At least 60 minutes a day

Section 8

Sports days and other activity events

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The aim of sports days and other activity events should be to enhance and broaden the activity opportunities available to pupils, motivate them to participate in physical activity in-and-out-of-school-hours and raise the profile of physical activity within the school.

A range of other practical ideas to promote physical activity within your school could include:

- Physical activity day/week (page 3)
- ‘Alternative’ Sports Day (page 4)
- Demonstrations of pupils’ physical activity work (page 5)
- Festivals of physical activity (page 6)
- Activity challenges (pages 7 & 8)
- Taster challenges (page 9)
- Award sessions (page 9)
- Intra-school and inter-school competition (page 10)
- Involvement in schemes/events organised by outside agencies (page 11)

PHYSICAL ACTIVITY DAY/WEEK

A specific physical activity day or week could be held or physical activity could be a feature of a heart health day/week which is devoted to the promotion of factors related to heart health (this could be linked to the British Heart Foundation’s ‘Help a Heart’ campaign held every June – see: bhf.org.uk for more information). You could also include a focus on healthy eating using the BHF’s Big Food Challenge.

A physical activity day helps to highlight the importance attributed to activity and provides an opportunity for pupils to try an extensive range of activities, many of which may not normally be included within the curriculum.

RESOURCES

The Big Food Challenge (BHF) provides fun and creative ideas for introducing healthy eating to 7 – 11 year olds. For more information and to order this pack go to: bhf.org.uk/teachers

General practical ideas
This type of promotion need not interfere with the timetable. Options to consider include:
- contacting your School Sports Co-ordinator/Active Schools Co-ordinator to help with inviting outside instructors/coaches to lead some activity sessions
- encouraging pupils to walk/cycle to and from school (safety aspects need to be carefully considered first – see Active School (AS) Section 2: Active travel to and from school)
- promoting cross-curricular links through encouraging the support of other staff e.g. science walk, maths trails (see page 22 of AS Section 3: PE and physical activity across the curriculum)
- activity sessions for staff and even parents/carers could be organised after school or at lunchtime
- inter-class/inter-house activity challenges could be set up for the day/week
- inter-school activity challenges could be set up with the results being posted online (see case study example of successful inter-school competition on page 10)
- an exhibition could be set up, with local providers invited to display information on community activity opportunities or to send a representative to speak to pupils about what they have to offer
- catering staff could be encouraged to focus on providing more ‘healthy’ food options and to introduce a system that helps pupils make informed choices about the foods they choose (e.g. a traffic light system or the use of ‘happy’ and ‘sad’ faces).

“Everyone has worked hard to ensure that the event programme is fresh and attractive to schools and pupils and most importantly, that every single person involved, be they a pupil, teacher, coach or volunteer, goes home proud of having taken part in an outstanding day of sport and keen to do it all over again.”

Community Sport Development Manager
AN ALTERNATIVE SPORTS DAY

INITIATIVES & PROGRAMMES

The Lloyds TSB National School Sport Week (Youth Sport Trust (YST), supported by Lloyds TSB) could be an ideal week in which to organise your own school’s physical activity day/week. A number of activities including festivals of sport (TOP Sportsability, Multi-skill and Multi-sport festivals) are delivered in primary schools by Young Leaders who have been trained through TOP Link (within Step into Sport). For more information, email info@youthsporttrust.org

Inviting talented young people into your school can help to raise the profile of a physical activity day/week. The Young Ambassadors (YST) programme involves talented young people acting as role models and visiting local schools to inspire pupils to become more active.

Visit www.youthsporttrust.org.uk or email info@youthsporttrust.org

A Sporting Champion could also be invited in – see page 6 for details.

Traditional sports days based on athletics-type competitions can successfully promote enthusiastic competition between teams and provide an opportunity for parents/carers to watch pupils involved in activity. However, for many pupils the main contribution may be enthusiastic support, while for others, being comprehensively beaten in front of all their peers and losing vital points for their team can be far from enjoyable. An alternative approach which can make the experience more enjoyable for all without losing the competitive strand is outlined below.

A circuit based sports day

A change in organisation can help to increase levels of participation and enjoyment by involving pupils in a non-threatening environment while retaining the traditional exciting competitive element. This can be achieved by having:

- a range of activity stations, each with an athletic/sport specific challenge/task with some ‘fun’ type stations appropriate for the age of the pupils
- a scale of potential points for each challenge/task which caters for the abilities of all pupils
- pupils moving round the activity stations with a group

- all pupils completing the activities at the various stations and recording their points
- having an inter-class or inter-house competition with everyone contributing points to their team’s score.

Activity cards showing examples of activities that could be used as ‘stations’ for an ‘alternative’ sports day for pupils aged 7 - 11 years are provided in this resource together with a template for a School Sports Day Record Sheet (Activity cards 81 - 86). For ‘potted sports’ ideas for pupils aged 5 - 7 years (124), download AS additional activity cards at bfh.org.uk/teachers. These are just a starter – the possibilities are endless and need not involve complex tasks and special equipment.

Pupils can be a useful source of ideas which could be recorded on the blank activity card template which is included in AS Section 4: Active breaktimes or is available to download (download AS Additional activity cards at bfh.org.uk/teachers).

Pupils could work towards presenting the work they do within lessons to parents/carers or other pupils at the end of term. Older pupils could take on responsibility for the content of such demonstrations themselves, with minimal teacher intervention, while younger pupils will need some teacher guidance.

General practical ideas

All pupils can be encouraged to develop their work in preparation for a demonstration. However, those pupils who genuinely find it threatening to show their work to others should not be forced to participate. The latter may be persuaded to demonstrate work to a small group of their peers but again this should not be a compulsory requirement. Pupils could work towards demonstrations in curriculum time but could also be encouraged to practise out-of-school-hours, either as part of an organised school club or in their own time at home with friends.

Examples of possible demonstrations include:

- gymnastic displays
- skipping displays
- displays demonstrating skills in individual sports (such as basketball shooting)
- dance displays
- aerobics displays
- step-aerobics.

Physical activity demonstrations could be:

- organised as a special event, with a range of activities included
- included within the programme for a physical activity day or week
- included as part of a wider presentation of pupils’ work featuring other aspects such as music, poetry and drama.

| Initiate & Programmes
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Festivals could be organised which are a celebration of physical activity and a chance for pupils to participate in an activity or range of activities.

**General practical ideas**

The focus of a festival could be on:

- participation
- sharing
- coaching
- competition.

Festivals could be held either in curricular time or out-of-school-hours. They could be organised so that they:

- are devoted to a particular activity or activities – a festival could be based around a seasonal event such as Maypole dancing (see Activity card 87)
- give all pupils an opportunity to play a number of games, or
- are devoted to a particular activity or activities – a festival could be over a specific time or range of activities.

The focus of a festival could be on:

- competition.
- coaching
- sharing
- a festival could be based on a particular group of pupils

**Initiatives & programmes**

Maypole dance (Activity card 87)

- give all pupils an opportunity to play a number of games, or take part in a range of activities
- are for a group of local schools – your local School Sports Co-ordinator/Active Schools Co-ordinator may be able to help in organising such an event
- involve the whole school, a specific year group, a particular class, or a particular group of pupils
- enable all pupils to participate at their own level
- follow on from an appropriate period of preparation (e.g. following a teaching block on the relevant activities)

**RESOURCES**

A tool which could help schools organise an athletics festival is the Guide to the Implementation and Development of Fun in Athletics Festivals (Sports Hall Athletics). This can be downloaded from www.sportshall.org

**Participation challenges**

The targets set should cater for all pupils, both the less able and the more talented, providing all abilities with a realistic (but not too easy) challenge.

An activity challenge or range of challenges could be set up either as a specific event to raise the profile of physical activity, or as an ongoing scheme to maintain pupils' interest in activity. Pupils could be encouraged to work towards achievement of challenges at breaktimes, lunchtimes, within out-of-school-hours clubs, or in their own time away from school.

**General practical ideas**

The aim of these should be to encourage pupils to participate frequently in activity and to acknowledge this.

Challenges could/should:

- be individual or an inter-class/house challenge
- be based on accumulating points according to minutes of activity completed, distance covered in being active, number of laps of school fields/playground completed, etc
- be over a set time period, e.g. a day, week, term, or year or could be ongoing, with pupils reaching ever-higher levels

**Initiatives & programmes**

One possibility is to host a Multi-skills Festival (YST). These form an integral part of the schools competition framework at Key Stages 1 and 2 within School Sport Partnerships. For more information, visit: www.youthsporttrust.org.uk or email: info@youthsporttrust.org

Pupils who have undertaken either the Level 1 Award in Sports Leadership (14+) or the Level 2 Award in Community Sports Leadership (16+) (both Sports Leaders UK) will be able to assist with a festival. For more information visit: www.sportsleaders.org or email: info@sportsleaders.org

Through the TOP Link programme (YST), secondary school pupils who have undertaken a leadership award will plan and stage a festival of sport for local primary or special schools. For more information visit: www.youthsporttrust.org or email: info@youthsporttrust.org

To raise the profile of a festival, consider inviting a ‘sporting champion’ along to the event through taking part in the Sporting Champions scheme (Sport England). Check the Sporting Champions website for further information: www.sportingchampions.org.uk. Alternatively contact the Sporting Champions Team (freephone 0800 328 4903), email: sportingchampions@creatingexcellence.co.uk or contact your County Sports Partnership.

For details of a similar scheme operating in Scotland, visit: www.sportscotland.org.uk

**Cards & Templates**

1000 skips challenge (Activity card 88)

- have a specific target for everyone to aim for, e.g. 1000 Skips (see Activity card 88 and accompanying certificate template) or could have a range of levels with pupils choosing the level they are working towards
- require participation in activity both within and outside of school. Pupils should be encouraged to participate with friends and family outside of school and should be advised to seek permission from a parent or guardian before doing so

**RESOURCES**

A copy of this booklet is included at the front of the AS Resource box.

**Initiatives & programmes**

The Let’s Get Active Participation Award Pocket Planner (BHF) encourages children to record the activity they do and gives them some tips and ideas. Those who complete the diary can send off for a Let’s Get Active certificate. A copy of this booklet is included at the front of the AS Resource box.

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**Initiatives & programmes**

The Step into Sport Volunteer Project (YST) enables young people aged 14 to 19 to become a volunteer leader, youth leader, coach

**RESOURCES**

A copy of this booklet is included at the front of the AS Resource box.

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**Initiatives & programmes**

The Get Moving… let’s move participation (YST and BHF) is a school-based pedometer promotion for pupils in years 6-9 (ages 10-14 years) which uses a cross-curricular learning programme designed to encourage pupils to be more active. For more information:

- for schools working towards inter-school challenges:
  - individual challenges: awarding extra miles/time/points if pupils are active with a friend/a member of their family/ a peer at the weekend
  - inter-class/house challenges: awarding classes/houses extra miles/time/points for specific participation challenges achieved e.g. class with the highest percentage being active
- require pupils to record their activity on a special card or in an activity diary and have each entry verified by an adult, e.g. parent, guardian, carer, teacher, Brownie/Guide/Cub/Scout leader, youth leader, coach
- encourage pupils to work towards achievement of challenges at breaktimes, lunchtimes, within out-of-school-hours clubs, on the way to and from school, or in their own time.

**Initiatives & programmes**

The Get Moving… get active Participation Award (YST and BHF) is a school-based pedometer promotion for pupils in years 6-9 (ages 10-14 years) which uses a cross-curricular learning programme designed to encourage pupils to be more active. For more information:

- for children in foundation through to 7 years, recognises the amount of physical activity undertaken by each pupil throughout a week and awards stickers and certificates for achievements over a 6 week period. A training workshop on this scheme is available. For more information contact the Youth Sport Trust School Support Unit on: 01509 226600 or email: schoolsupportunit@youthsporttrust.org

- for children in Years 7-9, for children in Years 7-9. For more information contact: www.schoolsonthemove.co.uk or email: schoolsupportunit@ysr.t.org.uk

**RESOURCES**

Get Active certificate

- have a specific target for everyone to aim for, e.g. 1000 Skips (see Activity card 88 and accompanying certificate template) or could have a range of levels with pupils choosing the level they are working towards
- require participation in activity both within and outside of school. Pupils should be encouraged to participate with friends and family outside of school and should be advised to seek permission from a parent or guardian before doing so

**Initiatives & programmes**

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- for children in Years 7-9, for children in Years 7-9. For more information contact: www.schoolsonthemove.co.uk or email: schoolsupportunit@ysr.t.org.uk
A range of challenges for specific sports or National Curriculum activity areas could be devised. These could help young people to:

- develop their skills
- set themselves targets
- constantly strive to improve their performance.

**General practical ideas**

The challenges set could:

- reflect the main requirements of a specific sport or activity area, e.g. specific skills, creative routines
- accommodate varying individual abilities and needs by including a number of different start points and a variety of potential routes
- emphasise personal improvement
- be devised by the pupils themselves - pupils could use the blank activity card template to log their ideas - this can be found in AS Section 4: Active breaktimes and lunchtimes and can also be downloaded.

For a blank activity card template download AS Additional activity cards at bhf.org.uk/teachers

**Taster sessions**

Taster sessions either within the curriculum or as part of the out-of-school-hours programme can be valuable in broadening pupils’ activity experiences and introducing them to individuals from the community.

**General practical ideas**

Taster sessions could be organised which provide pupils with the opportunity to try a particular sport, aspect of dance or physical activity they have not previously tried.

Taster sessions could:

- either be offered periodically within curriculum time or within the extended curriculum with pupils able to choose from a wide range of options
- be based on pupils’ suggestions and include activities not normally included in either the curriculum or out-of-school-hours programmes
- be run by school staff or appropriate individuals from outside organisations
- be organised as a ‘taster day,’ by linking with other local primary schools in your School Sports Partnership/local school cluster this will provide an opportunity for pupils to have access to a wider range of varied physical activities over one day.

It is important to provide pupils with information on available opportunities to pursue activities experienced in ‘taster sessions’ in the local community.

Inviting relevant individuals from the locality to lead or be present at ‘taster sessions’ will provide a vital link into the community and increase the likelihood of young people participating further in those activities they enjoy (see pages 5-7 in AS Section 6: Promoting activity beyond the school day for examples of linking with the local community).

**Award schemes**

The introduction and use of award schemes should be considered carefully, but used appropriately, they can be valuable by acting as a powerful motivator for young people and providing a means of acknowledging pupils’ sport and physical activity achievements.

Schools could use one/a range of the many award schemes available which combine aspects of participation (with pupils rewarded for taking part in activity) and performance (with the focus on the achievement of a certain level of skill and the attainment of specific criteria).

**Participation awards**

These are particularly appropriate for an Active School as they are attainable by all pupils who put in some effort, and the process of being active is rewarded, reinforcing this behaviour. See information on the Get Moving... get active Participation Award and Let’s Get Active Award on page 7.

**Performance awards**

Performance-based schemes should show continuity throughout the scheme, with pupils starting at an appropriate level and gradually progressing through more challenging tasks. All abilities should be catered for.

**RESOURCES**

Many of the individual national governing body award schemes could be used as a way of challenging pupils to develop their skills and set themselves targets to improve performance across a wide range of sports and activities. For more information on many of the award schemes currently available, download the AS Useful information section at bhf.org.uk/teachers

**www.bikeability.org.uk**

Bikeability (Cycling England, Department of Transport, Department for Education and Skills) is a national cycling award scheme. For more information visit: www.bikeability.org.uk

**www.sportshall.org**

For a brief description of many of the award schemes currently available download the AS Useful information section at bhf.org.uk/teachers

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**PRACTICAL IDEAS**

**Cards & templates**

- Mini-rounders/cricket challenges (Activity card 89)
- Mini-gymnastics challenges (Activity card 90)
- I beat my Personal Best certificate (Template)

Additional mini-challenge cards (57–61) can also be found in AS Section 4: Active breaktimes and lunchtimes and could be used by pupils as specific sports skill challenges.
Competition in primary schools has great potential to motivate pupils and provide challenge. It also can be a great tool to raise levels of physical activity and participation amongst pupils. However, care needs to be taken to ensure that all pupils are given opportunities to be included in the selection for teams and not just the most talented as this could demotivate certain pupils to participate in physical activity in the future. As well as providing more traditional sport oriented, knockout competitions that often predominate in schools, it is important that schools also provide competition which focuses on personal achievement across a range of physical activities based around core skills and which is open to all pupils. A more inclusive model of competition is essential if the majority of pupils are to realise that PE and competitions are for everyone and not just the elite. See the case study for an example of an inclusive competition that involves pupils of all abilities.

General practical ideas
- Competitions within school could be arranged at certain times of the year to follow on from a block of work focussing on the game/activity being played.
- Arrange intra-school competitions such as inter-class or inter-house competitions within school to enable a larger number of pupils to take part in a competitive experience.
- When arranging inter-school competitions, arrange some competitions with other schools for pupils who do not regularly play in the school team.
- Inter-Intra competitions could be organised between local schools. Much of the competition can be organised at the school level.
- Contact your local School Sport Co-ordinator/Active School Co-ordinator to help with organising such an event (see case study).
- Include, as part of the school policy, that any pupil attending regular practices will be guaranteed a certain number of games/participations.
- Try to provide alternative competitive activities to the more traditional team sports usually available.
- If organising a knockout-style competition, ensure that even teams are fielded otherwise it is often the weakest teams, who could benefit from more practice, who get knocked out first.

INITIATIVES & PROGRAMMES

The National Competition Framework (YST, Sport England, National Council for School Sport and the National Governing Bodies) seeks to raise the quality and quantity of competitive opportunities for all young people in schools and clubs, facilitated by Competition Managers. For more information visit: www.youthsporttrust.org or email: info@youthsporttrust.org

CASE STUDY

A successful inter-intra school competition has led to increased pupil participation in competition

The Malling and Sevenoaks School Sport Partnership which includes 56 schools, found that many schools lacked motivation to participate in traditional knockout competitions. The Partnership therefore established an inter-intra school competition where a range of physical activities covering the core skills were selected. A card outlining details of events and deadlines was sent to all teachers in every school. Schools chose when they completed each event (PE lesson, lunchtime, breaktime) and who recorded the scores. Results were recorded on class lists and returned to the partnership before the deadline via email, fax or post. Two results sheets were then sent to each school celebrating the position of every school in a table (the inter-school part of the competition) and the top 10 boys and girls in each year group within a school (the intra-school part of the competition). All those who took part were also listed.

Schools found that on average over 80% of pupils participated in some form of competition within the school compared with previously when this was often less than 10% of pupils. For more information contact: Peter Stennett (PDM): peter.stennett@aylesford.kent.sch.uk

INFORMATION IN SCHEMES/ EVENTS ORGANISED BY OUTSIDE AGENCIES

To highlight a certain activity or activities, schools could take part in, or promote, relevant schemes and/or events organised by outside organisations. Such promotions should be planned well in advance and follow on from a relevant preparation period/block of teaching.

Schemes/events could include:
- mass participation events, e.g. fun run
- school-specific, activity-based sponsorship events (e.g. BHF’s Jump Rope For Heart scheme)
- schemes/events promoting a particular activity
- national activity promotions (e.g. Walk to School Week).

Schools could either arrange events themselves or encourage pupils to participate in a community event as part of a school group or independently.

INITIATIVES & PROGRAMMES

Jump Rope For Heart scheme (BHF) is a sponsored skipping challenge which raises money both for the school and the BHF. For more information visit: www.bhfactive.org.uk/jumprope or phone: 01509 262925 (see case study).

Norwich Union Star track (UK Athletics) promotes an all year round opportunity for young people aged 8+ to develop their athletic skills. For more information visit: www.ukathletics.net or email: NUsattrack@ukathletics.org.uk for an information pack. Tel: 0121 7138 400.

Walk to School (Living Streets) is a promotion which encourages pupils to walk to school. There are 2 nationally recognised events a year: National Walk to School Week in May and International Walk to School month in October. Walk once a Week and is a scheme that encourages walking to school at least once a week. For more information about either of these visit: www.walktoschool.org.uk or email: walktoschool@livingstreets.org.uk

If your school is interested in dance, have a look at the Dance Links (Youth Dance England) website: www.yde.org.uk and download a copy of Dance Links: A guide to delivering high quality dance for children and young people.

National Bike Week is the only UK nationwide promotion of all kinds of cycling activities for cyclists of all abilities. For more information visit: www.bikeweek.org.uk
BEATING HEART DISEASE TOGETHER
Bean bag pick up

**Equipment**
- Bean bags, balls or hoops.
- Basket.
- Record sheets + pencils.
- Stopwatch.

**Safety Points**
- Watch out for others.
- Keep your head up.

**Easier**
- Increase the time and number of bean bags.

**Harder**
- Introduce other types of equipment.

**What to Do**

**Group Size:** any

- Distribute bean bags evenly across the working area.
- Choose a leader for your group.
- The leader's job is to shout 'start', time 30 seconds with the stopwatch, then shout 'finish' (the time will need to be suitable for the number of bean bags available and the number of players collecting).
- When the leader shouts 'start', every member of the group should pick up 1 bean bag at a time and return it to the basket before another 1 is collected.
- How many bean bags can you collect in 30 seconds? Award 1 point for each bean bag collected.
- Record this number on your record sheet.
- Does it make a difference to the score if you decide who is going to collect the bean bags furthest away/nearest to you?
**EQUIPMENT**
- Flags/cones.
- Markers.
- Record Sheets.
- Pencils.

**SAFETY POINTS**
- Use a soft surface for landing (e.g. grass or sand).
- When landing, keep knee bend more than 90 degrees.
- Do not carry out activity on wet grass.

**EASIER**
- Reduce the distance between the scoring lines.

**HARDER**
- Increase the distance between the scoring lines.

**WHAT TO DO**
Group Size: any
- Mark out a waiting line and a jumping line.
- Mark out a range of lines as shown in the diagram.
- Make sure there are enough lines near to the start to enable everyone to score some points.
- Choose a leader for your group.
- The leader's job is to shout 'jump' and then mark how far each person jumps. Both feet must be completely over the line to score points for that line.
- Stand still behind the jumping line. When the leader shouts 'jump', jump from 2 feet to 2 feet. Which line can you reach?
- The rest of the team must stand behind the waiting line until their turn.
- Record the score the leader tells you on your record sheet.
- Do you jump further if you swing your arms?
EQUIPMENT
• Cones.
• Record sheets.
• Pencils.
• Stopwatch.

SAFETY POINTS
• Watch out for others.
• Wear supportive trainers.
• Wait behind the marked line until it is your time to run.

EASIER
• Increase the size of teams so players have a longer rest.
• Reduce distance between cones.

HARDER
• Increase time to 5 minutes.

WHAT TO DO
Group size: team of 6
• Set up cones as shown above, approximately 3 metres apart.
• Stand as a team behind a starting line in front of cone A.
• Choose a leader for your group.
• The leader’s job is to shout ‘start’, time 3 minutes with the stopwatch, and shout ‘stop’.
• When the leader shouts start, the first runner in the group runs around the cone circuit, then tags the next runner.
• The next runner completes the circuit and tags the next in line.
• The team keeps running in turn until the leader shouts ‘stop’.
• The team records the total number of circuits completed in 3 minutes.
**EQUIPMENT**
- Netball ring.
- Hoops.
- Netball(s.)
- Record sheets + pencils.
- Stopwatch.

**SAFETY POINTS**
- Ensure there is enough space.
- Remain clear of shooters until your turn.

**EASIER**
- Decrease height of ring.
- Decrease distance between hoops and post.
- Allow rebound shot.

**HARDER**
- Increase height of ring.
- Increase distance between hoop and ring.

**WHAT TO DO**
- Set up a netball ring(s) at a height suitable for the group.
- Place hoops at varying distances from the post and display appropriate points cards next to them. Hoops closest to the post should have the lowest number of points.
- Choose a leader for your group.
- The leader’s job is to shout ‘start’, time 30 seconds on the stopwatch and then shout ‘stop’.
- When the leader shouts ‘start’, first shooter aims to score as many goals as possible.
- You can choose which hoop you shoot from and you can change hoops as many times as you want.
- The rest of the team add up and record the points scored by each shooter.
- Do you have a preferred shooting arm? You could try challenging each other using only your left arm or your right arm to shoot.
- Repeat until everyone has had a go.

**VARIATION:**
- Use this challenge for other sport specific skills. E.g. shooting in hockey.
**EQUIPMENT**
- Throwing implements.
- Flags/cones.
- Record sheets.
- Pencils.

**SAFETY POINTS**
- Only collect object when told to do so.
- Ensure there is enough space between groups.
- Non-throwers stand behind waiting line.
- Left-handed throwers stand to left side of throwing group.

**EASIER**
- Change the type of throw or implement used.

**HARDER**
- Guess which implement you can throw the furthest and estimate the distance.

**WHAT TO DO**
- Mark out throwing area as shown below:
- Make sure there are lines near enough to the start line to enable everyone to score some points.
- Choose a leader for your group.
- The leader’s job is to shout ‘throw’ and to tell ‘throwers’ when to collect their throwing object.
- First throwers choose your object, decide how you are going to throw it and then wait on the throwing line.
- When the leader shouts ‘throw’, throw your object and stay behind the throwing line.
- Collect your object only when the leader tells you to.
- Record your score on your record sheet.
- Which object was easiest to throw? Why?
- Does the object go further if you change the way you throw it?
EQUIPMENT
- Cones/markers.
- Record sheets.
- Pencils.
- Stopwatch.

SAFETY POINTS
- Watch out for others.
- Ensure there is enough space.
- Do not carry out this activity in slippery conditions.

EASIER
- Reduce the distance between cones.
- Increase the time spent running.

HARDER
- Increase the number of cones and/or distance between them.

WHAT TO DO
Group Size: any
- Set out a line of cones for each group. The cones need to be approximately 3 large steps apart, as shown in the diagram below.
- Make sure you have enough cones to cater for all abilities.
- Choose a leader for your group.
- The leader’s job is to shout ‘start’ and time 5 seconds on the stopwatch and then shout ‘stop’.
- When the leader shouts ‘start’, first runners run as fast as possible, trying to pass as many cones as you can in 5 seconds.
- You score one point for every cone passed.
- If you start from a crouched position, are you able to pass more cones?
- The leader will need to shout ‘on your marks, set, go’.
**EQUIPMENT**
- Maypole (optional).
- Music player.

**SAFETY POINTS**
- Wear supportive footwear.
- Try not to get tangled in the streamers.

**EASIER**
- Try the dance without the maypole.

**HARDER**
- Dance in time to music.

**WHAT TO DO**
- Stand in a circle around the maypole (if you have one). Turn right to face the back of the person beside you. Hold a streamer from the maypole in your inside hand.
- When the music starts, take 16 skips. Go in an anti-clockwise direction. Keep hold of your streamer.
- Face in to the centre of the circle. Take 4 skips in towards the maypole. Take 4 skips backwards to your place, turn in a circle in your place with 8 skips.
- Turn left and face the back of the person beside you. Take 16 skips. This time travel in a clockwise direction.
- Face into the centre of the circle. Take 4 skips in towards the maypole. Take 4 skips backwards to your place. Turn in a circle in your place with 8 steps.
- Turn and face the person standing beside you. You should be facing in alternate directions around the circle.
- Skip around the circle, first passing to the right of your neighbour then to the left of the next player. Those travelling in a clockwise direction will pass your streamer under the first streamer you come to, then pass your streamer over the next one.
- Those travelling in an anti-clockwise direction will raise your streamer first.
- The dance finishes when the streamers are wrapped around the maypole.
1,000 skips challenge

EQUIPMENT
- Skipping rope.
- Photocopiable record sheet (see back of this card).

SAFETY POINTS
- Wear supportive trainers.
- Make sure the rope is the right length.
- Don’t wrap end of skipping rope around hands to shorten it – tie a knot in the end of the rope.
- When using a long rope, the rope should form a good arc overhead and a large part of the rope should hit the floor.

EASIER
- Set challenge at 500 skips.

HARDER
- Set challenge at 10,000 skips.

WHAT TO DO
- The challenge is to complete 1,000 skips with 10 different partners over the course of either a day or a week.
- Ask each partner to sign your ‘Skips challenge record sheet’ (design a chart to help you keep track).
- Try some different skipping stunts. Have a look at the skipping activity ideas (activity cards 47-48).

YOUNGER CHILDREN
- Set challenge at 100 jumps.
- Try – jumping over rope laid on the ground
  – jumping while turning a rope (holding both handles) at your side.
Practise skipping over the weeks before you take part in the challenge (possibly as part of warming up).
**Mini rounders/cricket challenges**

**Equipment**
- Rounders or cricket bat.
- Tennis ball.

**Safety Points**
- Make sure you are throwing away from other activities.
- Make sure you are hitting the ball into space.
- Make sure no one is standing near you when batting.
- Watch out for other people and windows.

**Easier**
- Reduce the distances.
- Use a bat with a larger hitting surface.

**Harder**
- Increase the distances.
- Try to beat previous scores.

**What to Do**
- You have 10 goes. How many balls can you hit that are bowled to you?
- Stand about 5m or 5 large strides apart. How many over arm passes and catches can you make with a partner in 30 seconds?
- Stand about 3m or 3 large strides apart. Try rolling a small ball along the ground to a partner, who collects it and rolls it back.
- Stand about 3m or 3 large strides away from your partner. Practise throwing and catching a small ball. After each successful catch, take one step back. How big can the gap become before you miss a catch?
- Try making up your own challenges.

**Younger Children**
- Use a large sponge ball and a short-handled racket with a large hitting surface or a small sponge ball and the hand to hit.

**Remember**
- Practise skills over a few weeks before trying the challenges.
**Mini gymnastics challenges**

**EQUIPMENT**
- Gymnastics mats.

**SAFETY POINTS**
- Make sure you have enough space.
- Work at your own level.
- Be sensible when working with a partner.

**EASIER**
- On balances focus on 4 and 3 points of contact.

**HARDER**
- On balances focus on 1 and 2 points of contact.
- Work in a group of 3 for balances rather than just a partner.

**WHAT TO DO**
- How many different ways of rolling can you find? Can you link any of the rolls together?
- Can you carry out the 5 basic jumps?
  - One foot to 2 feet
  - Two feet to 2 feet
  - Two feet to 1 foot
  - One foot to the same foot and
  - One foot to the other foot.
  
  Link these jumps together by including some form of travelling movement in between.
- Can you perform a balance so that you have 3 points of your body in contact with the floor? Now try a balance with 2 points of contact and then 1.
- Can you and a partner perform any of the following balances together?
  1) Mirroring each other.
  2) Balancing with or against a partner.
  3) Supporting part of your partner’s weight.

**BALANCES**
### Alternative sports day pupil record sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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<table>
<thead>
<tr>
<th>House:</th>
<th>Points for activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Circuit runs</td>
<td></td>
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<tr>
<td>2. Distance throw</td>
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<tr>
<td>3. Cone sprint</td>
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<td>4. Distance jump</td>
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<td>5. Bean bag pick up</td>
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<tr>
<td>6. Netball shoot</td>
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</tbody>
</table>

**Total points:** ………………………………..
## 1,000 skips challenge record sheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Signature of partner</th>
<th>Number of skips</th>
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CONGRATULATIONS TO

for successfully completing the

1,000 SKIPS CHALLENGE

Signed

Date
CONGRATULATIONS TO

for achieving a

PERSONAL BEST

at: ............................................................................................................... 

Signed ......................................................................................... 

Date ................................. 

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