

Session 1 – Statue Tag



4 - 5 minutes (can run twice)



1. Equipment needed

- Clear hall space
- Bibs for catchers

2. Set Up

- All children find a space in the hall to stand in

3. Instructions

- Nominate 2 or 3 catchers and tell them to try and tag as many people as they can
- If a child has been tagged, they must freeze in a superhero pose
- To free a child that has been caught another child must copy their pose before the child can run
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat.

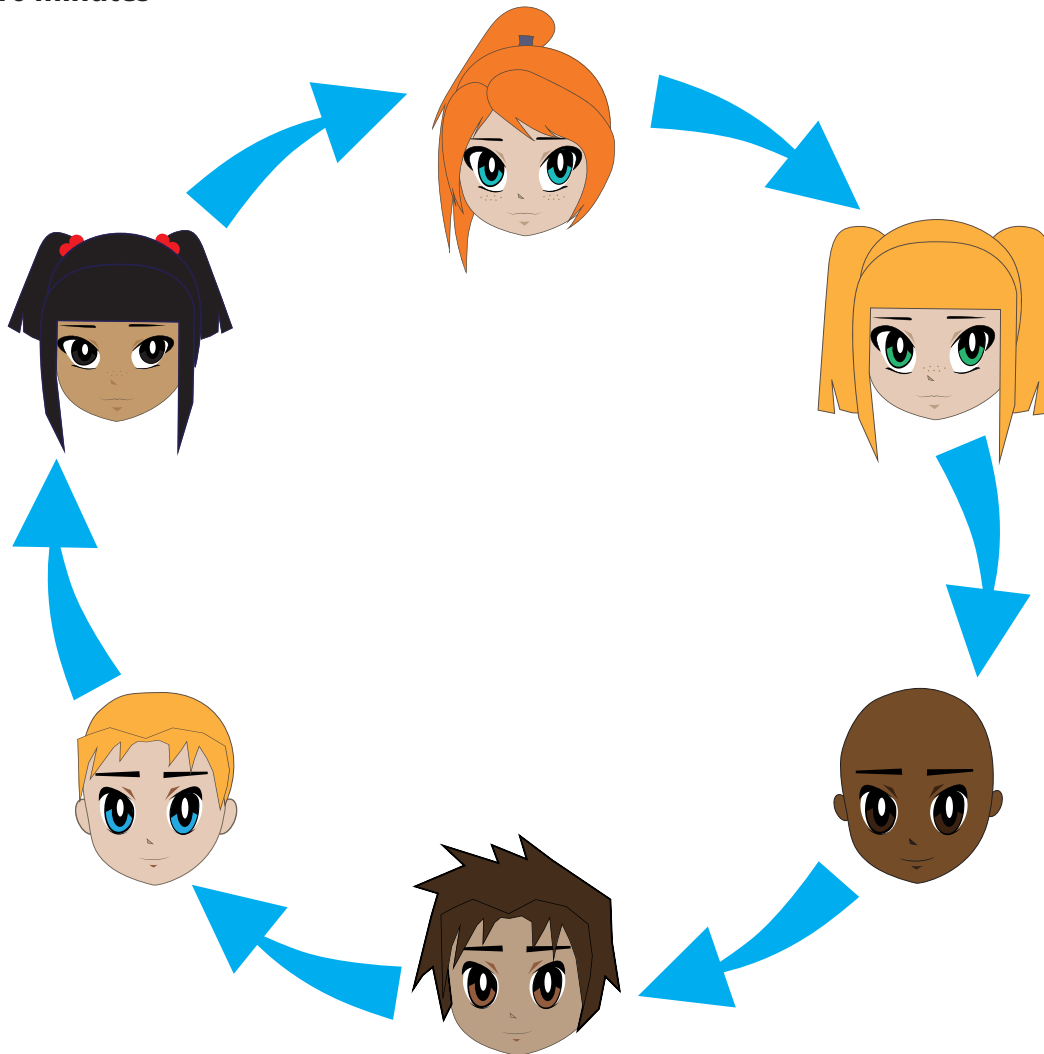
Variations

- Can explain that this is a 'high intensity activity'

Session 1 – Action Heroes



10 minutes




Additional Notes

After each game, remember to ask the children to feel their heartbeat, and ask how they are feeling, for example, are they breathing harder, are they feeling hot etc.

1. Equipment needed

- Clear hall space

2. Set Up

- Children  all find a space in the hall to stand in

3. Instructions

- Children all find a space in the gym hall
- Call out commands for the children to follow to help them practise being superheroes
- Flying – all the children run clock wise around the hall cheering and one arm out in front like a super hero (high intensity)
- Avoid the laser beams– children have to pretend there are laser beams and children have to either jump over or crawl under them (teacher can shout out whether the laser beams are high or low)
- Dodge your enemies – Children have to use their super powers to dodge their enemies by side stepping round the hall avoiding collision
- Waving to your fans – children have to walk slowly around the hall pretending to wave to the crowd (low intensity)

Variations

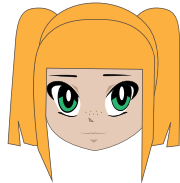
- Add in more commands if need be
- Get the children to be creative on deciding their super powers etc

Session 1 – Chilling and Winning




5 - 10 minutes

Chilling Activity




Winning Activity

1. Equipment needed

- Enough cones for one per pair 

2. Set Up

- Place cones up the middle of the hall
- Pairs of children  to sit down back to back on the floor facing opposite ends of the hall

3. Instructions

- Children find a partner and sit back to back on the floor facing opposite ends of the hall
- Name children facing one end of the hall an activity that they would do when 'chilling' (TV, reading, a games console) and the other end an activity that they would do when 'winning' or 'being active' (playing a sport, walking, playground game)
- If the teacher calls out 'chilling' the children on the 'chilling' side must stand up and run to their side of the hall while their partner on the 'winning' side stands up to try and tag them before they reach the end of the hall.
- If the teacher calls out 'winning' the children on the 'winning' side must stand up and run to their side of the hall while their partner on the 'chilling' side stands up to try and tag them before they reach the end of the hall
- If a child tags their partner, they have stopped them gaining a point but do not get the point themselves
- If child manages to get to their end of the hall successfully, then they gain a point

Additional Notes

After each game, remember to ask the children to feel their heartbeat, and ask how they are feeling, for example, are they breathing harder, are they feeling hot etc.

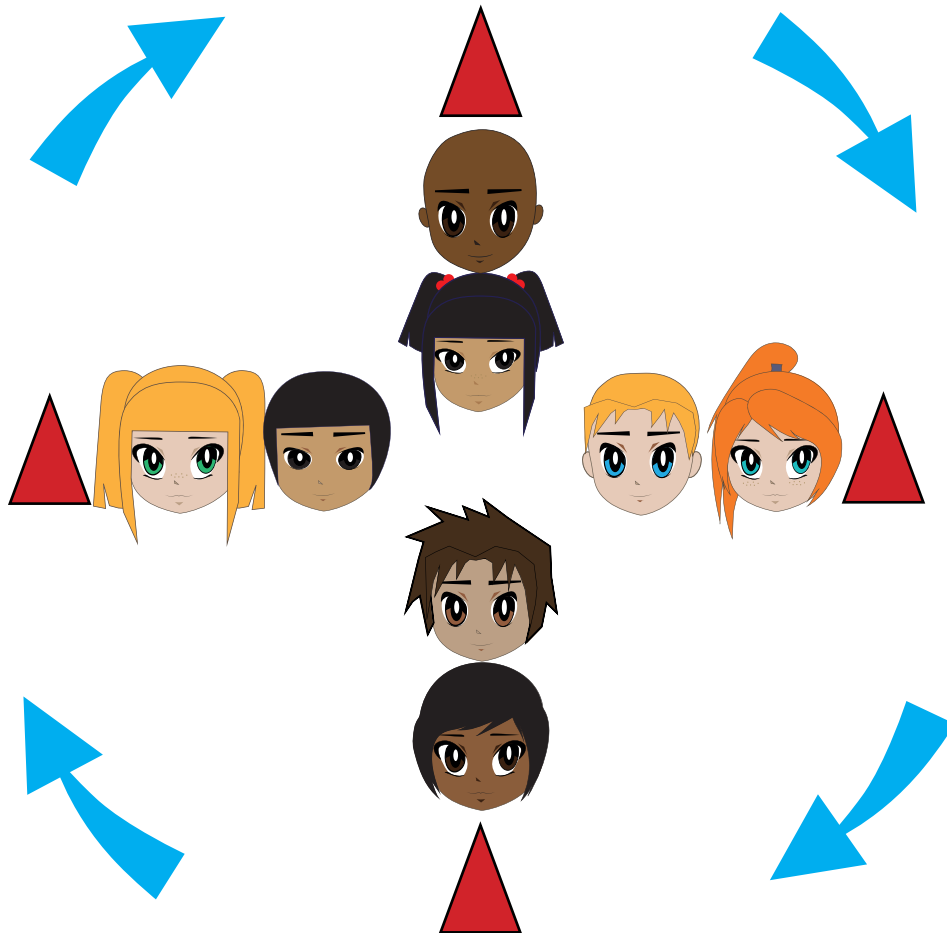
Variations

- Children may like to name their own activities
- Add in commands to keep the children on their toes before shouting 'chilling' or 'winning' e.g. hands on head, touch your toes, spin

Session 1 – Active around the clock




6-8 minutes



Additional Notes

After each game, remember to ask the children to feel their heartbeat, and ask how they are feeling, for example, are they breathing harder, are they feeling hot etc.

1. Equipment needed

- 4 cones 

2. Set Up

- Set out 4 cones in a diamond shape in the hall ensuring there is space for the children to run around the outside
- Children to get into 4 teams and line up as shown below

3. Instructions

- Divide the children into 4 teams and ask them to stand behind the cone lining up into the centre of the circle
- Each team represents 15 minutes of physical activity which adds up to the recommended no less than 60 minutes.
- Children are given a number of laps to complete (e.g. 15 laps or for all children to run twice) as a team as quickly as possible.
- When the teacher shouts 'go', the first child in the line must run clockwise around the circle back to their team and tag the next person. They then join the end of the line.
- Once a team has completed their laps, the first team sitting down wins
- Game can be played again

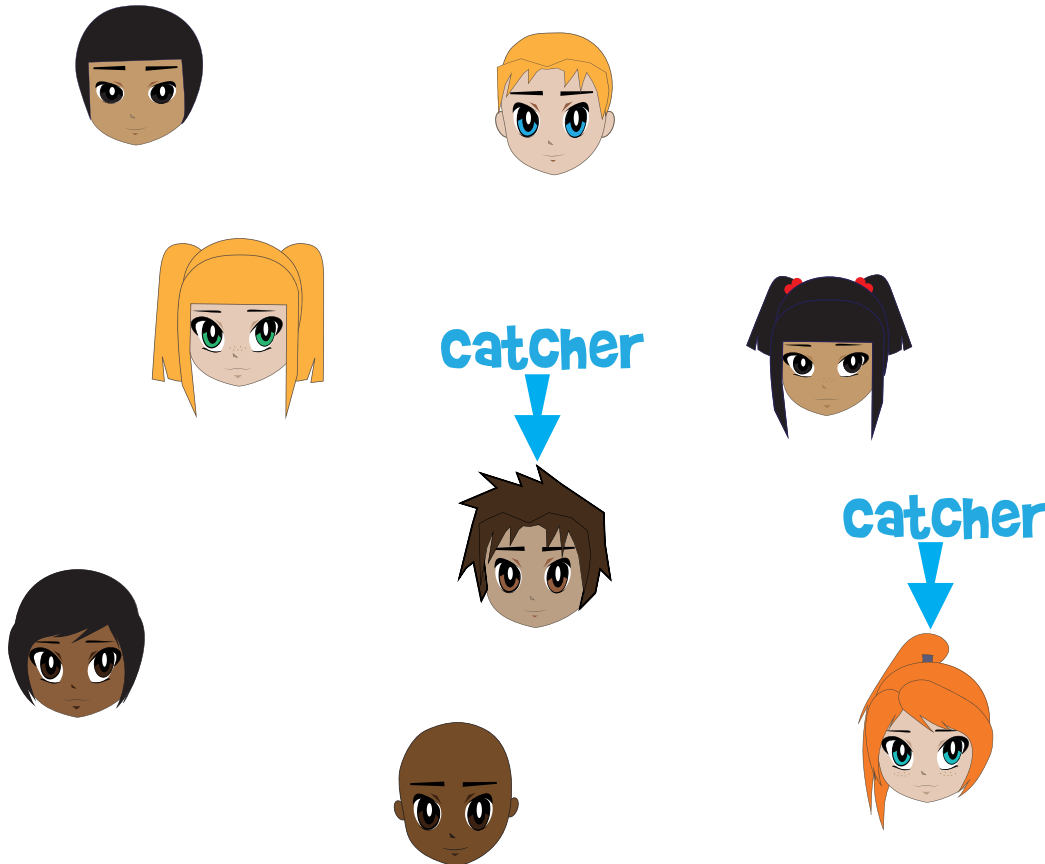
Variations

- Number of laps can be kept to encourage competition
- Different commands can be added in to make it more interesting such as hopping, skipping, jumping
- A baton or a beanbag can be passed on to the next person in the team to ensure teams work together and complete their laps
- Teams can come up with a name for their team relating to their favourite physical activity to do e.g. football fans, dancing divas

Session 2 – Banana Tag



5 - 10 minutes



1. Equipment needed

- Clear hall
- Bibs for catchers

2. Set Up

- All children find a space in the hall to stand in

3. Instructions

- All children find a space in the hall
- Nominate 2 or 3 catchers and tell them to try and tag as many people as they can
- If a child has been tagged, they must stand with their arms together in the air like a banana
- To free a child that has been caught, another child must peel the banana by pulling their arms back down to their side
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat.

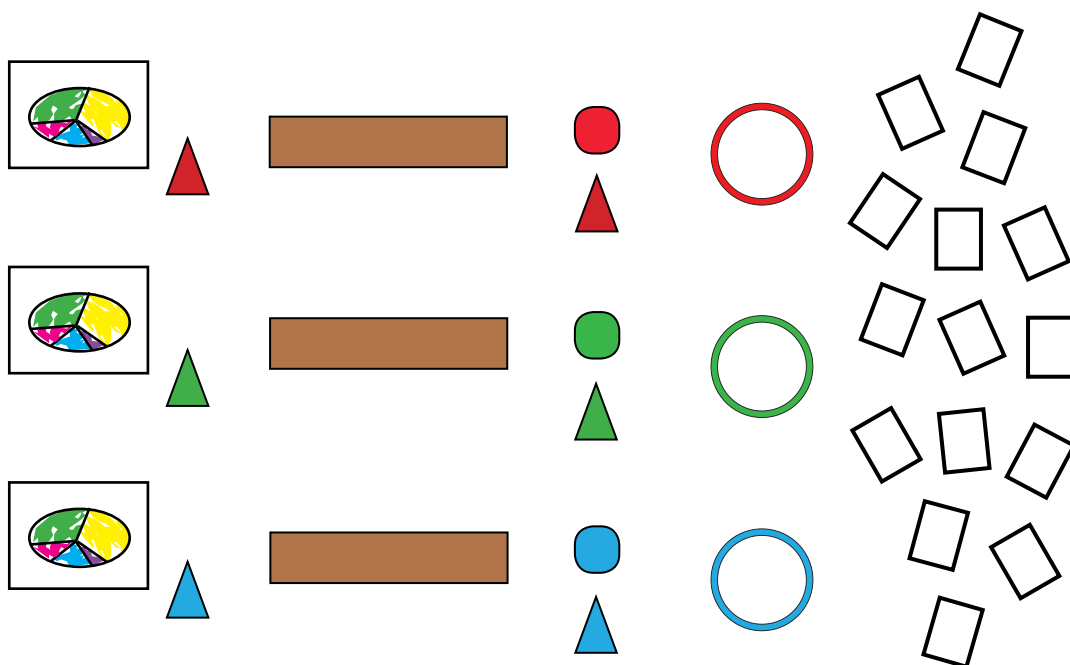
Variations

- Can explain that this is a 'high intensity activity'
- Can make up actions to other foods e.g. wiggle your arms above your head like spaghetti. Once a player copies you, you are now free to run.
- Variations are helpful to demonstrate different levels of intensity

Session 2 – Eatwell Relay 1



5-6 minutes (can run twice)



Variations

- Include various obstacles to increase difficulty
- When scoring, take 1 point off for every incorrectly placed card
- You can stick with easy cards and bring in the more difficult ones once the children understand the game
- After the cards are collected, players can begin to make meals, encouraging them to think about the different food groups
- Your schools may only have one eatwell guide floor mat. Therefore teams may choose to make their own mat prior to the game or you could use coloured cones

1. Equipment needed

- 2 x red, green, blue cones
- 3 x eatwell guide floor mats
- red, green, blue beanbags
- 2 x eatwell guide food cards
- 4 x red, green, blue hoops

2. Set Up

- Lay out all cards at one end of the hall
- Lay out eatwell guide floor mats at the other end of the hall
- Place a coloured cone by each floor mat and after each bench
- Place beanbags beside each of the cones at the other side of the bench
- Place hoop between cones and cards

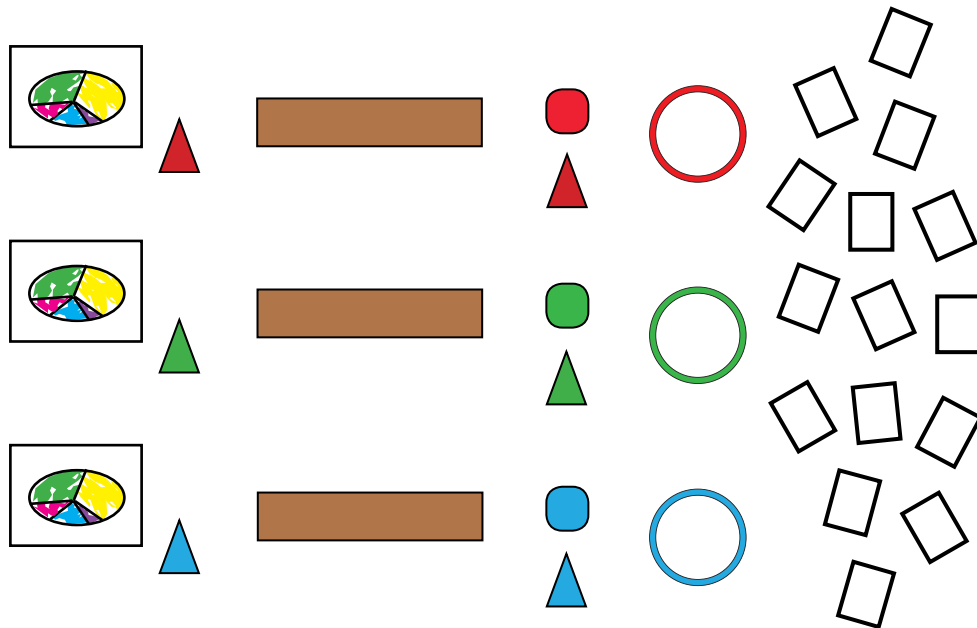
3. Instructions

- Divide class into teams (depending on number of eatwell guide mats)
- Children line up behind their cone at their eatwell guide floor mat
- When teacher says “go”, the first child from each team runs to the bench and slowly walks across
- That child then runs to the cone, picks up a beanbag and tries to throw 1 beanbag into the hoop
- The child runs to the cards on the floor, picks up one card and sprints back to their eatwell floor mat returning their beanbag to the cone on the way if they missed the hoop
- The children must put the card onto the correct segment of the eatwell guide floor mat.
- The next child in the team may begin once the child in front has thrown their beanbag
- The game continues for a set period of time or until all the cards are taken
- Give the children one minute to work as a team and check the cards are all in the correct sections
- Explain each guide with teams and count correct cards
- The team with most correct cards wins - you may give teams points for beanbags successfully thrown into a hoop

Session 2 – Eatwell Relay 2



5-6 minutes (can run twice)



Variations

- When scoring, take 1 point off for every incorrect card
- Hoops can be used instead of eatwell floor mats
- Obstacles can be changed if necessary

1. Equipment needed

- 2 x red, green, blue cones
- 3 x eatwell guide floor mats
- red, green, blue beanbags
- 2 x eatwell guide food cards
- 4 x red, green, blue hoops

2. Set Up

- If continuing from 'Eatwell relay 1' keep the same set up
- Lay out all cards at one end of the hall
- Lay out eatwell guide floor mats at the other end of the hall
- Place a coloured cone by each floor mat and after each bench
- Place beanbags beside each of the cones at the other side of the bench
- Place hoop between cones and cards

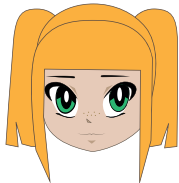
3. Instructions

- Class can stay in the same teams as 'Relay 1' game, split into new teams or form more teams
- Children line up beside their start cone
- Each team is allocated one food group segment of the eatwell guide (fruit & veg, carbohydrates, dairy, protein)
- When teacher says "go", the first child from each team runs to the bench and slowly walks across
- That child then runs to the cone, picks up a beanbag and tries to throw the beanbag into the hoop.
- The child runs to the cards on the floor, picks up one card from their allocated food group and sprints back to their team returning their beanbag to the cone on the way if they missed the hoop
- The children must put the card into their hoop
- The next child in the team may begin once the child in front has thrown their beanbag
- The game continues for a set period of time or until all the cards are taken
- Give the children one minute to check their cards
- If they have picked up a card from the wrong segment by mistake, if they name what section it belongs to correctly they will not lose a point, but cannot gain a point
- Go through each hoop with teams and count correct cards and explain incorrect cards
- The team with most correct cards wins - you may give teams points for beanbags successfully thrown into a hoop

Session 2 – Eatwell Pandemonium



4 - 6 minutes



Variations

- Starchy foods – instead of running on the spot ask the children to run around the hall clockwise (higher intensity)
- Dairy – Instead of standing, ask the children to skip around the hall with the biggest smiles they can do
- Teacher can shout out a food and the children have to complete the action of the food group that food belongs to

1. Equipment needed

- Clear hall space
- Eatwell guide food cards

2. Set Up

- Children all find a space in the hall to stand in

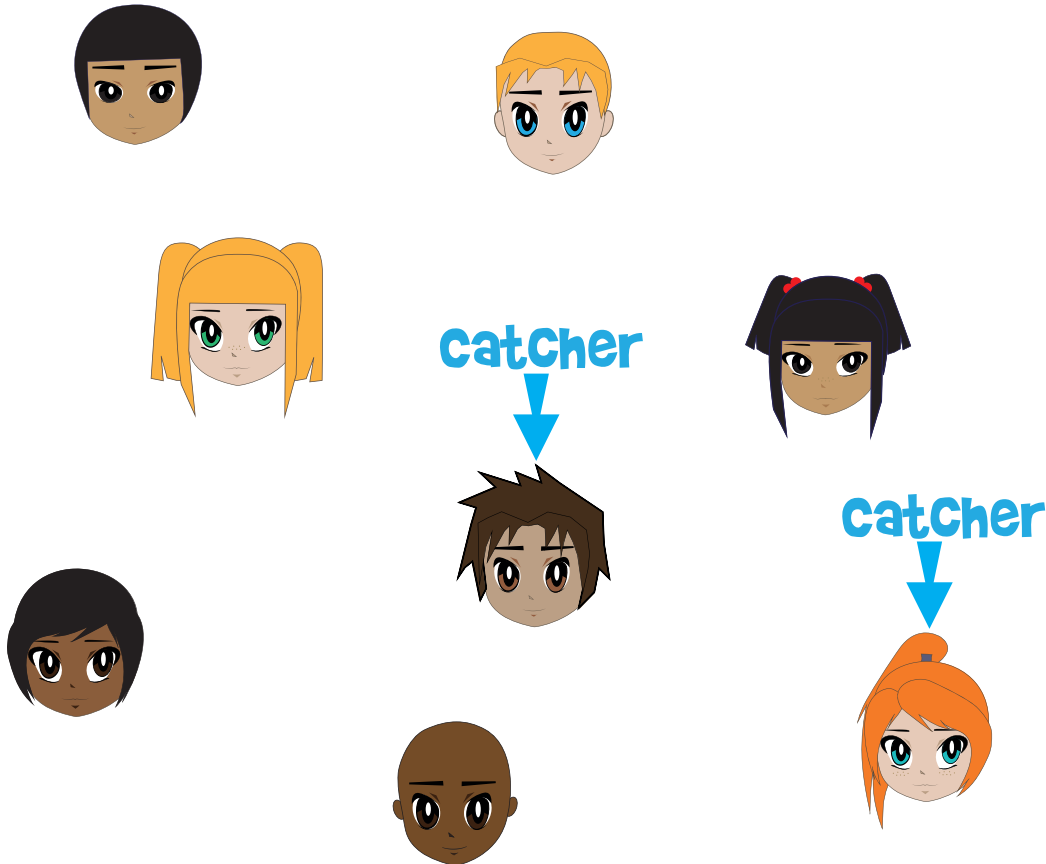
3. Instructions

- Children all find a space in the gym hall
- Teacher calls out a food group and the children have to complete the actions relating to that food group
- Fruit and Veg – Children to stand and rub their stomachs and make a 'zzzzz' noise as they do this. This shows how fruit and vegetables can help with the digestive system and helps make our insides and organs healthy
- Starchy foods - Children have to run on the spot as fast as they can. This shows that starchy foods give us energy (slow release energy) that lasts a long time
- Dairy – Children to point to their teeth and say 'ting' as if their teeth are sparkly and squeaky clean. This shows how dairy contains calcium and can contribute to healthy teeth and bones
- Protein – Children have to show their muscles and pose as if they are athletes. This shows that protein is good for keeping us strong and also helps children grow
- Oils and Spreads – Children must pretend to be cooking with oils and spreads such as using margarine to flip pancakes or using a small bit of oil in a wok to make a stir fry etc.
- Foods high in sugars, fat and/or salt – Children have to put their hand slowly in the air as if going up a rollercoaster and then crashing down fast. This shows how sugar and fat gives us energy but only energy that lasts a short time and can make us feel tired after energy is lost.

Session 3 – Disco Tag



10 minutes



1. Equipment needed

- Clear Hall Space
- Bibs for catchers

2. Set Up

- All children find a space in the hall to stand in

3. Instructions

- All children find a space in the hall
- Nominate 2 or 3 catchers and tell them to try and tag as many people as they can
- If a child has been tagged, they must complete a simple dance e.g. rolling arms, clapping hands, spinning around
- To free a child that has been caught, another child must copy their dance before the child can run
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat.

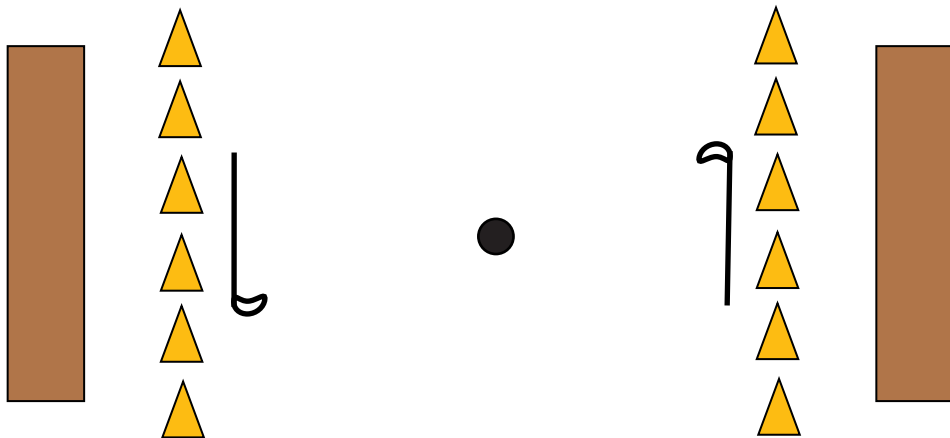
Variations

- Can explain that this is a 'high intensity activity'
- Children can use their imagination to come up with different dance moves

Session 3 – Tooth Hockey







20 - 30 minutes



Variations

- If one team is losing teeth quickly, introduce “trip to dentist”, and give them some teeth back
- If one team is losing teeth quickly, introduce “an extra toothbrush” for that team i.e. call out an extra number for that team only (1v2) to be the goalkeeper and must use a hockey stick to guard the bench (mouth). Goalkeeper is not allowed to score.
- For large numbers, introduce another stick for each team and shout out 2 numbers to create a 2v2 game of hockey – if you have a large hall you may increase this number
- Teams can win teeth back if they answer a question correctly which the teacher can ask at any point during the game i.e. how many minutes should you brush your teeth, what can you use to protect your teeth when drinking a high sugar drink etc.
- If no cones are available, make a poster of a mouth and cross out a tooth after a goal is scored.
- Don’t swing hockey sticks above knee height; try to keep hockey stick touching the ground when running using two hands

1. Equipment needed

- 2 x benches 
- 12 x white and yellow cones (to represent teeth)  or a poster/drawing could be used instead.
- 4 x hockey sticks 
- 1 or 2 airflow hockey balls 

2. Set Up

- Place benches, on their side, at each end of the hall
- Place 6 cones in front of each bench (if no benches, place 6 coloured cones across the ends of the hall)
- Place hockey stick in front of bench

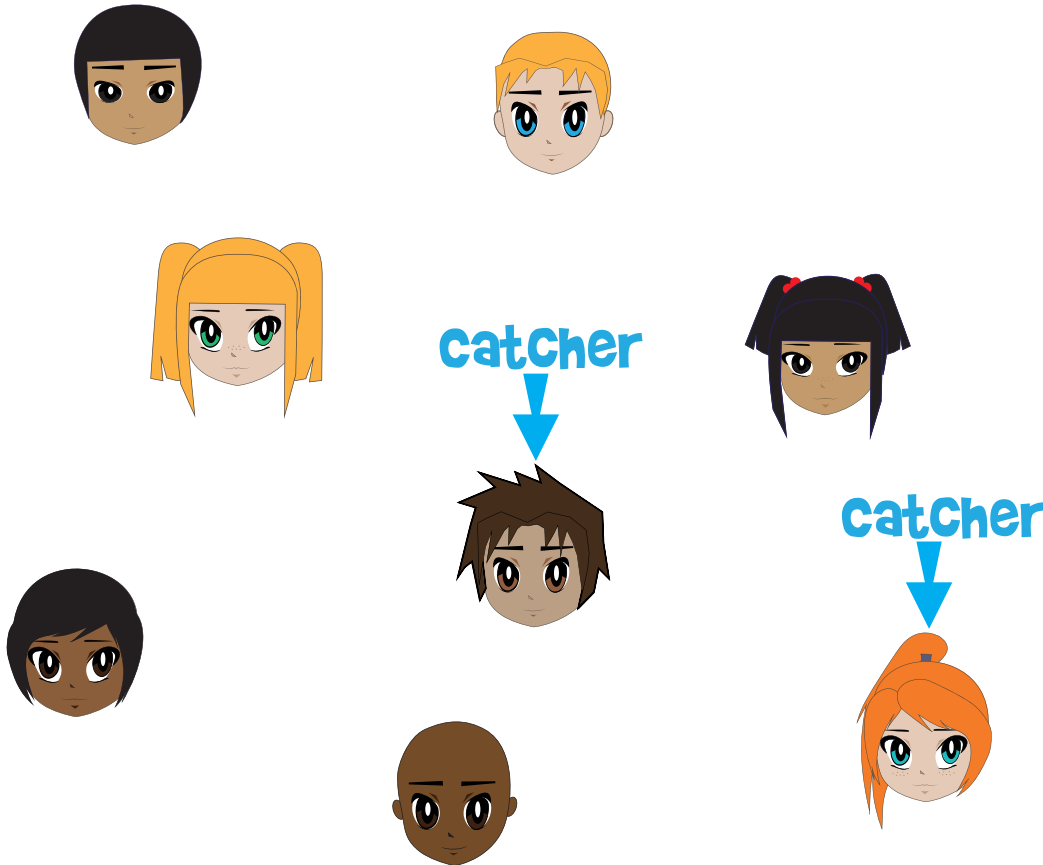
3. Instructions

- Divide class into 2 teams. Each team stands behind a bench
- Each child is given a number which they must remember. Ask all number 1s to put their hand up, then 2s etc. to confirm everyone in each team has remembered their number
- Explain that each team has a bench (mouth), cones in front of the bench (teeth) which they must protect from the hockey ball (sugar)
- Teacher calls out a number. Child of this number from each team runs, picks up the hockey stick (toothbrush)
- Teacher throws in the ball (sugar)
- Children try to hit ball against the other teams’ bench
- Whenever a bench (mouth) or cone (tooth) is hit, the play ends and players return to their teams
- Teacher takes away one cone (tooth) from the team who conceded the goal
- Teacher calls out another number and play starts again
- Winners are the last team with remaining teeth when the other team have none

Session 4 – Sheep Tag



5 - 10 minutes



1. Equipment needed

- Clear hall space
- Bibs for catchers

2. Set Up

- All children find a space in the hall to stand in

3. Instructions

- All children find a space in the hall
- Nominate 2 or 3 catchers and tell them to try and tag as many people as they can
- If a child has been tagged, they must lie down on their backs and kick their arms and legs in the air as if they are sheep stuck on their backs. To free a child that has been caught, another child must roll the child over back onto their side
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat

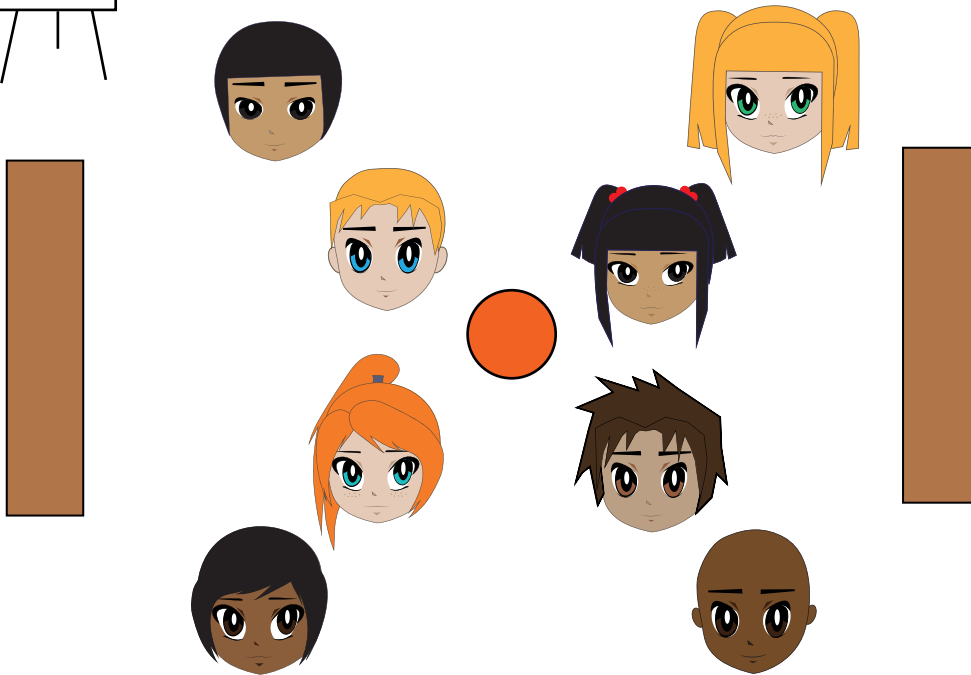
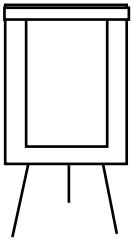
Variations

- Children can make sheep noises when waiting to be freed

Session 4 – Shuffle Fat NetBall






20 - 25 minutes



Variations

- Can play with any team sports e.g. basketball, football or hockey
- More suggestions can be written on the board if games are finishing fast.
- Make the court/teams smaller or bigger depending on the size of hall/number of children.
- If the game is taking a long time, stop the game after a 2/3 minutes and allow both teams to make a healthier choice

1. Equipment needed

- Enough coloured bibs for 4 teams
- Soft ball or netball 
- 2 benches 
- Flipchart paper/whiteboard and marker pen 
- Food wrappers/fat swaps guide

2. Set Up

- Place two benches on their side at either end of the hall
- Place flip chart paper and marker pens in one of the corners of the hall and prepare flip chart for game (see additional teaching aids for diagram)

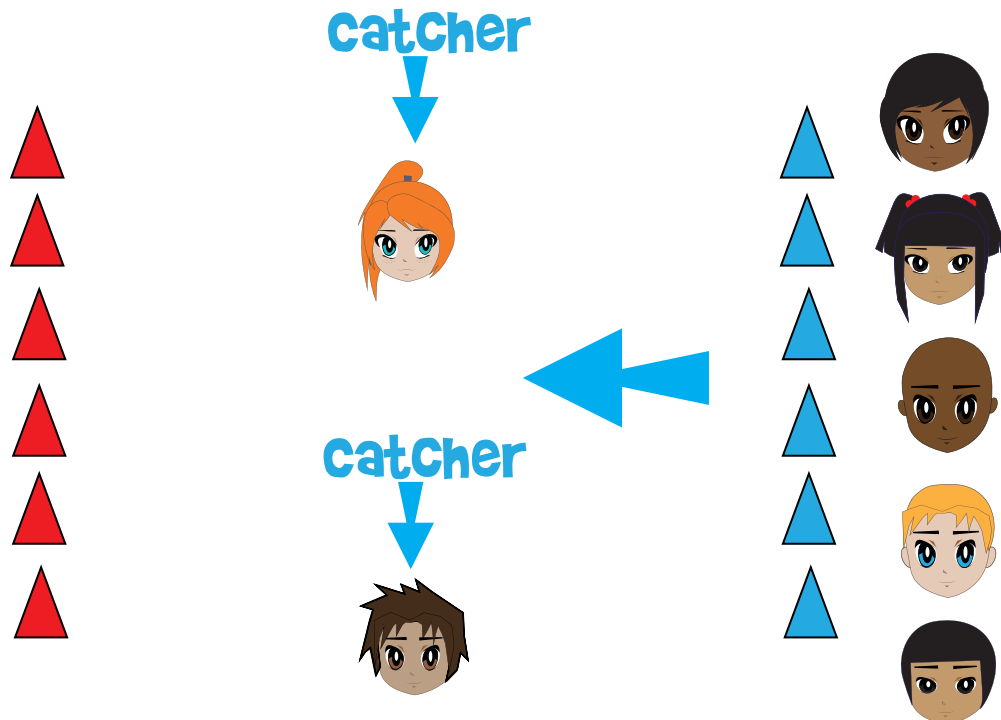
3. Instructions

- Split class into 4 teams
- 2 teams will play each other at shuffle netball, while the other 2 teams sit at the side
- The teams will play in a fair rotation so every team will play against each other (Team 1v Team 2, 3v4, 1v3 etc)
- Players must stay on the ground and shuffle around the floor on their knees or bottom to move
- Players work as a team to pass the ball to their team mates and try to score by throwing the ball off the bench.
- Players cannot move when they have the ball and opposition players cannot steal the ball off players, they have to intercept the play
- When a goal is scored, the game is stopped and the next game is set up.
- The team that scored may pick a food on the board and try to suggest a healthier choice lower in fat
- Team with the most correct suggestions at the end of the game wins

Session 4 – Fat Attack



10 - 15 minutes



1. Equipment needed

- 2 - 4 x Bibs for the catchers
- Cones ▲ ▲
- Fat swaps guide from additional teaching aids

2. Set Up

- Set up cones down either end of the hall
- Catchers to stand in a space near the centre of the hall
- All the other children line up at one end of the hall behind the cones

3. Instructions

- Nominate 2-4 children to be catchers depending on size hall/class
- Teacher calls out a food which is high or low in fat
- If a low fat food is called out the children must duck down
- If a high fat food is called out the children must stand up with their hands above their heads
- Those who get the question wrong must try to get to the other side of the hall first without being caught
- Once across or caught the remaining children may try and run across to the other side of the hall
- If a child is caught they then join the catchers and they must stand where they were caught with their feet fixed to the floor - they must use their arms to catch the other children
- Keep playing until all children are caught

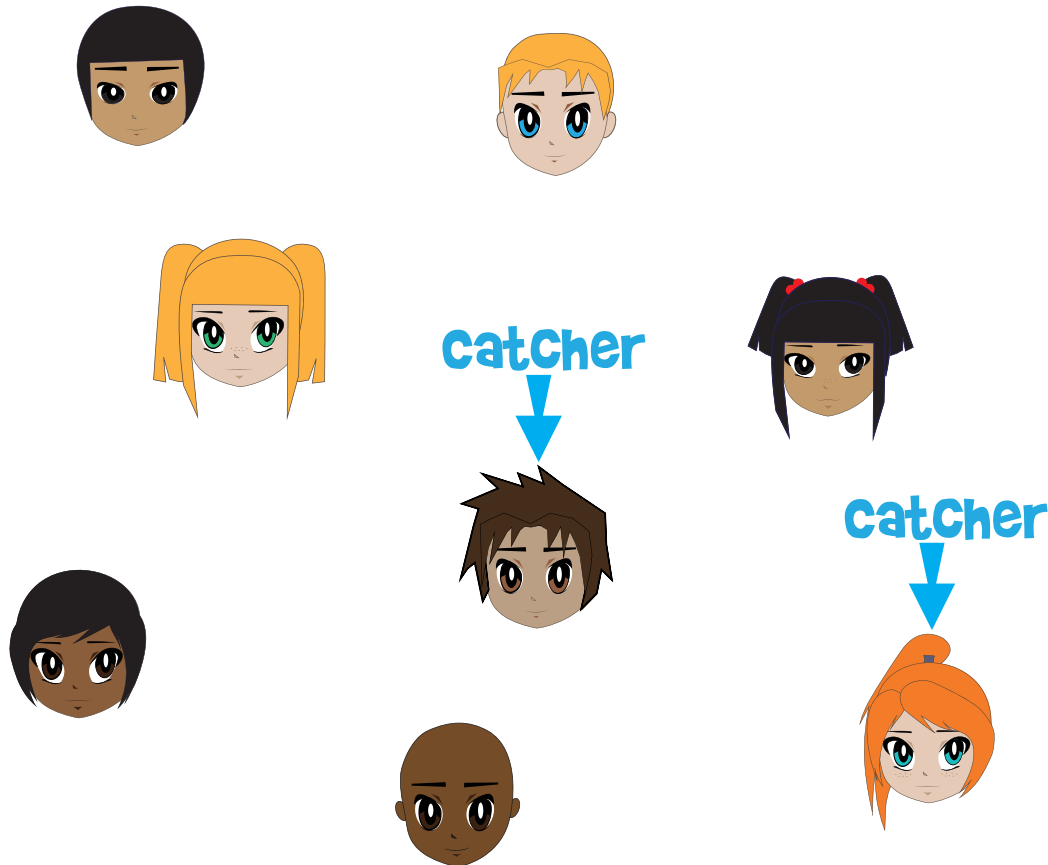
Variations

- Children can have 2 lives before becoming a catcher – this can be monitored by giving the children a band and taking it away once they have been caught once
- Foods that are medium in fat can be added to make the game more difficult
- This game can be played as a 'true or false' game where the teacher can test the children by calling out any of the key messages the children have learned through Grow Well Choices

Session 5 – Snack Tag



5 - 10 minutes



1. Equipment needed

- Clear Hall Space
- Colour bands or bibs – Green Yellow and Red

2. Set Up

- All children find a space in the hall to stand in

3. Instructions

- All children find a space in the hall
- Nominate 2 or 3 catchers
- Hand out a band to the rest of the children (any colour) and ask the children to tuck the top of the band into their waist band at the back
- The catchers must then try and catch the other children by stealing their bands
- Different colour bands are different points e.g. Green bands are 3 point, yellow bands are 2 points and red are 1 points
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Once all bands are collected or a certain time has gone, at the end of the game count the colour bands from catchers and announce the winner
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat

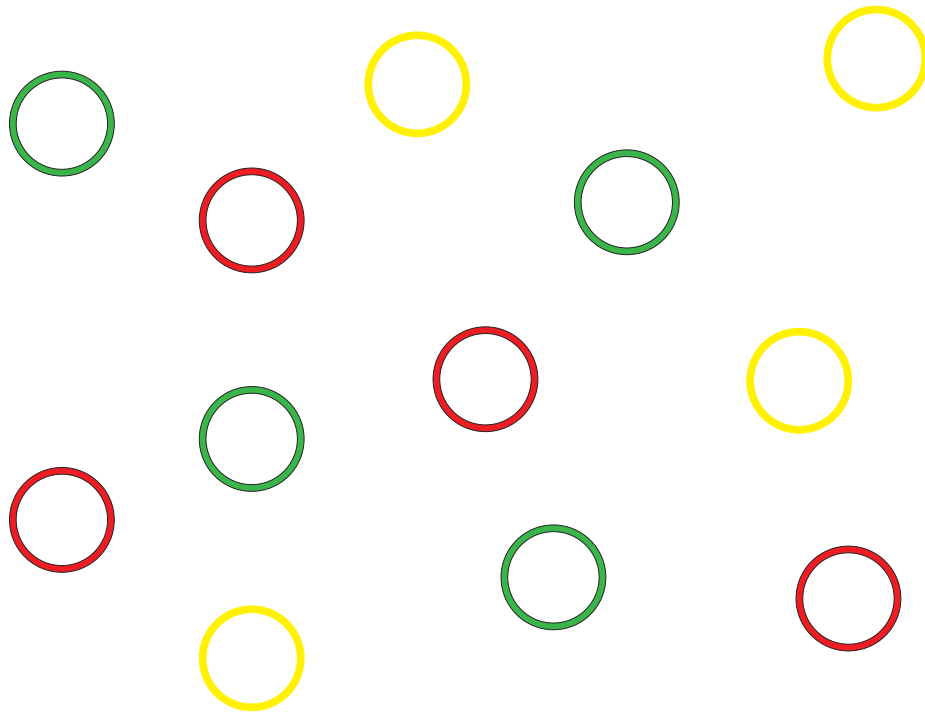
Variations

- Can explain that this is a 'high intensity activity'
- Change the number of points the bands are worth to keep the children targeting different colours
- When children get their coloured band, ask the children to think of a snack that would be in that coloured group to get them thinking about the snack coding system e.g. green band - banana

Session 5 – Snack HOOPS



8 - 10 minutes



1. Equipment needed

- Traffic light snack code in additional teaching aids
- 6 x red, yellow, green hoops

2. Set Up

- Place coloured hoops around hall, ensuring they are fairly and evenly spread out across the hall

3. Instructions

- Ask children to move around the hall until teacher blows a whistle or shouts stop (children can run, jump, skip around the hall)
- Teacher calls out the name of any snack from the traffic light snack code
- If child thinks that snack is a “super snack” they must move to a green hoop; a yellow hoop for “so-so snack” or a red hoop for “only-so-often snack”
- Allow children 10 seconds to get to into a hoop
- Use some time to ask the children why they picked the hoop before announcing the winning colour
- Teacher gives the answer and explanation for the snack that was called out
- All children in the correct colour of hoop sit down
- All remaining children must do forfeit e.g. 10 star jumps
- Everyone back on their feet and start again

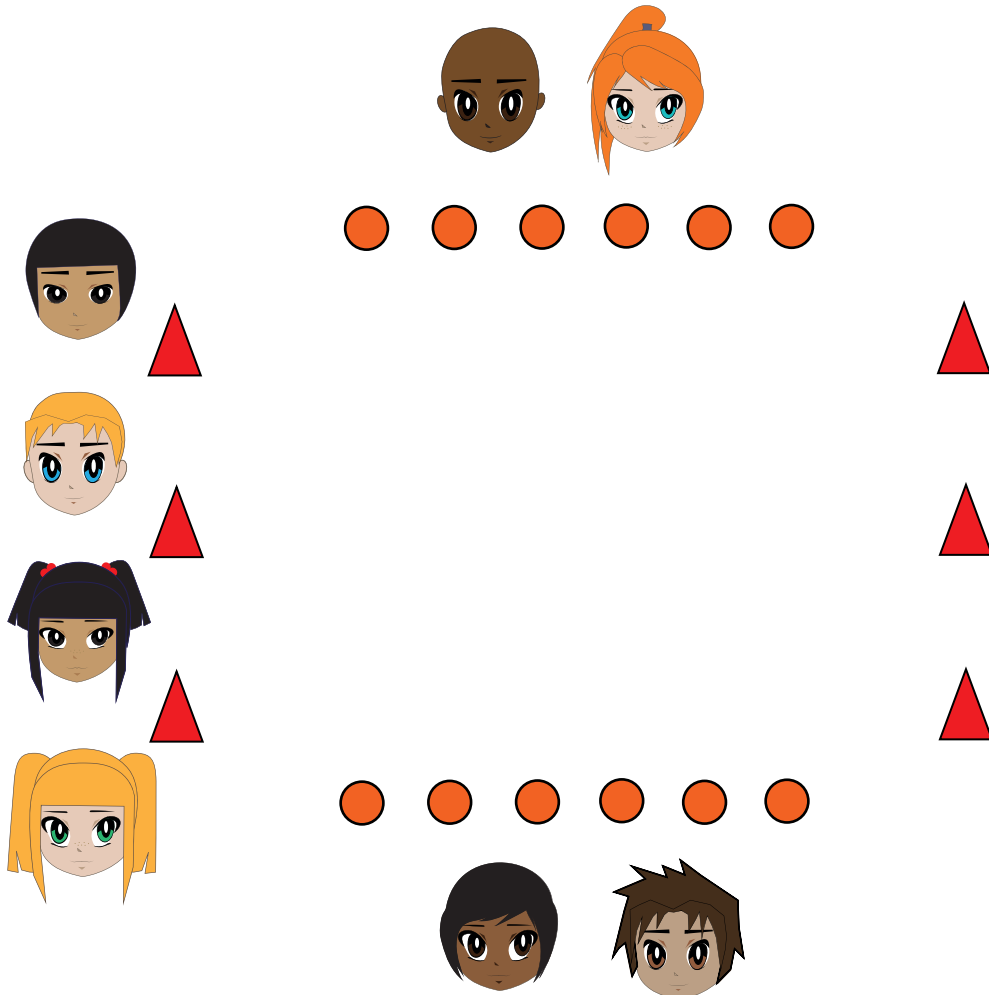
Variations

- Limit the number of children per hoop, e.g. 3 children per hoop
- Have different forfeits, e.g. sprint on the spot for 10 seconds, 10 star jumps, 20 star jumps, 10 donkey kicks, 10 high knees, etc.



Session 5 – Snack Run



10 - 20 minutes



1. Equipment needed

- Cones 
- Soft balls (depends on class size, roughly 1 ball per player) 

2. Set Up

- Place cones at both ends of the hall
- Place balls on top of cones along the sides of the hall
- Ask the children to stand at one end of the hall behind the cones

3. Instructions

- Ask children to stand at one end of the hall behind the cones
- Teacher or 2 nominated ball throwers start of at the side of the hall with a ball while on their knees
- Teacher shouts out a snack and children have to decide whether they think it's a 'super' or 'only so often' snack by giving a thumbs up if they think it's a 'super' snack or a thumbs down if they think it's a 'only so often' snack
- If a child chooses the wrong action, they must quickly complete a forfeit e.g. 5 star jumps
- The aim of the game is to get to the other side of the hall without being hit by a ball
- Children throwing the balls must complete an underarm throw, tagging a child on their knee or below only
- If caught, children join ball throwers at the side of the hall
- Once all children are across to the other side of the hall, teacher can then call out another snack.
- Last child still in the game is the winner

Variations

- If your establishment has a limited number of soft balls, the ball thrower can swap places with the first child they caught. This means the game will never end and can be played for roughly 10 to 20 minutes
- 'So so' snacks can be added to the game to increase difficulty of the game

Session 6 – Pizza TAG



5 - 10 minutes

1. Equipment needed

- Cones (enough for both ends of the hall) ▲
- Bibs for catchers

2. Set Up

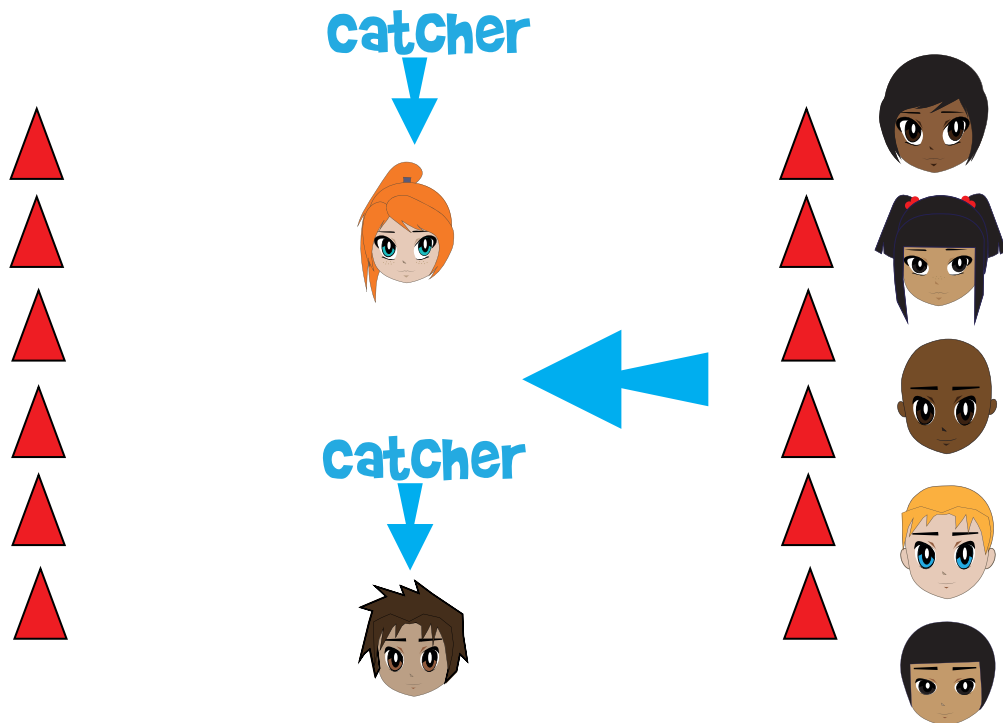
- Place cones along both ends of the hall to mark out safe zones
- Catchers stand in the middle of the hall

3. Instructions

- Nominate 1 or 2 catchers
- Ask all children to stand along one end of the hall and tell them they are the 'toppings'
- Choose 3 toppings and name each child a topping e.g. pepperoni, mushrooms, peppers, as evenly as you can
- Teacher calls out a topping, and the children who are that 'topping' must try and get to the other side of the hall without getting caught. If they are caught by the catchers then they become catchers also
- Catchers must begin along the middle of the hall
- Play this game until everyone is caught, this game can be played a few times with different catchers
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat.

Variations

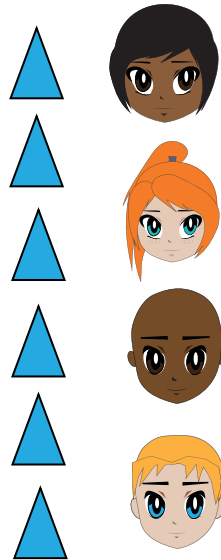
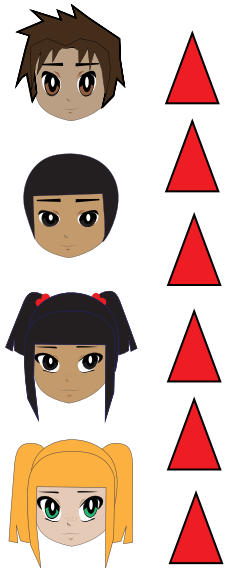
- Can explain that this is a 'high intensity activity'
- Can also ask children to say which are the healthier toppings
- If catchers are catching the 'toppings' fast, when a topping is called out the 'pizza' catchers must drop to the ground onto their fronts and back up again before they can catch anyone
- To make it easier for the 'toppings' if caught the child must stand where they got caught and must try catch the other children by standing still and only using their arms



Session 6 – Grab a Burger



Up to 20 minutes



1. Equipment needed

- Cones 
- Small ball or beanbag 

2. Set Up

- Place a line of cones at either end of the hall
- Place small ball or beanbag (burger) in centre of the hall

3. Instructions

- Split the class into 2 teams, giving each child in a team a different number (e.g. 1,2,3..)
- Teacher calls out a number and the child of that number must run back to their team with the burger without getting caught to gain a point.
- If a child picks up the burger first they must run to their side of the hall without getting caught to gain a point. If the opposition catches them before they reach their team, the opposition receive the point; children can take their time when grabbing the burger to ensure the opposition isn't ready to catch them
- After a point is gained, the burger is returned to the middle of the hall and teacher can shout out another number
- If both children pick up the burger at the same time, a game of 'rock, paper, scissors' must be played to decide the winner

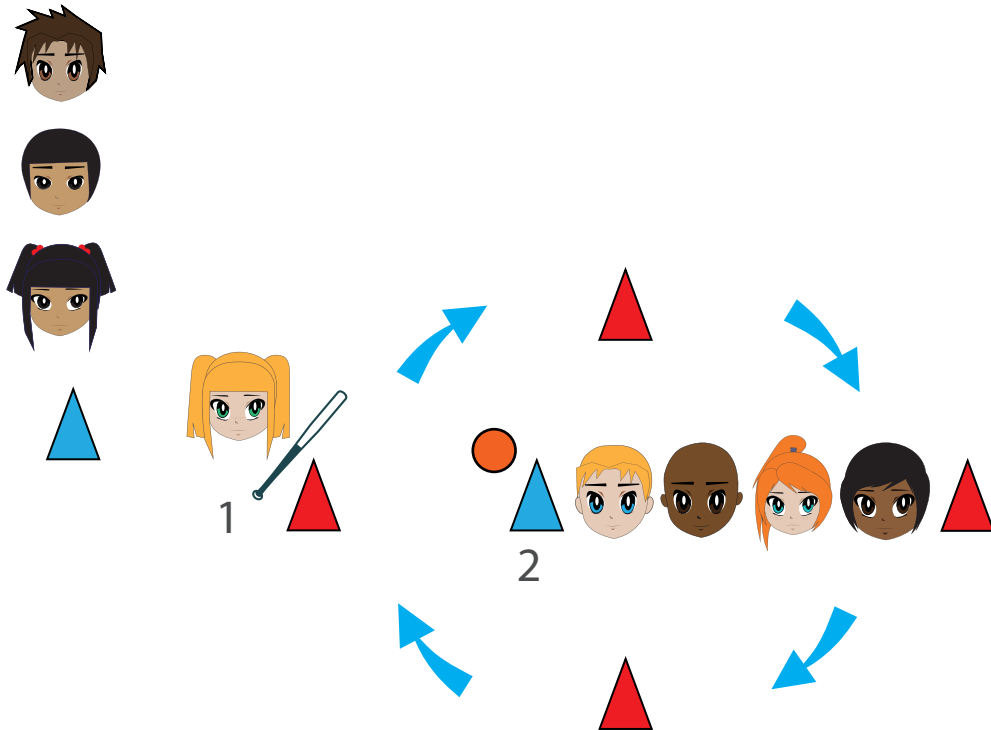
Variations

- Children have to pick up the burger and throw to it to their teammates successfully before getting caught to gain a point – use a small ball
- Teacher can call out 2 numbers – one child must try to pick up the burger and throw to the other child on their team who got called to gain a point before getting caught
- Ask the children if they remember what to do to have a healthier burger (avoid extra cheese, mayonnaise and chips as they are high in fat)
- Try not to choose 'go large', 'double' or 'super-size'




Session 6 – Takeaway Trade



10 - 12 minutes



1. Equipment needed

- 4 red cones 
- 2 blue cones 
- Tennis racket or bat 
- Ball
- White board/flip chart paper and pen

2. Set Up

- Lay out cones in the hall as demonstrated below
- Place bat at red cone number 1
- Place ball at blue cone number 2

3. Instructions

- Split the class into two teams. One team stands behind blue cone number one (batters), and the other team line up behind the bowler (fielders)
- First player from the batting team picks up the bat and stands at red cone 1 ready to hit the ball with the bat – they are called the batter
- Person standing at blue cone 2 may pick up the ball and throw it to the player so they can try and hit it – they are called the bowler
- When the batter hits the ball, the batting team must start running around the red cones in single file as fast as they can with the batter joining the end of the line
- The first person in the line of fielding team closest to the bowler must collect the ball as fast as they can and join the end of the line of fielders. The fielding team then have to get the ball back by passing the ball down the line back to the bowler.
- If fielding team get the ball back to the bowler first they gain a point, if the batting team manage to get round the cones first the batters gain a point.
- All players in the team get one go before teams switch over
- Teams are then allowed, with the points they have gained, to make a healthy choice on a board. Most correct healthy choices wins the game

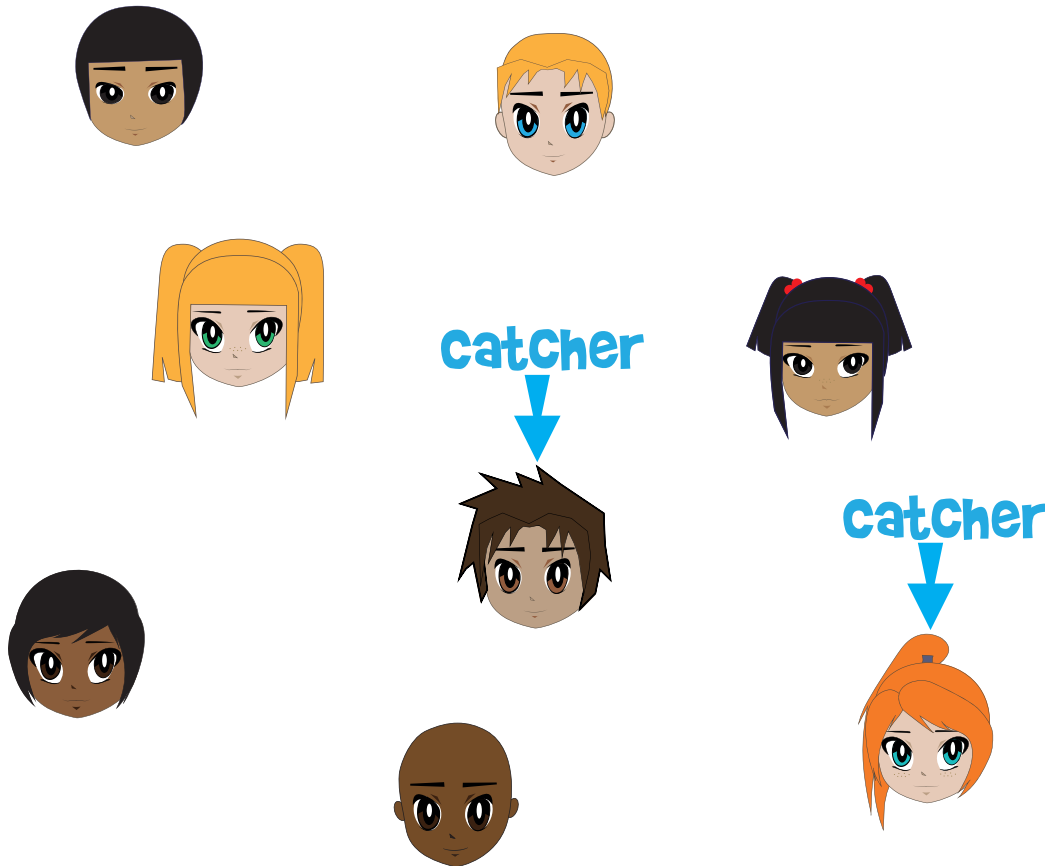
Variations

- Kicking a football can be used as an alternative if your school does not have a bat and ball or to make it easier for the children

Session 7 – Superhero Tag



5 - 10 minutes



1. Equipment needed

- Clear hall Space
- 3 different coloured bibs

2. Set Up

- No set up required

3. Instructions

- Children all find a space in the gym hall
- Nominate 2 or 3 catchers and state that they are the superheroes, they have heard that some children are watching too much TV and they need to get them more active.
- Superheroes have to catch as many children as they can to get them active
- If a child has been tagged, they must complete a forfeit depending on what superhero caught them
- If caught by the blue superhero they must complete a 10 second run on the spot before joining back in (cardiovascular fitness)
- If caught by the red superhero they must complete a stretch exercise e.g. lunge or standing stretch before joining back in
- If caught by the yellow superhero they must complete a strength exercise e.g. 10 sit ups, 10 squats or 10 push ups before joining back in
- It is a good idea to run the game for 1-2 minutes then pause, recap the rules and make sure everyone understands
- Explain the changes that occur to the body when running around constantly, e.g. heart beats faster, out of breath, hot, start to sweat

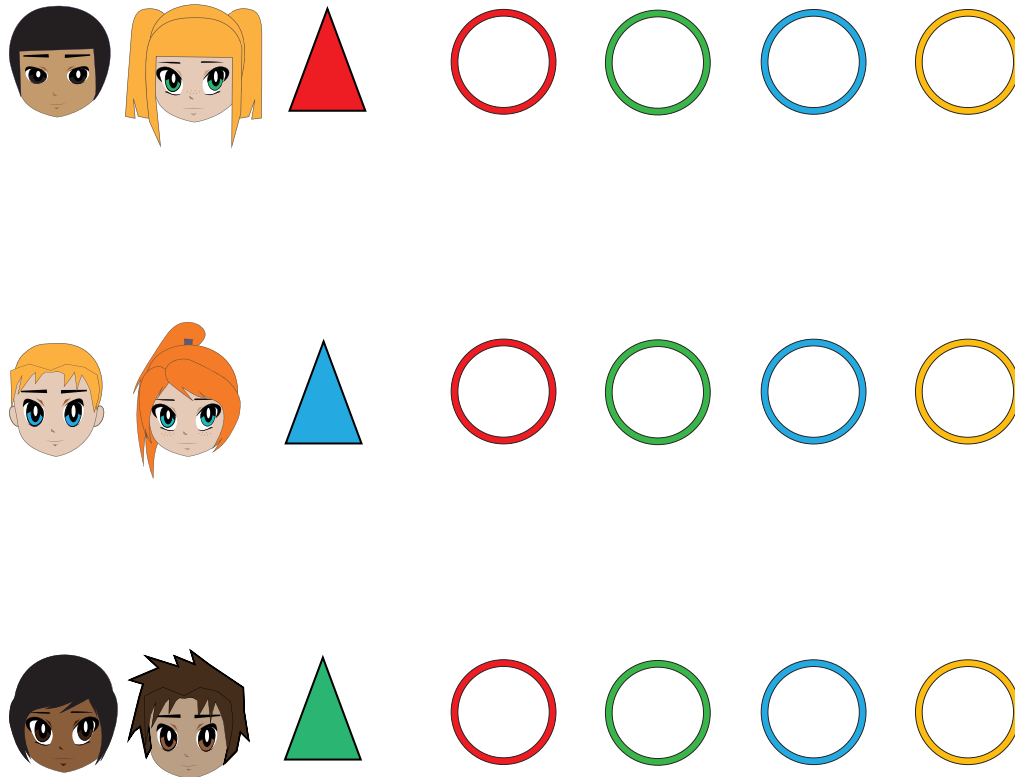
Variations

- Exercises can be changed to suit abilities
- Superheros can be given a superhero name e.g. Mr or Ms Flex, Cardio kid, Mr or Ms Burpee etc
- Capes can be used instead of bibs

Session 7 – Daily Relay



8 - 10 minutes



1. Equipment needed

- 12x hoops    
- 3x cones   

2. Set Up

- Lay out 4 hoops in a line for all 3 teams (shown below)
- Lay out 3 cones at one end of the hall for teams to line up behind

3. Instructions

- Split the class into 3 or more teams (depending on class size - you may have more or less) and ask each team to line up behind a cone
- Ask the children to complete an action in each of the hoops relating to 'energy balance'
- **Station 1** – Children must pretend to have breakfast and brush their teeth
- **Station 2** – Children must complete 10 star jumps or 10 second sprint on the spot and pretend to drink some water
- **Station 3** – Children must sit down and eat a super snack of their choice
- **Station 4** – Children must lie down and pretend to go to sleep
- These are just suggestions and each station can be tailored to suit the children's learning
- All the children can have a go and play again or stations can be changed

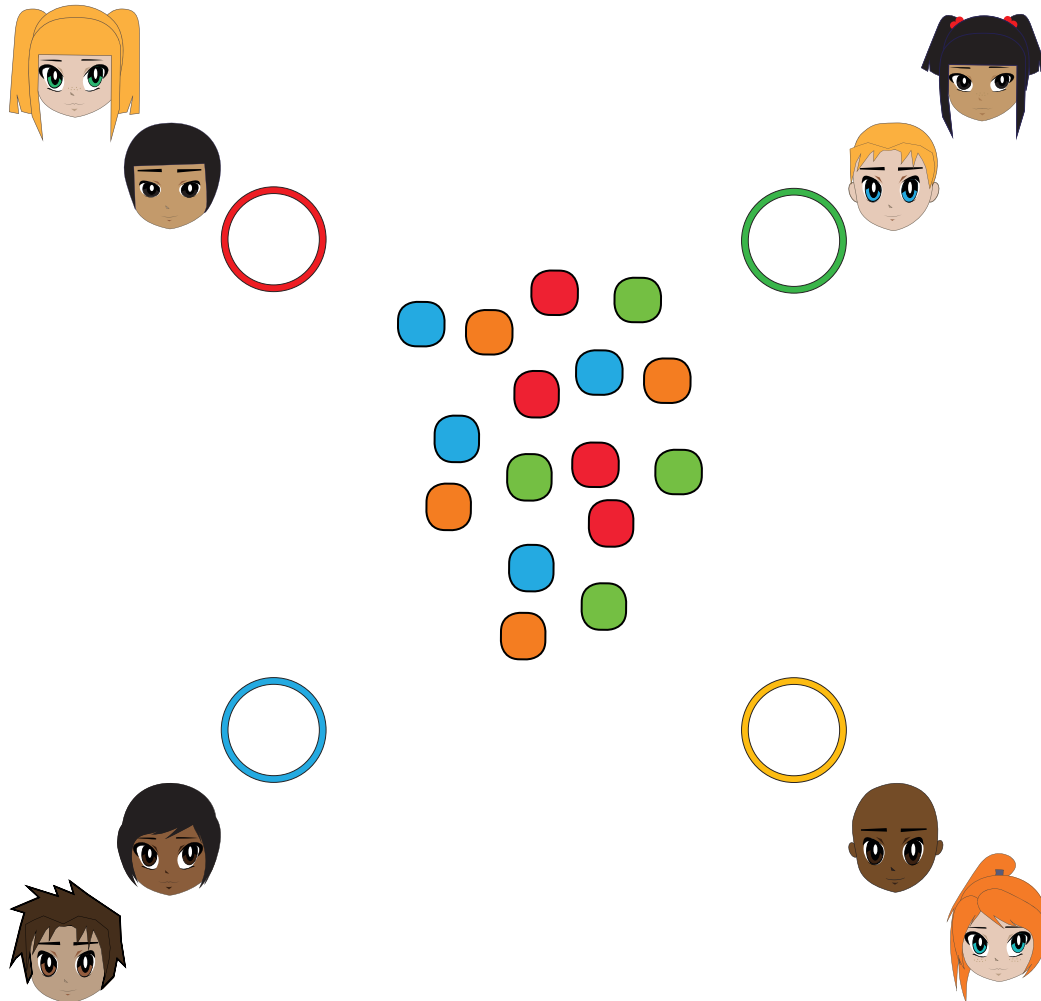
Variations

- Visual aids can be added into the hoops with the children to help them remember – sacks used as a blanket to go to sleep, table tennis bat used as a plate etc.
- If no hoops available use cones
- You may want to change or add in stations such as: having lunch with friends; complete head, shoulders, knees and toes; brush teeth before going to bed
- Get the children to decide what 4 activities they need to complete to enable them to be healthy and have an energy balance

Session 7 – Healthy Balance



10 - 15 minutes



Variations

- Ask children to either skip, run or jump while collecting items

1. Equipment needed

- 4 x coloured hoops ○ ○ ○ ○
- Plenty of cones or beanbags ● ● ● ●

2. Set Up

- Place cones/beanbags in the middle of the hall
- Place a hoop in each corner

3. Instructions

- Split class into 4 teams, 2 teams being larger than the other 2 teams (e.g. 2 players each in 2 teams and 8 players each in the other 2 teams)
- Teacher then names the teams:
 - Team 1** – Being Active
 - Team 2** – Sleep
 - Team 3** – Food (energy)
 - Team 4** – Rest
- When teacher shouts go, children must run 1 at a time into the middle and pick up 1 item and return to their team. As soon as this item is placed into the hoop next player can go.
- When items have left the middle of the hall teams can then steal from each other, still only 1 player running from each team until they return
- Hopefully, the team that has limited players will have very little left in their hoop when the game finishes. This shows that if you don't have a balance between rest, being active, sleep and food you will not have a healthy balance.
- Play again with equal teams and stop the game when there is roughly equal amount of items in each hoop – this shows that there is more of a balance