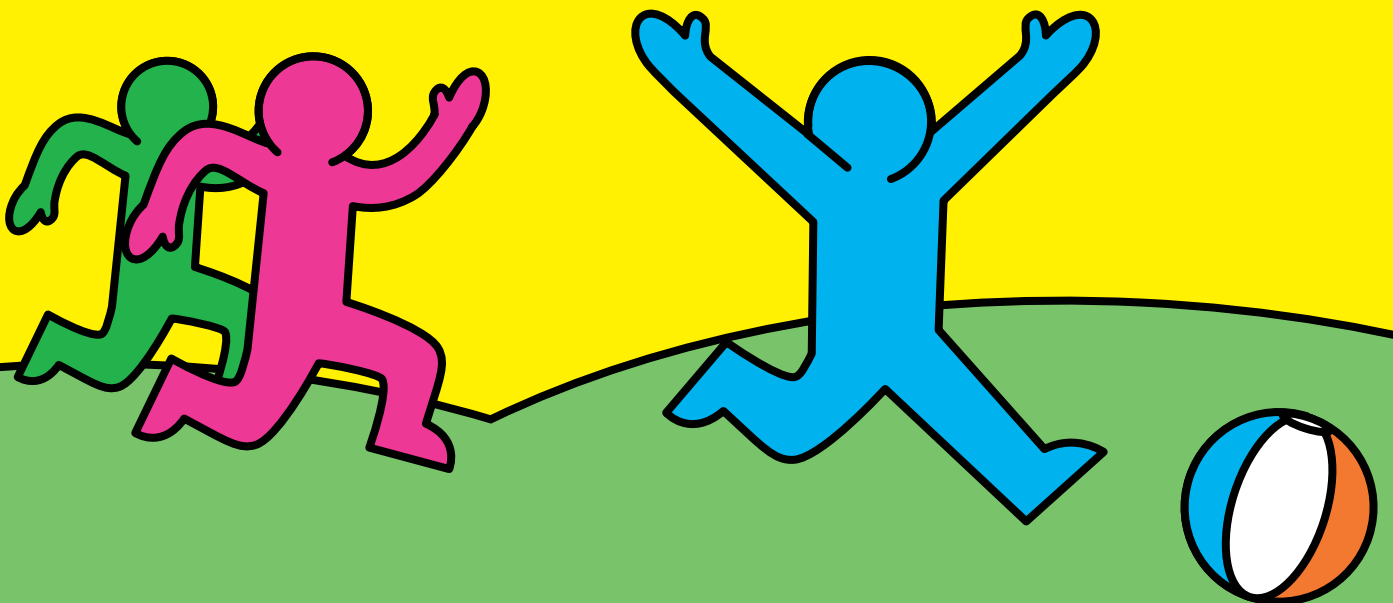
Get them to try a few of these moves:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

main activity (1 hour, 55 minutes)

1. Divide the class into teams of 4-5 and give each team a list of 5 items to find, such as: something yellow, something round, something soft, something smelly, something delicious. Feel free to make up a list of your own and theme it to suit the interests of your class.

Tell the children they have 20 minutes to find as many items as they can. They will receive 5 points for each item they find and there will be bonus points for imaginative solutions. Emphasise that they need to work together as a team to have the best chance of finding imaginative treasure. (25 mins)



2. Bring the class back together and sit in a circle.

before you move on to the next step...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!

Each team has 2 minutes to explain what they found and why they chose it. Score each team as they present. (15 mins)

3. Tell the teams that they now have an opportunity to up their scores by designing a treasure hunt of their own which will be completed by another team. As they create their treasure hunt, ask them to think about what sort of descriptions will make their hunt challenging and encourage the other team to be imaginative and have fun. (25 mins)

4. Teams swap their treasure hunts and set off to find their treasure. (30 mins)

5. Bring the class back together and sit in a circle. Each team has 2 minutes to explain what they found and why they chose it. Score each team as they present – 5 points for every item found, bonus points for imaginative solutions. (15 mins)

6. Add the points from both challenges together and announce the winning team. Award stickers! (5 mins)



playground games - 1 hour session

These activities are probably most suitable for outdoor spaces – the more space the children have to play their games the better.

The games sheet on pages 24-25 needs to be photocopied, cut up and placed in a hat ready for the main activity. The playground games included are: Stuck-in-the-Mud, Sardines and What's the Time, Mr Wolf?

warming up (10 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

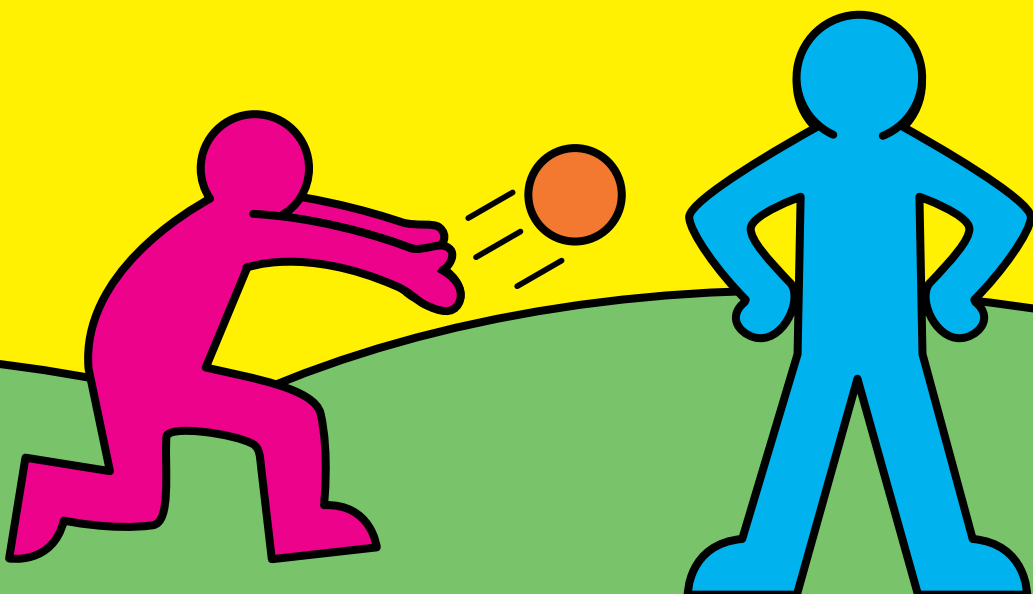
Get them to try a few of these moves:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

hot potato

To play this game you will need a ball – any size will do.

1. Stand in a circle facing inwards.
2. Throw the ball from one person to the next, slowly at first and then getting faster and faster.
3. Count how many throws the class can do without dropping the ball. See if they can beat their own record. (10 mins)



main activity (50 minutes)

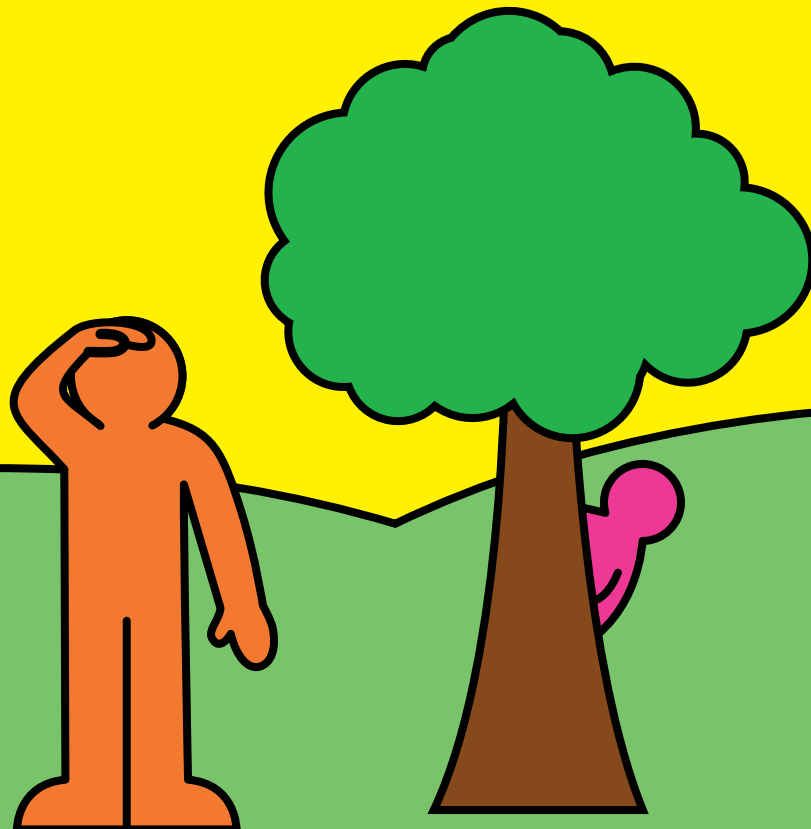
1. Split the class into 2-3 groups and ask one child from each group to choose a game out of the hat. This child will explain the rules of the game to the rest of the group. Each group gets a section of the playground and 10-15 minutes to play their game. (15 mins)
2. After 10-15 minutes, bring the groups back together.

before you move on to the next step...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!

Then ask a different child from each group to choose a different game from the hat. As before, each group gets a section of the playground and 10-15 minutes to play their game. (15 mins)

3. After 10-15 minutes, bring the groups back together and ask a different child from each group to choose a different game from the hat. As before, each group gets a section of the playground and 10-15 minutes to play their game. (15 mins)
4. Bring the groups back together and ask them to vote for their favourite game and explain why they enjoyed playing it. (5 mins)



playground games - half day session

These activities are probably most suitable for outdoor spaces – the more space the children have to play their games the better.

The games sheet on page 20 needs to be photocopied, cut up and placed in a hat ready for the main activity. The playground games included are: Stuck-in-the-Mud, Sardines and What's the Time, Mr Wolf?

warming up (30 minutes)

Before you start, remind the children that they will need to warm up their muscles, so they don't hurt themselves.

Get them to try a few of these moves:

- Start by jumping up and down a little.
- Shake their arms and legs to get loosened up.
- Tense and relax their arms, then their stomach, then their legs.

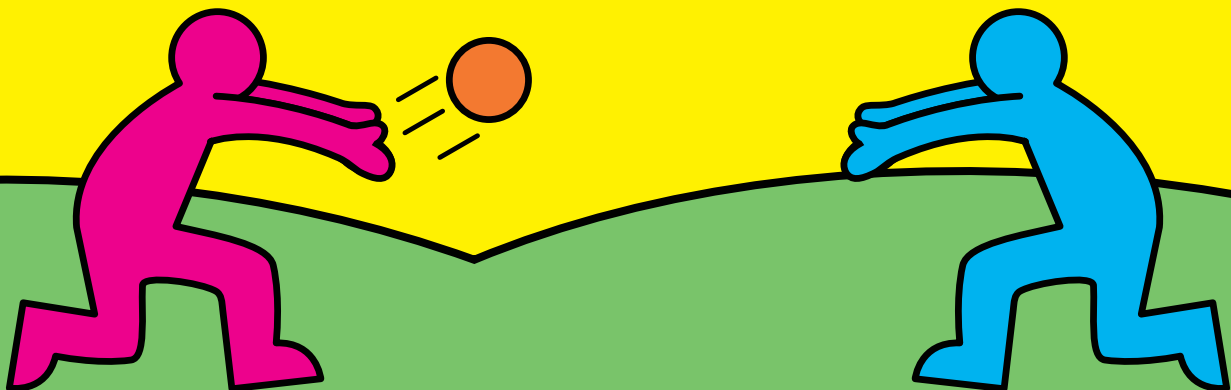
hot potato

To play this game you will need a ball – any size will do.

1. Stand in a circle facing inwards.
2. Throw the ball from one person to the next, slowly at first and then getting faster and faster.
3. Count how many throws the class can do without dropping the ball. See if they can beat their own record.

variations

- Move further apart from one another to make a bigger circle.
- Practise using a bigger ball and then a smaller one – the smaller the ball is, the harder the game!
- Throw the ball across the circle to the person opposite.
- Bounce the ball to the next person, bouncing it round the circle or across it. (30 mins)



main activity (1 hour, 30 minutes)

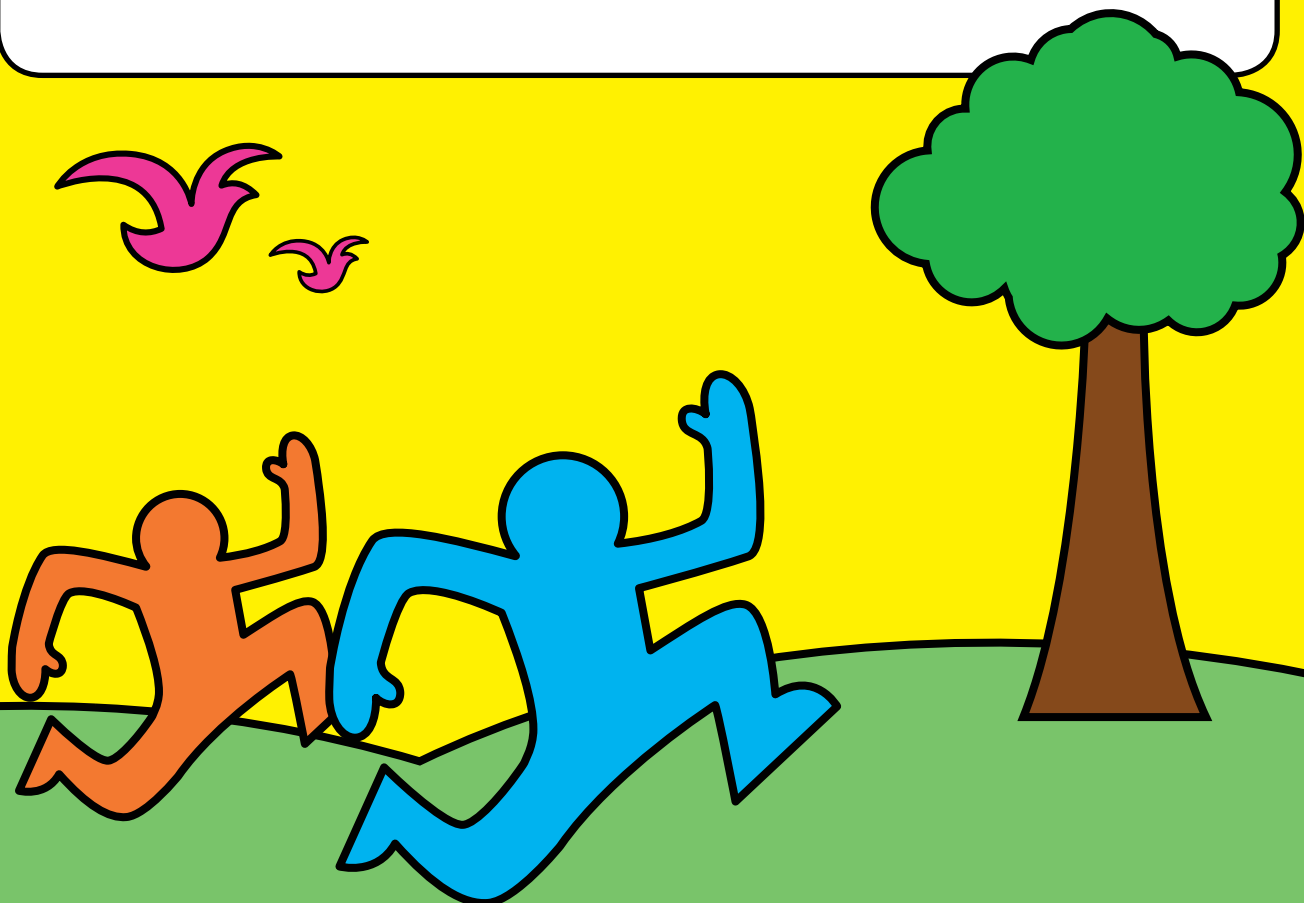
1. Split the class into 2-3 groups and ask one child from each group to choose a game out of the hat. This child will explain the rules of the game to the rest of the group. Each group gets a section of the playground and 20 minutes to play their game. (20 mins)
2. After 20 minutes, bring the groups back together.

before you move on to the next step...

Ask the children how they are feeling – can they feel their hearts beating faster, are they out of breath, do they feel hot and has their colour changed at all? And most importantly of all – are they having fun? Tell them that these are all signs that they are getting their heart rates going – which will make them feel good, help to exercise their bones and gives their lungs and muscles a workout!

Then ask a different child from each group to choose a different game from the hat. As before, each group gets a section of the playground and 20 minutes to play their game. (20 mins)

3. Allow each group to choose a new game every 20 minutes until they have had a chance to play 4 games each. (40 mins)
4. Bring the groups back together and ask them to vote for their favourite game and explain why they enjoyed playing it. (10 mins)



playground games - how to play

Photocopy and cut out these how-to-play instructions and place in a hat ready for the main activity

Stuck-in-the-Mud

How to play:

- One player is chosen to be It.
- Everybody else has to run away from It but must stay inside the playing area.
- When someone is tagged by It, they have to stand still with their feet apart and arms out. They are now **stuck-in-the-mud** until another player crawls under their legs and frees them again.
- The game is over when everyone is stuck-in-the-mud except whoever's It.

What's the Time, Mr. Wolf?

How to play:

- One player is chosen to be Mr. Wolf.
- The other players stand in a line at the opposite end of the playground about 10-12 metres away from Mr. Wolf - this is home.
- Mr. Wolf stands with his back to the rest of the players, who chant, **What's the time, Mr. Wolf?**
- Mr. Wolf replies with a time, for example, **2 o'clock** and the players move forward the same number of steps - 2 steps for 2 o'clock.
- The game continues until Mr. Wolf decides the players are close enough to catch and the next time he is asked, he roars, **Dinner time!** and turns to chase the players.
- The first player to be caught becomes Mr. Wolf, but if Mr. Wolf does not catch anyone, he has to be Mr. Wolf again.
- If a player reaches Mr. Wolf before he roars **Dinner time!**, they tap Mr. Wolf on the shoulder and run for home. If the player gets home then they are safe. If they are caught then they become Mr. Wolf.



Sardines

How to play:

- One player hides while everyone else covers their eyes and counts to 50 together.
- Once they have counted to 50, each player looks for the hider.
- When a seeker finds the hider, they hide with them in the same place, squishing together like sardines.
- The game continues until all the seekers are crammed into the same hiding place with the hider.

follow up - 1 hour session

1. Whole class discussion (5 mins) – put your hand up if you:
 - Played on wheels.
 - Made up a dance.
 - Built a fort.
 - Went swimming.
 - Went on a treasure hunt.
2. In pairs, tell the person sitting next to you about your out of school adventures – what was your favourite fun activity? (5 mins)
3. Brainstorm all the different activities on the board. (5 mins)
4. Choose **one** of the following activities for the children to complete: (45 mins)

1. create your own adventure map

Ask the children to draw a map in preparation for their next adventure. They should include at least 6 fun activities so they can do one every week for 6 weeks. They could also include advice for adventurers on healthy rations and any useful equipment they might need to take with them.

2. create a passport to fun

Ask the children to create a passport showing the adventures they have had over the last 6 weeks. There should be a page per week and each page should have a stamp representing what they did – for example, a picture of a bike could represent a bike ride. They could also include healthy snacks and meals they ate on the way.

3. write an adventure in six words

Ask the children to think back over their adventures and choose one activity as their favourite. Challenge them to write about what they did in no more than 3 sentences. Then ask them to cut it down to only one sentence and finally down to 6 words, for example: **I like swimming and making splashes or hop, skip, be active – stay fit!** Ask them to share their stories with the class.

