



Recreation

The **Recreation zone** gives the opportunity to be adventurous and develop confidence through an active and healthy lifestyle.

Trips & Visits

Throughout this zone you will see some suggested trips & visits that we think will complement your programme. Look out for the "Trips & Visits Ideas!" box.

Themed Evenings

Themed evenings provide an interesting alternative to a typical night. Within Discover you will find lots of activities from across the zones that can be combined to plan an evening on a particular subject. Look out for these opportunities when you read through the pack. Similarly you might like to devise them yourself. Don't worry they are easy to do.

There are some ideas below that include activities in the pack and ones that you could make up yourself:

FOOTBALL CRAZY

Get your young people to attend wearing their favourite football shirt.

1. **Question of Sport** (Recreation / Sports & Games / Sports)
2. **Football Skills** (Recreation / Sports & Games / Sports / Football)
3. **Sportsmanship Verses Gamesmanship** (Recreation / Sports & Games / Sports / Sportsmanship)
4. **Football Computer Games** (Skills / Interests / Computers / Computer Games)

CRICKET NIGHT

1. **Question of Sport** (Recreation / Sports & Games / Sports)
2. **French Cricket** (Recreation / Sports & Games / Games / Team Games / Activity 2)
3. **No Bowler Cricket** (Recreation / Sports & Games / Games / Team Games / Activity 3)
4. **Pairs Cricket** (Recreation / Sports & Games / Sports / Cricket / Activity 1)

Recreation aims

OUTDOOR & ADVENTURE

Water (Canoeing, Raft Building)

- To help young people develop confidence whilst partaking in activities on water
- To develop appropriate skills in water based activities
- To develop increased safety awareness
- To take part in a first hand experience through a trip or visit

Camping (Tent Craft, Attend a Camp)

- To enable young people to experience an outdoor residential experience
- To develop the necessary skills to take part in a canvas camp
- To plan, organise and run fun and safe activities on camp
- To take part in a first hand experience through a trip or visit

Expedition (Hostelling, Maps)

- To enable young people to learn the necessary practical skills to undertake an expedition
- To facilitate young people planning their own activities
- To enable young people to take part safely in an expedition
- To take part in a first hand experience through a trip or visit

SPORTS & GAMES

Sports (Football, American Football, Darts, Sportsmanship)

- To help young people gain a background knowledge and awareness of the rules of a sport they have chosen to take part in
- To develop basic skills in a chosen sport and play it competitively
- To enable young people to develop team working skills
- To take part in a first hand experience through a trip or visit

Racquet Sports (Badminton, Tennis)

- To help young people gain a background knowledge and awareness of the rules of a sport they have chosen to take part in
- To develop basic skills in a chosen sport and play it competitively
- To enable young people to develop team working skills
- To take part in a first hand experience through a trip or visit

Table Sports (Pool, Table Tennis)

- To help young people gain a background knowledge and awareness the rules of a sport they have chosen to take part in
- To develop basic skills in a chosen sport and play it competitively
- To enable young people to perform under pressure
- To take part in a first hand experience through a trip or visit



**Gymnastics** (Gymnastics)

- To help young people develop gymnastic ability
- To provide an opportunity to perform under pressure and achieve
- To enable young people to work as part of a team
- To take part in a first hand experience through a trip or visit

Games (Relay Games, Team Games, Water Games, Dodge Ball)

- To give young people an awareness of the rules of a game they have chosen to take part in
- To take part in fun games
- To work as part of a team
- To take part in a first hand experience through a trip or visit

Challenges (Indoor Challenges, Outdoor Challenges, Skateboarding)

- To enable young people to test their ingenuity through fun challenges
- To provide initiative based challenges to solve
- To work as part of a team
- To take part in a first hand experience through a trip or visit

Board Games (Chess, Christian Board Games)

- To enable young people to learn the rules of a board game
- To play board games
- To have fun
- To take part in a first hand experience through a trip or visit

Athletics (Indoor Olympics, Athletics)

- To help young people gain a background knowledge and awareness of the rules of the various disciplines
- To develop individual techniques in athletic events
- To compete against others
- To take part in a first hand experience through a trip or visit

HEALTH & LIFESTYLE

Lifestyle (Alcohol, Drugs, Faith and Lifestyle, Smoking, Bullying, Christianity Today)

- To inform young people about lifestyle challenges they might face
- To empower young people to make good choices
- To understand the potential consequences of lifestyle choices
- To take part in a first hand experience through a trip or visit

Healthy Living (Diet & Healthy Living, Warm Up Sessions and Circuit Training)

- To enable young people to learn what makes a healthy lifestyle
- To empower young people to decide how they want to live
- To encourage young people to be healthy
- To take part in a first hand experience through a trip or visit

Canoeing

Ideas for Trips & Visits!

- Water activity centre

Aim: To introduce the basics of canoeing and water safety.

Activity 1 Preparation



1 hour



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To Swim 50 metres in light clothing in a swimming pool.

Equipment:

- Light clothing for each young person
- A number of buoyancy aids to allow candidates to experience the benefits of correct use and fitting

Instructions:

Introduce the programme content, giving young people an insight into how it is organised and structured and where each week's session will be carried out.

Pool side explanation of the importance of being able to swim in canoeing clothing.

1. Introduce the syllabus and safety discipline.
2. Discuss personal clothing needed (minimum standards).
3. Describe the features of a kayak, paddle and safety equipment.
4. Confirm each young person can swim at least 50 metres in light clothing, by personally witnessing them swim.



Tips / Advice:

- Explain the need for young people to act responsibly on water, to respond to safety instructions and the potential accidents and hazards, which can occur. Emphasise the importance of personal discipline and the need to 'look out' for one another in order that the sport can be enjoyed to the full safely.
- Introduce the topic and explain how each young person will be helped to achieve the standard in a safe manner. Some young people will have reservations about capsizing and the importance of this aspect will need to be fully explained, highlighting how coaches will closely supervise practice.
- Explain the features of a kayak, helmet, buoyancy aid, paddle and spray deck and allow young people to try them on, showing them how each item should be fitted.
- Demonstrate the minimum personal clothing required and compare it to that available if the sport is taken up more fully at a later date. Explain why wind protection and warm undergarments are necessary.
- Arrange a suitable venue for the swim test and tell each young person to bring the personal clothing and footwear they would intend to wear for canoeing to the next session.
- Watch how the young people move in the water. Ensure you are entirely happy about their personal ability to swim the minimum distance and take account of the potential for adverse weather conditions affecting those individuals you may consider as borderline.
- Ensure you have the total co-operation of the swimming pool authority and support from their lifeguard as a back up to your own safety plans.
- Take the opportunity to make it a fun event as a look forward to enjoying the remainder of the canoeing programme.





Activity 2 On the Water



1 hour



6 per instructor maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To understand general paddling and safety principles.

Equipment:

- Kayak (canoe)
- Buoyancy aid
- Paddle
- Spray deck
- Helmet
- First aid kit
- Safety equipment

Instructions:

Bank side chat on what they remember from last time. Practise holding the paddle sitting in the craft on land. Go over what to do if you capsize. Explain safety rules and group discipline again.

- Demonstrate the method of embarking from a beach.
- Explain the correct sitting position.
- Allow the young people to paddle around and discover the way the craft can be controlled for themselves, as a preview to formal instruction.
- Explain the importance of "rafting the group" and demonstrate how the raft is made.
- Play simple games to encourage stability and confidence.
- Rafting up on command.
- Tig using a small ball.
- Disembark the craft using the reverse technique to getting in.



Tips / Advice:

- Watch how the young people move on water.
- Give encouragement to build confidence.
- Informal coaching of technique could be used at this stage.
- Encourage young people to sit correctly and experience how this benefits control and minimises the likelihood of a capsize occurring if carried out correctly.
- Always use the correct terminology for parts of the boats and correct paddle strokes they may be inadvertently performing.
- This session is designed to encourage the young people and allow them to gain confidence.

Activity 3 Safety Features



1 hour



6 per instructor maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Practical revision of safety features of kayak & equipment, launch, paddle grip, forward & reverse paddling and stopping.

Equipment:

- Kayak (canoe)
- Buoyancy aid
- Paddle
- Spray deck
- Helmet
- First aid kit
- Safety equipment

Instructions:

- On the bank discuss simple access e.g.: "Can you canoe anywhere?" "What should you do with litter?" "What equipment do we need to canoe safely?"
- Explain and demonstrate embarking and disembarking.
- Paddle grip. Demonstrate how to hold and width of the hands apart on the paddle shaft.
- Embarking correctly.
- Forward paddling coaching. Include game / race.
- Reverse paddling coaching. Include game / race.
- Emergency stop coaching. Include game such as stopping on whistle blast and / or who can stop closest to the bank without hitting it!
- Correct disembark.



Tips / Advice:

This session is designed to:

- Provide an introduction to forward and reverse paddling using the correct paddle grip.
- Show basic principles of stopping to prevent collisions.
- Improve sitting positions and stability.
- Introduce more active paddling by the increased variety of strokes and more games.
- Revise the safety features of the kayak and personal equipment.
- Practise launching and disembarking by helping one another if necessary.

Safety Issues / Risk Assessment:

For off-site activities adequate supervision must be arranged to ensure best practice procedures are met.





Resources:

- BB canoe club booklet "Canoeing Handbook" available from BB supplies.
- <http://canoeclub.boys-brigade.org.uk>
- www.bcu.org.uk
- BCU canoeing hand book (latest edition).



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Raft Building

Ideas for Trips & Visits!

- Water activity centre
- Lake

Aim: To plan, build and sail a raft working as part of a team.

Activity 1 Planning the Raft



20 mins



4 per raft

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To plan how to build a raft working as part of a team.

Equipment:

- One sheet of heavy duty plastic e.g. silo cover
- Three roofing laths 75mm x 25mm x 4 metres
- Roll of parcel tape
- Ball of cord
- Pair of scissors
- 8 x one metre length of 25mm water piping
- 4 barrels per raft
- Paper and pens

Instructions:

- Get the young people into groups of 4.
- Show the young people the equipment and allow them to plan & draw a raft design.
- Get them to think about how they will construct the raft but do not let them start to build.
- From what seems not very much equipment you will be amazed to see how many forms of rafts can be constructed which actually float (or in some cases don't)!



Tips / Advice:

Although your young people are planning their raft do not be afraid to give them hints and tips on how to make their raft better.





Activity 2 Building the Raft



40 mins



4 per raft

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To build a raft working as part of a team.

Equipments:

- One sheet of heavy duty plastic e.g. silo cover
- Three roofing laths 75mm x 25mm x 4 metres
- Roll of parcel tape
- Ball of cord
- Pair of scissors
- 8 x one metre length of 25mm water piping
- 4 barrels per raft
- Design
- Life jackets
- Helmets

Instructions:

- Allow the young people in their groups to use their design to build their raft.
- They should try and stick to the original design as much as possible.
- Without boarding their raft, 10 minutes before the end, allow the group to place their construction on the water to test it. Make sure that all young people in the water wear a life jacket and helmet.
- Allow the remaining time to make any last minute alterations.



Tips / Advice:

- Although your young people are building the raft do not be afraid to give them hints and tips on how to make their raft better.

Safety / Risk Assessment:

- Whenever your young people are on the water make sure they are wearing their helmets and life jackets.
- Make sure there is always on water supervision of the group, e.g. in a canoe or boat.
- All young people should be able to swim clothed 25m.
- Make sure there is an appropriately experienced leader to supervise the activity.
- The leader should ensure that the raft is safe to use.
- Make sure the water is suitable for the activity and hazard free.
- Make sure anyone having contact with the water washes thoroughly after the activity.

Activity 3 Sailing



1 hour



4 per raft

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To sail a raft working as part of a team.

Equipments:

- Life jacket
- Helmets
- Paddles
- Raft

Instructions:

- Instruct your young people to wear their life jackets and helmets whilst they are on the water.
- Devise a series of challenges to test the boats they have designed. These might include:
 - A sprint
 - Endurance race
 - Manoeuvrability test
 - Maximum load test



Tips / Advice:

- Remember that your encouragement and support will go a long way to helping your young people complete this challenge.

Safety / Risk Assessment:

- Whenever your young people are on the water make sure they are wearing their helmets and life jackets.
- Make sure there is always on water supervision of the group, e.g. in a canoe or boat.
- All young people should be able to swim clothed 25m.
- Make sure there is an appropriately experienced leader to supervise the activity.
- The leader should ensure that the raft is safe to use.
- Make sure the water is suitable for the activity and hazard free.
- Make sure anyone having contact with the water washes thoroughly after the activity.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Tent Craft

Aim: To give young people an introduction to basic tent craft.

Activity 1 Introduction to Tent Craft



20 mins



Any size dependent on supervision

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give the young people an understanding of the pitching, striking and maintenance of tents.

Equipment:

- Flipchart or Paper
- Pens

Instructions:

- Many young people will attend annual or other camps without appreciating the reasons behind much of their planning. Nor may they fully understand how their individual conduct and actions may affect those around them, both on-site, and in the local community.
- Tell the young people that this topic will help them to prepare for camping, and what is expected of them, by learning about:
 - Tents and equipment
 - Safety and cleanliness at camp
 - Pitching, Striking and Packing of tents
 - Tent maintenance
- **First Things First**
Carry out a series of mind-mapping exercises with the young people. You could use the following statements to get discussions going:
 - Types of tent (Ridge, Bell, Marquee, Frame, Dome)
 - Items required to put a tent up (Tent, Poles, Pegs, Guys, Mallets)
 - Where to put up your tent (flat grass, away from trees, away from housing, away from roads, firm ground, not in a valley, good distance from other tents)
- **Safety / Risks**
It is important the young people understand the key safety points when pitching a tent. Ask them if they can think of any common sense precautions. These should include:
 - Trip hazards (e.g. guy ropes)
 - Access between tents
 - Away from overhead power cables or dangers
 - Away from water
 - Weather
 - Identify any nearby hazards
 - Suitable ground





• Care of Equipment

Young people should understand the importance of ensuring all items of equipment are well looked after. They should be taught care of the canvas, including not walking on canvas and appropriate cleaning before packing away. Canvas should always be packed away dry (left out to dry if wet / damp) and folded appropriately to fit into its bag. Pegs should be cleaned once removed from the ground. Groundsheets should be brushed on both sides before being folded away. This is to prevent mildew, staining and rotting of the canvas and equipment. It is also important to ensure all parts including guys and canvas are packed away complete (without missing or damaged parts).



Tips / Advice:

- Make the activity as interactive as possible, drawing on the young people's previous experiences.



Resources:

- Countryside Code could be used during this session. The Countryside Access website (<http://www.countrysideaccess.gov.uk>) is a valuable source of information, and well worth a visit. There are informative and fun sections specifically written for youth groups and the site includes a short animated video cartoon clip of the Countryside Code.
- A booklet "Camping in The Boys' Brigade" is available from BB Supplies, and is a detailed resource for leaders.

Activity 2 Pitching / Striking a Tent



45 mins (allowing for demonstration and practical element)



4 young people (per tent), dependent on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give the young people an opportunity to practise pitching and striking a tent.

Equipment:

- Tent
- Poles
- Pegs
- Guys
- Mallets (as required)

Instructions:

- The young people in groups should practise the pitching and striking of a ridge/bell tent (or other type of tent) to demonstrate their ability. It is suggested that 4 young people work in a group, and be supervised by an appropriate leader. Before the young people carry out this practical element you should demonstrate the pitching and striking with a group of experienced young people assisting.
- The groups should then follow on from the demonstration by pitching and striking a tent. The supervising leader should make a note of any mistakes, and give instruction or hints where necessary to ensure safety of the young people and care of the canvas/equipment. The group should be told they are responsible for ensuring that all equipment and the site where the tent is pitched is packed up and left in the same condition as they found it.
- Before starting the pitching and striking practical element it is important that the group practise inserting and removing pegs (this should be done at an angle of 45 degrees), including instruction on the safe use of the mallet (to ensure safety of themselves and others around them).



- Below are instructions on the pitching and striking of a Ridge Tent and Bell Tent. These are the most common tents that will be used for static camps. Some groups may use dome or frame tents (instructions for dome tents can be found under the Expedition topic, and instructions for frame tents in the 'Camping in The Boys Brigade' booklet available from BB Supplies). It may be that the young people will only practise the pitching/striking of one type of tent, or may practise different types.

Pitching / Striking a Ridge Tent

- Pitching a Ridge Tent

1. Lay the ridge pole on the ground in the required position; drive in a marker peg at each end.
2. Spread the tent on the ground with the base alongside the marker pegs.
3. Fit the ridge and upright poles together and into the tent; ensure that the spikes on the uprights go through the holes provided in the tent and that the bases of the uprights are against the marker pegs.
4. For double main guys, drive two pegs at both ends of the tent, each at an angle of 45° from the centre line and about three paces out from the marker pegs.
5. For single main guys, drive one peg at each end of the tent, on the centre line, and about three paces out from the marker pegs.
6. Attach the main guys to the spikes on the uprights and fit the wooden knobs over the spikes.
7. Attach the main guys to the pegs; raise the tent and uprights evenly into the wind, tighten the guys until the uprights are vertical in relation to the ground.
8. Lace the doors fully.
9. Peg out the guys at each corner of the tent, usually diagonally, but sometimes at 90 degrees to the centre line.
10. Peg out the remaining guys in line with the seams; avoid bulging of the side walls.
11. Drive in pegs for the brailing ropes – corners and ends first, then the sides.
12. Attach the brailing ropes; remove the marker pegs.

- Striking a Ridge Tent

1. Remove all guy and brailing ropes from the pegs, except for the main guys.
2. Roll up all free guys and secure them with a half-hitch.
3. Remove the main guys on one side and lower the tent evenly into the wind.
4. Remove the remaining guys from their pegs and draw the tent away from the area, taking care to avoid damage to the tent from pegs remaining in the ground.
5. Withdraw the poles from the tent; remove the main guys and knobs; remove all pegs from the ground.

- Packing a Ridge Tent

1. Spread the tent evenly on the ground; do not fold the wall inside the roof; have the eaves flat against the wall; leave the door(s) open; roll all the guys and secure them with a half-hitch.
2. Fold the doors/ends over the tent, leaving the tent in the shape of a rectangle.
3. Fold the walls up over the roof to the half-way mark.
4. Fold the ridge down over the walls to the eaves.
5. Roll up the tent from one end and put it in the tent bag.
6. Clean the pegs and put them in the peg bag; put the peg bag and the mallet in the tent bag and secure it.
7. Dismantle the jointed poles and tie them together.

- Note that if the guys are separate from the tent, they may be either kept in a separate bag inside the tent bag, or placed on the tent before rolling and so rolled up inside it. To secure separate guys, pull the runner down to the end of the rope, double the rope and continue doubling until the rope is 15 to 20cm long; then, holding the multiple thicknesses of rope firmly, make an overhand knot by forming a loop near one end and putting the other end through the loop, pulling firmly.
- Remind young people about unpacking and drying/cleaning/repairing any tents that require such treatment before final storage.



Pitching / Striking a Bell Tent

• Pitching a Bell Tent

1. Drive in a peg to mark the desired centre of the tent.
2. Drive in pegs at the front, rear and both sides, each 3 metres (10ft) away from the centre; imaginary lines from each of the four pegs must form right angles at the centre.
3. Unfold the tent behind the rear peg; unroll all guy ropes and open the door fully.
4. Draw the tent forward and attach the guy on each side of the door (ignoring the guys on the door flaps) to the front peg.
5. Two persons count simultaneously around the guys to the rear of the tent until the centre back guy is found; attach it to the rear peg. (Occasionally, two guys will be found equidistant from the front, in which case both should be attached.)
6. By similar counting, find the centre guy on each side and attach it to the appropriate peg.
7. Through the doorway, insert the top of the pole into the ring in the cap of the tent.
8. Raise the pole by sliding the base along the ground to the centre peg; tighten the main guys, adjusting them until the pole is vertical in relation to the ground.
9. Close the door and lace it up fully.
10. Drive in the remaining pegs in line with the seams. (If there are two main guys on the rear peg attend to these first.) Attach and tighten all guys.
11. Drive in brailing pegs under the junction of the wall and the eaves and in line with the seams; attach the brailing ropes to the pegs.

Do not open the door until all the guys, including the two main front guys, have been correctly located and pegged. Remove the centre peg.

• Striking a Bell tent

1. Remove all guy and brailing ropes from the pegs, except for the five main guys (two front, one rear and one each side).
2. Roll up all free guys and secure them with a half-hitch.
3. Slacken the main guys slightly; lift the pole and run out through the door with it, base first. (Safety – watch for clear route.)
4. As an alternative to 3, remove the leeward main guy and lower the tent against the wind.
5. Remove the main guys from the pegs and draw the tent away from the area, taking care to avoid damage to the tent from pegs remaining in the ground.
6. Remove all pegs and clean the earth from them, stacking them to dry if necessary.

• Packing a Bell Tent

1. Spread the tent evenly on the ground in a triangular shape; do not fold the wall inside the roof but have the eaves flat against the wall; fold the sod-cloth flat inside the wall.
2. Lace up the door; roll up all guys and secure them with a half-hitch.
3. Fold each side in to the centre, then repeat; the breadth of the tent should then equal the depth of the tent bag.
4. Fold away the cap of the tent about half-way towards the base.
5. Roll the tent firmly from the top to the base, avoiding creases; put the tent in the bag.
6. Check that the pegs are clean and dry and put them in the peg bag.
7. Put the peg bag and mallet in the tent bag and tie the neck of the latter. Separate jointed poles and tie them together.



Tips / Advice:

- Remind young people about tent peg angles.
- Remind young people about unpacking and drying/cleaning/repairing any tents that require such treatment before final storage.

Safety Issues / Risk Assessment:

- Use of mallets.
- Do not allow young people to attempt physical tasks beyond their strength.
- When camping overnight Brigade Regulations MUST be followed, please check the Safety Handbook for more details.

Activity 3 Tent Care / Maintenance



30 mins



Any size dependent on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To give the young people an understanding and practical experience of maintaining tents.

Instructions:

- Invite young people to suggest reasons why they must give a tent care and attention. See if they suggest reasons such as:
 - The tent will be their home for a period of time
 - The tent will have to give them protection against the weather
 - Damage will make it less pleasant to sleep in and impair its usefulness
 - Even small holes may tear in the wind, thus shortening the life of the tent
- If there is no flysheet, point out the need to avoid touching the inside of the tent when it is raining. Demonstrate how touching the inside walls when wet will result in the tent letting in drips of water. (If doing this during a static camp, use a spare tent rather than one being used for accommodation).
- Pegs and guys should be checked regularly to ensure that pegs are firmly in the ground and have not pulled out and that guys are done up appropriately. Pegs should be at an angle of 45 degrees, and the notch should not be embedded in the ground.

Ask the young people what is likely to happen if the peg is:-

- more vertical – the guy rope will tend to ride up the peg
- less vertical – reduces the depth to which a peg penetrates, and therefore lessens the 'holding' properties of the ground

To exaggerate these two conditions sometimes makes the point more clearly.

- Discuss that good ventilation of a tent is essential to avoid danger from fumes and to reduce condensation. On dry days, the walls of the tent should be brailled (rolled up) or lifted in some way. Also mention that some aerosol propellants can affect the water integrity of some modern tents.
- Living in close proximity with each other in a tent requires everyone to be clean personally and to ensure all cooking and eating utensils are cleaned after use and that rubbish is disposed of properly and promptly.
- Discourage the young people from leaning on the tent, pulling the guy ropes or hammering tent pegs too far into the ground.
- Explain the need to wash down the outside surface of the tent if there is no rain for a couple of days so as to clean off bird droppings as they will rot holes in the tent.



Tips / Advice:

Make the activity as interactive as possible, drawing on the young people's previous experiences.



Resources:

A booklet "Camping in The Boys' Brigade" is available from BB Supplies, and is a detailed resource for leaders.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Attend a Camp

Ideas for Trips & Visits!

- Visit a museum or historic site
- Zoo

Activity

Attend a Canvas Camp



As required



Any size dependent on equipment and supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To ensure that young people know how to put into practice the various aspects of canvas camping that have been taught in a theoretical or practice environment.

Equipment:

- Various

Instructions:

- Once the young people have been given formal instruction on the various aspects of canvas based camps (See Tent Craft topic), it is important to put such knowledge into practice.
- During the camp it may be helpful to prepare a check list for the young people, with hints and tips on what to do. This should be customised to be suitable for your arrangements, but would probably include the following:
 - General care of the tent, including:
 - canvas
 - doors
 - guys
 - brailing
 - pegs
 - cleanliness
 - airing (rolling brailing and removal/folding-in of groundsheets)
 - adjustments for changing weather conditions
 - Tent Inspection
 - Safety around tents and use of equipment (e.g. mallets)
- They should also know that they are expected to exhibit good conduct.
- Whilst at camp a tent pitching competition could take place as a way of getting the young people practising their skills.



Tips / Advice:

- Regular assessment over a long period (7 nights or 3 weekends) can be difficult with so much else going on. Use input from other members of staff and encourage young people who need to be reminded of the on-going assessment.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Youth Hostelling

Ideas for Trips & Visits!

- Visit a museum or historic site
- Zoo

Aim: To give the opportunity for the young people to have an overnight residential experience.

Introduction:

The following is some background information about hostelling and where to stay at YHA Centres, plus website information to assist with planning the overnight / weekend away.

- A hostel is a place where it is possible to spend a night without spending too much money. It's not at all unlike a hotel, only usually a bit cheaper and you will mostly have to sleep in dormitories.
- Hostels may differ a lot in standards, appearances and amenities, and will also differ according to their locations.
- Most hostels will supply you with the basic necessities you need for your stay, but to be on the safe side, it's advisable to take your own sleeping bag and/or sheet.
- The usual people staying in hostels tend to be young, but even if the hostels style themselves as 'youth hostels' there will very seldom be an age limit. Most of the guests are travellers and backpackers, dropping in for a few days before heading on.
- There are different hostel associations to which many hostels are affiliated. Among the best known and biggest are Hostelling International (www.hihostels.com); Backpackers (www.backpackers.co.uk); and many different national Youth Hostel Associations (see below).
- Hostels are found in a lot of different locations, from huge cities to small villages and remote places and on all continents.

Youth Hostel Association

The Youth Hostel Association (YHA) operates a network of more than 200 Youth Hostels across England and Wales. The accommodation is open to all and everyone can experience a warm welcome, comfortable accommodation, good food and affordable prices. The YHA has more than 230,000 members, who receive many additional benefits, most notably a substantial discount each time they stay with YHA.

The charitable objective of the YHA forms the basis of all their work:

'To help all, especially young people of limited means, to a greater knowledge, love and care of the countryside, and appreciation of the cultural values of towns and cities, particularly by providing Youth Hostels or other accommodation for them in their travels, and thus to promote their health, recreation and education.'





The Association is committed to building bridges between town and country, and contributing to international understanding. YHA has always been a countryside and environmental organisation, founded as part of the 'outdoors' movement. This has further developed into YHA's adoption of policies that encourage sustainable use of the countryside, Youth Hostels and their local communities.

Membership of YHA

YHA has membership to suit everyone. Whether you're under 26 and want to travel the world, a family wanting to make the most of budget accommodation or an organised group there will be something for you.

You can also choose for how long you want to take your membership out. You can simply join for a year or take out life membership, paying in one instalment or over five years.

Not only does your membership card give you money off overnight stays, but it also offers a number of discounts on purchases at high street stores, travel guides and international phone calls.

For further information visit the YHA's website at www.yha.org.uk
Or contact the National Office at:

Trevelyan House, Dimple Road, Matlock, Derbyshire DE4 3YH
Telephone : 01629 592600
Fax : 01629 592702

Scottish Youth Hostel Association

The principal objective of the Association is: 'To help all, but especially young people, to experience and appreciate the Scottish countryside and places of historic and cultural interest in Scotland, and to promote their health, recreation and education, particularly by providing low cost accommodation for them on their travels.'

The Scottish Youth Hostel Association (SYHA) is the largest Hostel accommodation provider in Scotland with 4,500 beds in more than 70 locations. Around 60% of SYHA visitors are from outside Scotland.

In addition, the SYHA provides an extensive programme of outdoor activities for hostellers of all ages, and for those with and without previous experience of their chosen activity.

For further information visit the SYHA's website at www.syha.org.uk
Or contact the National Office at:

7 Glebe Crescent, Stirling FK8 2JA
Telephone : 01786 891 400

Activity 1 Choosing a Youth Hostel for a Weekend Trip



30 mins



Maximum 6 per leader

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To decide which Youth Hostel to visit, how to get there and what to do.

Equipment:

- Flip chart, paper and marker pens
- OHP, film/sheets and pens

Instructions:

Get your young people to:

- Describe Youth Hostel types and facilities; locations; expected conduct.
- Choose the location, date and duration of the stay.
- Choose the mode of travel to/from the Hostel and between Hostels.
- Choose activities to follow during the day (walking, cycling, kayaking, climbing, or whatever your group might be interested in).

This activity is aimed at deciding the broad aims of the trip. For younger groups, some level of pre-planning by the leader might be required, with limited choices for the participants. The trip will probably last 2 days/1 night in the local area. Older groups might be allowed to decide more for themselves, within the constraints of practicability and safety. The trip might take 3 days/2 nights in more unfamiliar territory, including abroad.



Tips / Advice:

- Other Hostels (not part of the YHA) and Camping Barns are also available, or you could use contacts with other church groups to use their facilities as the base for a trip.

Safety Issues / Risk Assessment:

- The leader should hold the Camp and Holiday Leadership qualification.
- Any adventurous activities should be risk assessed and led by suitably qualified staff only.



Resources:

- YHA Guide to Youth Hostels in England and Wales (www.yha.org.uk).
- Recent copies of Triangle (the YHA magazine for members).
- YHA Activity Centre leaflets or Groups Away leaflets.



Activity 2 Youth Hostel Trip Costs



30 mins



Maximum 6 per leader

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To set a budget for a Youth Hostel trip.

Equipment:

- Flip chart, paper and marker pens
- OHP, film/sheets and pens

Instructions:

- Explain to the group the charge structure for YHA overnight stays, including temporary membership or group membership fees if appropriate.
- Get the group to think about the possible modes of transport to/from their Youth Hostel and the respective costs (car, minibus, rail, coach, ferry, etc.).
- Describe Youth Hostel members' kitchens, equipment and meal prices and explain the cost and time difference between purchasing meals and self-catering.
- Get the group to think about the activities they might like to do and indicate the likely costs (training/adventure courses, entry fees etc.).
- Allow the group to make reasonable choices and work out a rough cost per member. At this point the group should have enough information to write an introductory letter to parents/guardians. Sign the letter from yourself and your young people.



Tips / Advice:

- Self catering (about £5 per day for food) is much cheaper than taking Hostel provided meals (about £15 per day), but it takes a significant amount of time out of each day's programme.
- Youth Hostel kitchens vary from well equipped (including full cookers and microwave ovens) to quite simple (gas rings only), but most have fridges. Some members' kitchens are quite small and could be swamped by large, self-catering groups. Check with the Hostel first.
- If using minibuses for transport, check with BBHQ for the latest UK/EEC regulations on "hire and reward", especially if the trip fees include any element for transport.
- Although your young people might be planning the trip, remember you have overall responsibility for their safety.

Safety Issues / Risk Assessment:

The group might have to underwrite some of the trip costs, especially for unforeseen expenses or late withdrawals.



Resources:

- The YHA: www.yha.org.uk (for accommodation and meal rates).
- The AA: www.theaa.co.uk (road routes and distances for petrol costs).
- Railways: www.nationalrail.co.uk (for rail times and ticket prices).

Activity 3 Youth Hostel Trip Menu



30 mins



Maximum 6 per leader

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To plan a menu for a Youth Hostel trip.

Equipment:

- Flip chart, paper and marker pens
- OHP, film/sheets and pens
- 'Example Menu' template

Instructions:

- Explain the need for a nutritious, balanced menu, perhaps taking ideas from the Healthy Lifestyles Topic.
- Remind the group of the constraints of the budget and the limitations of the Hostel members' kitchen.
- Allow the group to make affordable and reasonable choices, remembering that vegetarian options might be necessary. It is important that the food is liked by all and will be eaten. The group should be encouraged to take part in the purchase of food for the trip, which might conveniently be done the evening before departure.



Tips / Advice:

- In a simple Hostel kitchen, only two-pan meals are feasible. This often prevents chips (even the oven variety) being used. Rice and pasta based meals, with pre-prepared and frozen stews, curries, pasta sauces or chilli con carne are quick and easy to prepare.
- Get your young people to do the cooking.

Safety Issues / Risk Assessment:

The leader should be aware of food hygiene precautions and general kitchen safety.



Resources:

- The Healthy Lifestyles Topic (for nutrition information).
- An example menu is given in the templates.



Activity 4/5 Youth Hostel Trip Activities



30 mins over 2 weeks



Maximum 6 per leader

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To plan the activity programme for a Youth Hostel trip.

Equipment:

- Flip chart, paper and marker pens
- OHP, film/sheets and pens
- 'Example Programme' template

Instructions:

Get your young people to:

- Outline the chosen activities for the trip, with estimated times.
- Make a timed programme, including some "free time" each day.
- Make detailed plans where required, e.g. route cards for walking, cycling, kayaking, or climbing trips.

This activity might spread over two 30 minute sessions, especially where additional detailed planning is required. Younger groups will need considerable guidance. Older groups could undertake this planning themselves, with the leader acting as a consultant. The leader should make a risk assessment of the activities chosen, with the young people.



Tips / Advice:

A recent YHA "Groups Away" leaflet has the following activity ideas:

- Conwy, cycling (scenic and mountain)
- Swaledale, mountain biking
- Ambleside, Lakeland art
- Langdon Beck, ecology and conservation
- Hunstanton, birdwatching
- Windermere, mountain walking
- Edale, caving, kayaking, mountain navigation, climbing
- Cheddar, abseiling, caving, archery, orienteering
- Broad Haven, 2-day adventure (surfing/kayaking/climbing + pony trekking)
- Cardiff, Millennium Stadium tour, quad biking, paint-ball games, climbing wall

Safety Issues / Risk Assessment:

The leader should be aware of BB regulations concerning adventurous activities and be satisfied that staff (BB or external) leading activities are competent and qualified.



Resources:

- YHA Guide to Youth Hostels in England and Wales (www.yha.org.uk).
- Recent copies of Triangle (the YHA magazine for members).
- YHA Activity Centre leaflets or Groups Away leaflets.
- An example "Youth Hostel Trip Activities" programme is given in the templates.

Activity 6 Personal Kit for a Youth Hostel Trip



30 mins



Maximum 6 per leader

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To devise a kit list for a Youth Hostel trip.

Equipment:

- Flip chart, paper and marker pens
- OHP, film/sheets and pens
- 'Example Kit List' template

Instructions:

- Remind the group of the Hostel facilities, the activities chosen, the need for personal hygiene and limits on how much can be carried.
- With the group, draw up a list of clothing and toiletries required to make the trip comfortable for everyone.
- Add to the list any specialised clothing or equipment needed for activities.
- Agree what items of personal entertainment will be allowed (mobile phones, electronic games, music players).
- Make suggestions for quiet indoor activities (e.g. board games, cards etc.) for evening "free time".

The group should be able to pack most of their kit into a small holdall or sports bag, except items required for specialist activities (kayaking, cycling, climbing).



Tips / Advice:

For outdoor activities, a complete change of warm clothes, with water and wind-proof outer garments is essential. A small rucksack is useful, rather than a handheld bag. One change of clothes, including footwear, is needed for inside the Hostel and travelling only.

Safety Issues / Risk Assessment:

The leader should be aware of BB regulations concerning adventurous activities and be satisfied that staff (BB or external) are competent and qualified to lead them.



Resources:

An example kit list for a walking activity Youth Hostel trip is given in the templates.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Football

Aim: To develop young peoples understanding and skills of the game and introduce some fun variations on the game.

Ideas for Trips & Visits!

- Attend a football match
- Play in a competitive match
- Tour a stadium
- Football skills coaching
- Train as a referee

Activity 1 Football Skills



30 mins +



up to 20

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To practise tackling, footwork and ball control.

Equipment:

- Football
- Ladders / Chalk
- Cones

Skills sessions can be tailored to the abilities of your young people and the equipment available.

Instructions:

Here are a few unusual exercises to try and there are many more you can try from the web links listed overleaf or by asking local football coaches:

Passing:

- You need 2 teams, Team A with 5 players and Team B with 3.
- Set out a square with 4 of Team A's players on the corners who must stay there.
- The other member of Team A can go anywhere inside the square and is free to move.
- Team B's players go inside the square and are free to move.
- Start with Team A in possession, Team B has to try and get the ball from Team A.
- Once they get it the one player inside from Team A will try and win it back. The square can be made larger or smaller depending on the skill level or you can make it one or two touch football. This game encourages passing and finding the open "player" quickly.

Defending/Shooting:

- Split the players into 4 groups (2 defender and 2 forward groups) and a goalie.
- The 2 defender groups line up either side of the goal.
- The 2 forwards groups line up 10 metres away opposite the defenders.
- The first defenders start with the ball and kick it out diagonally towards the forwards.
- The first forward rushes to collect the ball, dribbles past the defender and shoots / at the same time the defender sprints out to hold the forward off.
- The defender is not allowed to actually tackle the forward.
- This helps forwards to find time and learn to keep possession and dribble; and it helps defenders learn not to over commit.
- It will either stalemate, or the forward will get around the defender and shoot or lose the ball.
- If the stalemate goes on blow the whistle and the defender is the victor.



- The defender continues on their diagonal path and joins the end of the forward queue; the forward continues and becomes a defender.
- The second group should then do the same exercise.
- Repeat until everyone has had a go.

Ball Control/Tackling:

- Each player has a ball inside a large square (they are called minnows).
- A couple of players lurk around the outside of the square (they are called sharks). The players inside have to dribble around avoiding each other.
- When the coach shouts "Shark Attack", the sharks can enter the square and try to tackle some of the minnows.
- If the shark touches the ball, they swap places; the new shark has to exit the square.
- The minnows should improve their dribbling, and keep their heads up. The sharks should improve their tackling.

**Tips / Advice:**

If you can see that the young people are getting bored with something then move on. They should enjoy what they're doing.

Safety Issues / Risk Assessment:

Make sure there is adequate supervision for the number of young people, to both help some with their technique while also watching the rest.

**Resources:**

- How to get involved in football outside of BB: <http://www.thefa.com/GrassrootsNew/>
- Some training ideas and mini games: <http://www.topleague.co.uk/>
- The laws of the game are available: www.fifa.com
- Games and exercises to practise: <http://eteamz.active.com/> click on soccer.

Activity 2 The Offside Rule



30 mins +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explain the offside rule to the young people.

Introduction:

It is not an offence in itself to be in an offside position.

Offside position:

A player is in an offside position if:

- They are nearer to their opponents' goal line than both the ball and the second last opponent.

A player is not in an offside position if:

- They are in their own half of the field of play or
- They are level with the second last opponent or
- They are level with the last two opponents.

**Offence:**

A player in an offside position is only penalised if, at the moment the ball touches or is played by one of his team, they are, in the opinion of the referee, involved in active play by:

- Interfering with play or
- Interfering with an opponent or
- Gaining an advantage by being in that position.

No offence:

There is no offside offence if a player receives the ball directly from:

- A goal kick or
- A throw-in or
- A corner kick.

Instructions:

- Read the young people the rules and then take them outside and set up some scenarios and see if they can work out if the player is offside or not. (<http://www.fifa.com/en/comp/Offside.html> here you can see some scenarios in an animation which have been deliberately set up to highlight all of the points of the law).
- Alternatively you could devise some scenarios using props on a table, e.g. cups, salt and pepper, etc.

**Tips / Advice:**

- A full list of the laws of the game is available from <http://www.fifa.com>

Activity 3 Variations



20 mins



up to 8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play other variations of the game.

Equipment:

- Football
- Goal

The goal may be a frame with a net or simply 2 jumpers to mark the posts.

Instructions:

There are many games you can play with a football to build up skills, control, and fitness. The ones you choose to use should be appropriate for the numbers and skill of your young people. The rules of the games can be adapted to allow for shorter/longer games.

Passing and Shooting: 1 goal, 1 goalkeeper.

- Everyone is working together to score goals by passing and shooting.
- Usually the goalkeeper is rotated after a few goals or 5 minutes so that everyone gets to practise everything.

**Headers and Volleys: 1 goal, 1 goalkeeper.**

- Everyone starts with 3 lives; the young person in goal is the only one who can lose lives.
- The only way you can score past the goalkeeper is with a header or a volley (you may wish to allow half-volleys (i.e. 1 bounce from a certain distance).
- If your shot goes wide, the goalkeeper catches your shot without it bouncing, or you score a goal that isn't a header or volley, you become the goalkeeper.
- If a legal goal is scored, then whoever is in goal loses a life.
- No deliberate hand ball.

Squash: 1 wall.

- Choose an order and a designated area of wall.
- Take it in turns to kick the ball at the wall with only 1 touch per player.
- If you miss the wall then you lose a life. If you kick the ball and it's not your turn, then you lose a life. If the ball hits you and it's not your turn, then you lose a life.
- If you are playing indoors in a hall, then use the back wall or a line so that if the ball crosses/hits it then whoever's turn it is next loses a life.

Cup Doubles/Singles: 1 goal, 1 goalkeeper.

- Get the young people either into pairs or on their own, and the idea is to score a certain number of goals to progress to the next round.
- If a pair scores the allotted number of goals then they are through and don't take any further part in the round.
- The last pair (or 2) to score enough goals are out and take no further part in the game.
- The whole tournament should not last longer than about 10 minutes so the young people who were out first don't get too bored.

**Tips / Advice:**

- Ask the young people if they play any other variations at school that they enjoy.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

American Football

Aim: To introduce the young people to a new sport – American Football.

Ideas for Trips & Visits!

- Watch an American Football match

Introduction:

This topic will give the young people a chance to learn about an often-misunderstood sport, to look at the rules of the game and how it is played, how the league is set up and see some footage of the sport.

It is a good idea to do this topic between September and December, which is the main NFL season, allowing young people to follow the progress of a team via the internet/TV as part of the topic.

Activity 1 Basics of the Game and Rules



20 mns +



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To understand how the game is played.

Equipment:

- Photocopies of 'American Football Fact Sheet' template
- TV/video (optional)

Instructions:

- Review the information on the factsheet with the young people to get a basic understanding of the scoring, timing etc.
- It may be helpful to video a game from Channel 5 or Sky Sports during the season (Sunday/Monday late evenings) and show this to illustrate the points. Watch the video beforehand to find a section of the game with plenty of scoring action. Sections where four "downs" in a row result in a field goal are also good to watch.



Tips / Advice:

- When planning this topic in advance, you may want to write (rather than e-mail) NFL clubs in the USA and mention that you are raising interest in the sport in the UK. They are very keen to expand their brands here and may provide some equipment, shirts etc. The period just after the Superbowl is a good time to do this, when business is slow.



Activity 2 The NFL



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To find out about the structure of the American Football competitions in the USA and Europe.

Equipment:

- Access to the internet is desirable, but if not available, print outs of the following information (from NFL.com or Yahoo Sports)
- A list of NFL teams and the cities they are from
- A copy of the current (or last season's) NFL standings

Instructions:

- Discuss the NFL league structure with the young people. Points to include in the discussion:
 - The NFL is made up of two conferences (AFC – American Football Conference, NFC – National Football Conference).
 - Each conference has four divisions, which are supposed to be geographically divided but, in reality, some of the cities are thousands of miles apart. This is done to ensure teams from across the USA are involved in the play-offs.
 - There is no promotion or relegation, but in 2002, the league expanded to 32 teams, when the Houston Texans were added – a completely new team.
 - Teams play only 16 games in a regular season (without play offs) – they play the 3 other teams in their division twice each, and a computer selects the other teams they play. It gives poorer teams more games against other poor teams in order that they get a chance to improve. The new computer scheduler makes sure a team plays all other teams at least once every 4 years.
- Encourage the young people to choose a team to do a little research about. They could find out about star players, the club's current season/form and its history. Many teams have moved from one city to another over the years.
- Look at the play-off system and see if the young people can work out who would qualify from the NFL league standings you're looking at. (www.wikipedia.org has a good page – search for "NFL Playoffs")

Activity 3 Playing Flag Football



30 mins



10-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play a non-contact version of American Football.

Equipment:

- American Footballs (available in sports shops or online) – different sizes are available – try to get one that will fit the hands of the young people
- Team bands (from your games equipment)
- Cones/markers for an outdoor field
- Flag Football coaching materials available from Scottish Flag Football Association (contact them via www.sffa.org.uk)

Instructions:

- Throwing the ball can be tricky. There are a few steps to throwing it properly.
 - Put your fingers of your throwing arm one between each lace/seam on the ball
 - Protect the ball with your other hand and hold it just under your chin
 - Bring your throwing arm back with elbow bent
 - Point your free hand towards the target
 - Quickly bring your throwing hand forward and follow through with your shoulders and hips as you move on to your front foot
 - Release the ball when it's just above your head and to the side slightly – you can make it spin more by flicking your wrist or fingers as it leaves your hand
- Get your young people to practise throwing the ball to each other.
- Flag Football is played as a non-contact sport. A player has to release the ball for a new play when his "flag" (or games band) is pulled from his waistband by an opposing player. The rules can be downloaded from www.sffa.org.uk.
- A team (5 or 6 players) starts at its own 5-yard line and has 4 plays to cross the midfield line, after which they have 4 more plays to score a touchdown. If this doesn't happen, possession changes to the other team. If they don't pass midfield, the other team gets possession at their 5-yard line. In fact, all possession changes (except an interception during a play) start at a team's own 5-yard line.
- Scoring is the same as for NFL games except there are no field goals – only touchdowns, conversions, extra points and safeties.
- The young people can enjoy playing this as a fun game and it is suitable for any age. For those who want to take it more seriously, the full rules can be observed (see website).

! Tips / Advice:

- There are also many videos available on the internet showing how to throw a football. However, the best advice you can get will be from a player, so contact your local team through the British American Football League (www.gridironuk.co.uk) and ask for someone to come along.
- You don't have to be an expert, just learn with your young people.

Safety Issues / Risk Assessment:

If playing outdoors, check field for any litter/glass or other safety hazards before playing.



Recreation



Volleyball

Ideas for Trips & Visits!

- Watch a local team play
- Arrange a tournament

Aim: To develop team work and fitness through playing volleyball.

Activity Volleyball



About 30+ mins



Maximum of 6 in each team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play a game of Volleyball with simplified rules.

Equipment:

- Volleyball court and net
- Volleyball or light weight games ball

A standard volleyball court is 18 metres long and 9 metres wide. The net is between 2.24 and 2.43 metres high.

Instructions:

- Each team defends its half of the court to prevent the ball landing on the ground inside the court boundary.
- The game starts by the back player on the right serving from behind the baseline.
- The team has a maximum of 3 'hits' to return the ball to the other side of the net. A player cannot have two consecutive 'hits' – but 1st and 3rd hits are allowed.
- The point is lost if the ball is hit outside the court, into the net, or allowed to land in the court.
- If the rally is won by the team which is serving, that team gains a point. If the rally is lost by the team which is serving, the other team gains the serve AND a point. The score changes EVERY time there is a serve.
- When a team wins the serve, the players rotate clockwise by one position.
- The first team to reach 25 points (with a 2 point margin) is the winner.



Tips / Advice:

- Allow players to head the ball as well as using hands.
- If there are more than 12 players, substitute one player in a team, each time the team wins the serve.
- Play the game as an elimination game, e.g. each time a team loses 5 points (or a multiple of 5), they also lose one player.

Safety Issues / Risk Assessment:

If a proper volleyball is not available, use a light weight games ball. Using a heavy ball can cause pain and possibly injury.



Resources:

Evans of Longton (www.evansport.co.uk) supply regulation volleyballs, soft touch volleyballs, nets and spray marker paint (for outdoor use).



Recreation



Darts

Aim: To introduce young people to the game of darts.

Activity 1 The Basics



20 mins



up to 6

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn the game of darts.

Equipment:

- Dartboard
- Darts
- Scoreboard

Introduction:

If you don't already have a dartboard in place, think carefully about where you position it. From time to time the young people will miss the board completely so it is an idea to place wood around the dartboard to stop the wall getting ruined. If the floor is stone and a dart falls out of the board onto it, the dart may break. An old piece of carpet is ideal for stopping this; also if you cut it to the right length then you can use it as a marker to throw from. The area where you are playing darts should not be where people will be walking past, or where other sports are being played. There are many alternatives to traditional darts with metal shafts, one type widely used has plastic darts and holes already in the board for the dart to 'land' in.

Instructions:



- The picture of the board shows twenty numbered segments.
- The idea is to throw darts at the board and you score the points depending on what segment you land in.
- The outer ring signifies double points; the middle ring signifies treble points.
- The circle at the centre is called the bull's eye and is worth 50 points; the green ring just outside the bull's eye is called the outer ring and is worth 25 points.





- A player gets 3 darts per turn and has to try and get to 0 as quickly as possible. Both players start from a total usually 501, 301 or 101.
- Any score they get is taken off the total and it is the other player's/team's go.
- As the player/team's score reduces, they must finish exactly on 0 and must finish with either a double or the bull's eye.
- If the player gets a score that would finish them past 0 or on 1 then the go is ignored and it reverts to the other player.

Safety Issues / Risk Assessment:

Darts are very sharp and as a result can be dangerous if not supervised correctly. There should be only 1 person throwing at a time, and no one should be between the thrower and the board or close to the board (in case the dart bounces out).

Activity 2 Killer



10 mins +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: A fun way to practise aiming.

Equipment:

- Dart board
- Darts
- Score chart

Instructions:

- Here is a chance for the group to practise their aim.
 - Write down all the players' names on one side of a piece of paper.
 - Before the game begins the players must choose their number by throwing a dart at the board with their weak (non-throwing) hand.
 - Write the number that each player gets next to their name.
 - If a player hits an already assigned number or misses the board then they throw again until they hit an unassigned number.
 - Everyone starts with 5 lives, which should be marked next to their number.
 - The first player throws; they have 3 darts and have to hit a number before becoming a 'killer'.
 - Once the player hits their number, mark this down as a 'K' next to their lives.
 - Every number that a 'killer' hits loses a life, including their own.
 - The idea is to get everyone out before being killed.
 - If the player hits a double or treble of someone else's number then 2 or 3 lives respectively are taken from that player.
 - If the bull's eye is hit then everyone else loses 1 life (as long as the player is killing).
- e.g.

Name	Number	Lives	Killing
Mark	17		K
Jason	4		...
...	...	...	...
...			



Activity 3 Darts – Cricket



10 mins



up to 6

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Another game to practise aiming.

Equipment:

- Dartboard
- Darts
- Scoreboard

Instructions:

- The game can be played individually or in teams, one team starts off batting and the other team starts off bowling.
- The batting team nominates a bowling number which the bowling team must hit to get them out.
- The batting team goes first and has to try and score as many points as possible.
- After the first player has thrown it is then the bowler's turn.
- They have to try and hit the number nominated to get a 'wicket'.
- If the number of the outer ring is hit then 1 life is lost, if the bull's eye is hit 2 lives are lost, if a double of the nominated number is hit then 3 lives are lost and if the treble is hit 4 lives are lost.
- The turns keep alternating until the batting team have lost 10 wickets.
- The roles are reversed and the game continues.
- Depending on how long each round takes will decide how many times you swap over.

Activity 4 Around the Clock



20 mins



up to 6

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Another game to practise aiming.

Equipment:

- Dartboard
- Darts
- Scoreboard

Instructions:

- The aim of the game is for the players to work their way around the clock (1-20).
- The first player begins by aiming at number 1.
- If this is hit the player then moves onto number 2 and so on.
- Players take it in turns to throw 3 darts to progress as far as they can around the "clock".
- Once a player has hit the number 20, they must go for the "outer bull" and then the "inner bull" to win.

Recreation



Sportsmanship

Aim: To look at a Christian response to sporting behaviour.

Introduction:

It's not surprising that the rise in bad sportsmanship and outrageous behaviour in professional sports has resulted in a parallel increase of poor sportsmanship in youth sports. Regardless of whether we caution our young people to NOT idolise professional athletes who behave badly, young people will continue to be influenced by the behaviour of the professionals.

Activity 1 Sportsmanship Verses Gamesmanship



30 mins



3-8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the young people to define what sportsmanship is.

Equipment:

- Flipchart
- Pens
- 'Sportsmanship Verses Gamesmanship' template

Instructions:

Introduction (5 mins)

- Write the following onto a piece of paper and ask the group to state whether they agree or disagree with a statement and why:
 - "You don't win silver. You lose gold." (Trainer advertisement aired on TV during the Atlanta Olympics)
 - "Winning is everything."
 - "One player practising sportsmanship is far better than fifty preaching it." (Knute Rockne)

Sportsmanship versus Gamesmanship (15 mins)

- Ask the group what they think sportsmanship is. Write their answers on a flip chart and then repeat the exercise asking what they think is meant by gamesmanship:
 - Sportsmanship – Conduct becoming to one participating in a sport (such as fairness, respect for one's opponent, and graciousness in winning and losing).
 - Gamesmanship – The art or practice of winning games by questionable means without actually breaking the game's rules, but violating their spirit; or the use of ethically dubious methods to gain an objective.
- Ask the group for examples of gamesmanship that they can think of, e.g. holding an opponent's shirt, faking an injury, diving, etc.



- Ask the group for examples of good sportsmanship, e.g. picking an opponent up off the ground after a foul, shaking hands with the opposing team after a game, deciding not to argue with an official after an incorrect call, etc.
- Lay out the 'Sportsmanship Verses Gamesmanship' template (on the cd) and ask the group in pairs to choose one of the examples, read it, and then discuss how they feel about the situation. Get them to report back their feelings to the rest of the group.

Activity 2 Men Behaving Badly



30 mins



3-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To see how the young people's sporting heroes measure up to how they would react.

Equipment:

- 'Men Behaving Badly' template
- Flip chart
- Pens

Instructions:

Scenarios (10 mins)

- Split the young people into groups of 2-4, and handout one of the scenarios from the 'Men Behaving Badly' template. Get the groups back together and ask them to summarise the scenario and tell everyone else what they would do.

Discussion (10 mins)

Ask the group to:

- Write down their top ten sporting heroes in the world.
- What are the attributes of a good sportsperson?
- Ask the young people whether their sporting heroes would react in a similar way to how they would in the scenarios before? Consider whether their list contains examples of good sporting role models and why? If not ask them to name the best role models and why they think that their list contains better players. Do people admire sportsmanship?
- What do they think are the consequences of bad sportsmanship?
- Think about whether it is important for people to display good sportsmanship while participating in sports events or viewing them?

What is Jesus like? (10 mins)

Ask the group to think about what Jesus was like? They will probably come up with answers like the list below. Follow this up by asking for examples of when Jesus was like this:

- Compassionate (e.g. Luke 7:11-15)
- Fair and full of grace (e.g. John 8: 1-11)
- Loving (e.g. Matthew 9:35-36)
- Forgiving (e.g. John 4:1-42)
- Tell the group that we are called to live like Jesus and this includes our behaviour on the sporting field. Ask the group how we should therefore act when we play sport? What does this look like in reality? Does this mean we can't tackle anyone or play to win?

Activity 3 What am I like?



30 mins



3-8

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get the group to reflect on their own behaviour.

Equipment:

- 'Sportsmanship Test' template
- Flip chart
- Pens

Instructions:

Sportsmanship Self-Test (10 mins)

- Give each member of the group a 'Sportsmanship Test' template to fill in.

Being a Good Sportsperson (20 mins)

- Ask the group to think about how we can ensure that we stick to appropriate levels of sportsmanship.
 - You set the rules and example. It's ultimately everybody's responsibility to teach good sportsmanship, both as a participant and as a spectator.
 - Watching and Learning. Whether you're watching the Olympics on TV or attending a school sporting event, you can always find some examples of good sportsmanship.
- Read to the group the following quote:

"Some clubs want to win so much they'll do anything to get it. Our approach has been just the opposite. We've tried to do things the right way. And the right way is the rules and regulations, and they are precisely what we go by." (Don Shula – NFL Hall of Fame Coach, World Champion Miami Dolphins)
- Tell them that sportsmanship is simply an athlete who behaves fairly, honestly and generously in competition. It is training, playing and competing within the rules of the game, with honesty and integrity in everything you do. Get the group to write a "Good Sportsmanship Code" with at least 5 rules. Get each individual to sign it to signify that they comply with what it says.
- Read out the following Bible passage:

"Don't fool yourself into thinking that you are a listener when you are anything but, letting the Word go in one ear and out the other. Act on what you hear! Those who hear and don't act are like those who glance in the mirror, walk away, and two minutes later have no idea who they are, what they look like. But whoever catches a glimpse of the revealed counsel of God – the free life! – even out of the corner of his eye, and sticks with it, is no distracted scatterbrain but a man or woman of action. That person will find delight and affirmation in the action." James 1:22-25 (The Message)
- Ask the group whether they ever hear something, agree with it and still do the opposite? Why do they do that? Is it because it is more advantageous not to do it?
- Discuss with the group the idea that good sportsmanship should not be limited to the sports field, but filter through all aspects of life! For example, being a "good team mate" to a struggling student at school, discouraging a bully from picking on another child, etc. How can we be good sports people off the sporting field?



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Maps

Aim:

- For young people to be able to understand and use a map.
- For young people to be able to use a compass.

Introduction:

An introduction to navigation including the use of a map and compass.

Activity 1 Finding out about Maps



30 mins



Any size depending
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: For young people to know what a map is and what it is used for.

Equipment:

- Maps (appropriate number to group size)
- Paper / Flipchart
- Pens

Instructions:

To start with, ask the young people to think what the world would be like without maps. How would you plan a route to go on holiday without a map? Ask the young people who might use a map; encourage them to think of those who might use a map in everyday life, some examples are given below.

Maps could be used by any or all of the following:

Tourists when visiting a town or city, perhaps using maps of transport systems like the tube map to travel across London or Glasgow.

Walkers or people on an expedition, to enable them to find footpaths and rights of way.

Young people at a theme park trying to find the rides they want to go on.

And there are of course lots more. Try to use examples which the young people in your group could relate to.

Ask the young people to mind-map any other examples they can think of.

What is a Map? A map is a 2 dimensional representation of the physical landscape. A map is simply a drawing or a picture of a landscape of areas of a country. Using a map you can visualise in your mind what the place looks like that you are going to, and you can see the various landmarks and features along the route you will take to get to your destination. Maps provide you with a way of knowing what to expect on your route and checking you are going in the right direction to reach your destination.



Next, ask the young people to think about different kinds of maps, and mind-map these, examples could include: Ordnance Survey map, tube map, railway map, campsite map, road atlas, etc. See how many the young people can add to this list.

At this point you could circulate some maps you have collected together to give the young people visual examples of the different types.

All of these maps are most likely to be on paper, but ask the young people if they know of any other forms of getting access to maps? Examples could include Satellite Navigation Systems (such as Tom-Tom devices), online access to maps (e.g. www.multimap.com).

Ask the young people when they last used a map? Where were they going? Did the map help?

Explain that maps are very useful, but only if they are kept up to date and you have the up to date copy (if you have maps published on different dates you could find a change to re-enforce this point). Remember maps also come in different shapes and sizes, and on different scales.

Then give the young people copies of a map which would be familiar, i.e. Local area or local railway/tube map. Ask them using the map how they would explain how to get from one set location to another.

Finally, give the young people 10 minutes to draw their own map to show a friend the route from their house to school or BB. Remember to ask them to show buildings and landmarks they would pass on their route.



Tips / Advice:

If the young people are drawing their own map, you could provide them with a Ordnance Survey or other map of the local area to help them if they are unsure.



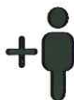
Resources:

- Further information related to Expeditions including compass work and planning an expedition can be found in the 'Expedition Craft Manual' available from BB Supplies.
- www.nationalrail.co.uk – UK Railway Maps.
- www.streemap.co.uk / www.multimap.co.uk – UK Maps Online.
- Ordnance Survey Maps can be purchased from W H Smith, Millets and other bookshops/camping shops.
- <http://www.ordnancesurvey.co.uk>

Activity 2 Using an Ordnance Survey Map



30 minutes



Any size depending on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To provide young people with the basic understanding of an Ordnance Survey map.

Equipment:

- Landranger Ordnance Survey Maps and/or Explorer Ordnance Survey Maps (appropriate number to group size)
- Paper / Flipchart
- Pens



Instructions:

This activity will get young people looking at an Ordnance Survey map and help them to understand what is shown on the map.

Firstly, ask the young people if they have seen an Ordnance Survey map before (if already completed Activity 1 they should have), and then ask who has used an OS map to navigate before. This will give you an idea as to the knowledge of the group if you are not already aware of the young people's experience with OS maps.

Symbols

Then ask the young people to mind-map what they think is shown on an Ordnance Survey map, responses could include roads, rivers, footpaths, churches, post office, etc. In particular focus the group on the symbols which they know of which are used on an OS map and get them to list as many as they can, and also draw the symbol if they have an idea of what it looks like.

Next give the young people an Ordnance Survey map (you may need to put the young people into groups to share maps), and ask them to have a look at the symbols index. Now go through the symbols highlighting the key symbols including types of road, rivers, footpaths, bridal ways, churches, etc. Explain that it is not possible to label everything on a map, as if the Ordnance Survey did this on all their maps there would be far too much text and the map would be very confusing. Instead of using text different shapes, colours and symbols are used to show all the roads, buildings, rivers and other interesting things in the landscape. The key to the symbols and their meanings is very important.

Give the young people the 'Using an Ordnance Survey Map' template and carry out the symbols activity.

Grid References

Explain to the young people that OS maps are covered in a series of grid lines. These gridlines will help you to be able to find an exact location on the map by giving a unique number known as a grid reference.

Give the young people the 'Using an Ordnance Survey Map' template and carry out the grid references activities. This covers four figure and six figure grid references.

You could then set some further scenarios up using an OS map, to ensure the young people have plenty of practice.

Scale

Explain to the young people that the scale of a map shows how much you have to enlarge your map to get the actual size of the area you are looking at.

Ordnance Surveys maps will always show the scale on the front of the map. The most common scales are 1:25 000 and 1:50 000. These scales mean that for every 1cm the map it represents 25 000 of those same units of measurement on the ground (25 000cm = 250 metres).

But it is easier to work out than this, as every OS map has the scale written as below:

2cm to 1km (1: 50 000 scale map)

4cm to 1km (1: 25 000 scale map)

Therefore the above gives an easier way of working out the scale on a map to actual distance over land. Also it is worth pointing out that on a 1:25 000 scale map every grid square is 1km square.

Contours

Explain to the young people that OS maps show the height and shape of the land by the use of contour lines. Contour lines are shown on OS maps as light brown lines, and are usually shown at 5 or 10 metre vertical intervals showing the height of the land. A number shown on the contour lines will represent the height above sea level. The closer the lines are together, the steeper the gradient of the land.

Show the young people an example of contour lines on an OS map, so that they understand what they are looking at.

**Tips / Advice:**

Symbols – do not confuse footpaths and other roads with boundaries (look at key and highlight to the young people).

**Resources:**

- Further information related to Expeditions including compass work and planning an expedition can be found in the 'Expedition Craft Manual' available from BB Supplies.
- www.nationalrail.co.uk – UK Railway Maps.
- www.streemap.co.uk / www.multimap.co.uk – UK Maps Online.
- Ordnance Survey Maps can be purchased from W H Smith, Millets and other bookshops/camping shops.
- <http://www.ordnancesurvey.co.uk>

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Badminton

Aim: To introduce young people to the game of badminton.

Ideas for Trips & Visits!

- Watch a badminton match
- Play in a local league
- Hold your own tournament
- Go to a sports centre for training

Activity 1 The Rules



20 mins +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn the rules of badminton.

Equipment:

- Racquet
- Shuttlecocks
- Net

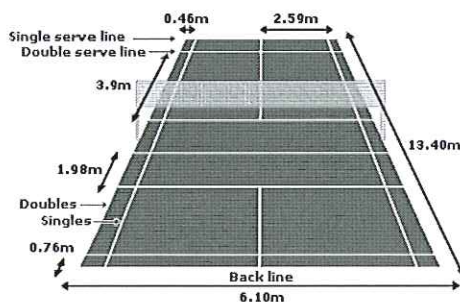
Equipment may be available to hire or provided if you go to a sports centre to play the game.

Instructions:

1. Badminton can be played by singles and doubles.
2. Matches are usually played to the best of three sets.
3. The game is played up to 21 points.
4. If the score reaches 20-20, the winner is the player or team with a two-point advantage.
5. In badminton the serve is of huge importance.
6. Traditionally, points used to be only won on serve. But this has been scrapped under the new changes, so a player or team can win the point without holding serve. In singles; players serve diagonally from one service box to another, alternating between the left and right side of the court as points are won.
7. The server always serves from the right-hand box at the start of a game and when they have an even number of points. They serve from the left-hand court when they have an odd number of points.
8. In doubles, the player on the right always starts the serve and, when a point is won, the players switch sides and the server then serves from the left, continuing to alternate until a serve is lost. Second service in doubles has been scrapped.
9. For service, the shuttlecock must be hit below the server's waist and the racket head must stay below the server's wrist, which means the shot must be played underarm.
10. The shape of the badminton court changes depending on whether you are playing singles or doubles. In singles the area in which the server must aim is the furthest base line and the narrow singles line, this is often described as "long & thin". See the diagram below.



11. In doubles the area in which the server must aim is the nearest base line and the widest doubles line, this is often described as "short & fat". See the diagram below:



Badminton is played indoors, on courts 6.1m wide by 13.4m long.

The net posts are 1.55m high.

Courts should have a clearance of 2m on all sides and a ceiling height of 12m.

12. Get the group to practise their serves, telling them as they are about to serve whether they are pretending to play singles or doubles. Ask them if their serve is "in" or "out" and inform them if they are incorrect.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.



Resources:

- Everything you want to know about badminton, including instructional videos and the full rules <http://www.worldbadminton.com/>
- Tips, drills and suchlike <http://www.badminton-information.com/>
- Don't forget that badminton is one of the national competitions, so this may be an ideal opportunity to practise, and enter the national competition.

Activity 2 The Serve



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To practise the serve.

Equipment:

- Racquets
- Shuttlecocks

Instructions:

- Ask the group where they are allowed to serve in singles and doubles? Tell the group that this week they are going to look at service techniques.
- In badminton there are two main types of serve. The forehand high serve and the backhand short serve.

**Forehand High Serve:**

- This serve is mainly used during singles to move your opponent as far back in court as possible, thus opening up his court.
- Get the group to stand in a line with enough space for them to practise a shot. Instruct the group on how to do this serve:
 1. This shot is played with a forehand underarm action.
 2. Stand inside the service box behind the short service line.
 3. Relax your body and bend your knees slightly.
 4. Lead with your non-racquet leg (the leg on the side of the body that you do not hold the racquet) and place your racket leg behind.
 5. Bring your racquet back to almost your shoulder level then swing it forward following the rhythm of the stroke.
 6. Hold the shuttle by the feathers out in front of you and to the side, and let it drop slightly in front of you.
 7. Move the racquet in a semi-circle action and hit through the shuttle with the flat face of your racket. Follow through until your racquet reaches the non-racket side of your head.
 8. Aim to get the shuttle as high and deep as possible. If it goes too short it might leave you exposed to an easy smash.
 9. Get the group to demonstrate their actions and then let them practise on the court. Go around and check their techniques.

Backhand Low Serve:

- This serve is mainly used during doubles.
- Get the group to stand in a line with enough space for them to practise a shot. Instruct the group on how to do this serve:
 1. Stand in a comfortable and balanced position with your racquet hand in front of you in a backhand grip.
 2. Lead with your racquet leg and place your non-racquet leg behind with your feet pointing towards your opponent.
 3. Carry out a short back swing then bring the racquet forward.
 4. Hold the shuttle on the tip of the feathers in front of your waist level.
 5. Push the shuttle with the racquet face and try to make the shuttle skim the tape of the net.
 6. You can try to shorten the grip for a better control of the racquet.
 7. Beware of breaking the Service Rules.
 8. Keep an eye on your opponent just in case they try and rush the serve, in which case you might be able to catch them out with a longer serve.
 9. Get the group to demonstrate their actions and then let them practise on the court. Go around and check their techniques.
- Go through the following drill to test their serve:
 1. Balance four shuttlecocks on the top of the net on the side that you are going to serve to.
 2. Give each player five serves to knock them all off.
 3. The player who gets the most off wins.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 3 Moving Around the Court



20 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To practise movement on the court.

Equipment:

- Racquets
- Shuttlecocks
- Badminton court and net

Instructions:

Footwork:

- Tell the group that badminton is a quick game and before you can play the basic shots you need to learn how to move quickly around the court.
 1. Stand at a point that is equidistant from the baseline and the net.
 2. Spread your feet approximately shoulder-width apart and lean slightly forward, placing your weight on the balls of your feet.
 3. Bend your knees slightly.
 4. Hold your hands slightly higher than your waist, with your racquet hand up and ready.
 5. You may hold the racket along the centre line of your body, or on the side of your racquet hand, whichever feels more comfortable.
 6. Keep your eyes on the shuttlecock at all times.
 7. After you have played a shot return quickly to your ready position.
- To practise quick footwork go through the following drills:
 1. Place a shuttle in the corner of the court. The players should pick it up, run to the centre and then run to the next corner and put it down. Repeat this around the court. The shuttles should not be thrown, but placed standing on the feathers. By doing this the player needs to be balanced when stepping into the corner.
 2. Call one player onto the court at a time. Stand on the other side of the net and instruct the player to start in the ready position. Hit some shuttlecocks over the net to the player. Instruct them to return them and quickly go back to the ready position. Continue the rally in the same manner.



Tips / Advice:

- Watch your opponent's ready position to determine his weakness and lapses of attention, such as holding his racquet lower than his waist.
- You may need to adjust your ready position according to your personal strengths and weaknesses.
- Once you have demonstrated the drill ask for volunteers to run the exercise on as many courts as you have. This will allow you to continue coaching.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 4 Basic Shots



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To practise the basic forehand and backhand shots.

Equipment:

- Racquets
- Shuttlecocks
- Badminton court and net

Instructions:

Get the group to stand in a line with enough space for them to practise the following shots. Instruct the group on how to play them:

Forehand:

1. Recognize that the shuttle is coming in low and in front of you.
2. Drop the racquet head down and behind you, cocking your wrist so that the racquet extends out behind you.
3. Lunge forward with your racquet foot.
4. Swing with an almost straight arm, keeping your wrist cocked.
5. Snap your wrist at the last possible moment before contact with the shuttle.
6. Strike the shuttle with an open racquet face and an upward swing.
7. Follow through all the way to your opposite shoulder for clear shots, and use very little follow-through for the deceptive drop shot.
8. Recover to your ready position quickly.
9. Get the young people to demonstrate it without a shuttlecock and then in pairs to practise it.

Backhand:

Get the group to stand in a line with enough space for them to practise the shot. Instruct the group on how to play it:

1. For the backhand start with one person standing just in front of the player throwing shuttles up onto the backhand side.
2. The player should face the feeder and when a shuttle is thrown they should step out using two steps (non-racquet leg first) and try to hit the shuttle.
3. Get the group to play the shot without a shuttlecock.
4. Then start by throwing the shuttles to the player from close up. Put on a little more pressure by throwing deeper into the backhand court.

King of the Court:

To practise these shots go through the following drill called "King of the Court". This game is useful with lot of players.

1. It is played with the normal rules and regulations, but whoever reaches 3 points first wins.
2. The winner will stay in the court as king while a new challenger will come onto the court.
3. The king will stay on until he loses.
4. The winner of that duel will then switch to the other side of the court becoming king.



**Tips / Advice:**

- Use less wrist action on a drop shot and more on a clear shot. Both shots should look the same until the last moment.
- Don't focus on power, just on getting the footwork and hitting action into one "movement". The right foot should hit the ground at the same time as the shuttle is hit.
- Once you have demonstrated the drill ask for volunteers to run the exercise on as many courts as you have. This will allow you to continue coaching.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 5 Smash Shot



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To practise the basic forehand and backhand shots.

Equipment:

- Racquets
- Shuttlecocks
- Badminton court and net
- 5 Shuttlecock Tubes

Instructions:

Get the group to stand in a line with enough space for them to practise the following shot. Instruct the group on how to play it:

Smash:

The smash is the most powerful offensive shot in badminton. Fire the shuttlecock with all the force you can muster, so that it hits the floor before your opponent can reach it. Get the group to stand in a line with enough space for them to practise the shot. Instruct the group on how to play it:

1. Get into position behind and beneath the shuttle.
2. Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot.
3. Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind you with your elbow bent 90 degrees and your wrist cocked. The racquet head should be behind your shoulders.
4. Begin your swing from your shoulder while opening your torso towards your opponent.
5. Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot.
6. Strike the shuttle as high as you can reach it with a straight arm, while it is still out in front of you.
7. Snap your wrist, as you contact the shuttle at least one metre above the net level and in front of your body.
8. Hit the shuttle with a closed racquet face.
9. Follow through, keeping your arm high, while your wrist snaps completely through the shuttle.
10. Swing your arm down and through the shot.
11. Get the young people to demonstrate it without a shuttlecock and then in pairs to practise it.

**Smash Shuttle:**

This badminton drill is meant to improve your speed and accuracy in executing the smash. The more shuttles you have, the better for this routine.

1. The feeder plays the shuttles into different areas of the backcourt.
2. Instruct the player to practise the smash shot to return the shuttlecock.
3. Return to your base position after each shot.
4. Continue feeding the player the shuttles.

5 Pin Smash:

This badminton drill is meant to improve your skill and accuracy in executing the smash. This is the badminton version of ten pin bowling:

1. Line up 5 empty shuttlecock tubes on the other side of the net in a row.
2. Set up the player with a smash opportunity and get them to aim at the empty tubes in order to knock them over.
3. Each player should get 5 opportunities, and the winner is the one who knocks down the most tubes.

! Tips / Advice:

- When first learning the smash shot, only do it from the front half of the court.
- Use the extension of your arm and a powerful wrist snap to generate the power in this shot.
- Why not teach the group the attacking and defensive clears?

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 6 A Game

30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play a game of badminton.

Equipment:

- Racquets
- Shuttlecocks

Instructions:

Play a game of badminton using the rules taught in the first activity. Feel free to adapt the length of games depending on the number of young people, courts and time you have available.

! Tips / Advice:

- Why not arrange a tournament?

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Recreation





Tennis

Aim: To introduce young people to the games of tennis.

Ideas for Trips & Visits!

- Watch a tennis match
- Play in a local league
- Hold your own tournament
- Go to a sports centre for training

Activity 1 The Rules



20 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

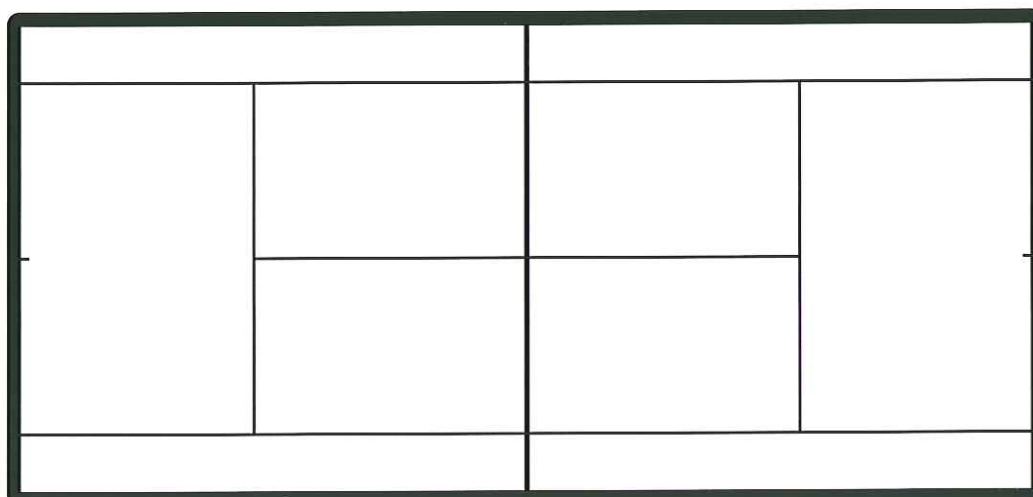
Aim: To explain the rules of tennis.

Equipment:

- Tennis Racquets
- Tennis Balls
- Flip chart pad
- Marker pens

Instructions:

Ask the young people to explain the rules of tennis to you. Draw the tennis court below onto a flip chart pad to help them explain the rules. Make sure that they list the basics, but don't worry too much if they do not list all of the following:



The Court

- Singles is played on the narrower court.
- Doubles is played on the wider court.

Score in a Game

- A standard game is scored as follows with the server's score being called first:
 - No point – "Love"
 - First point – "15"



- Second point – “30
- “Third point – “40”
- “Fourth point – “Game”
- Except that if each player/team has won three points, the score is “Deuce”
- A player/team needs to win two consecutive points immediately after “Deuce” to win the “Game”
- After “Deuce”, the score is “Advantage” for the player/team who wins the next point
- If that same player/team also wins the next point, that player/team wins the “Game”
- If the opposing player/team wins the next point, the score is again “Deuce”

Tie-break Game

- During a tie-break game, points are scored “Zero”, “1”, “2”, “3”, etc.
- The first player/team to win seven points wins the “Game” and “Set”, provided there is a margin of two points over the opponent(s).
- If necessary, the tie-break game shall continue until this margin is achieved.
- The player whose turn it is to serve shall serve the first point of the tie-break game.
- The following two points shall be served by the opponent(s) (in doubles, the player of the opposing team due to serve next).
- After this, each player/team shall serve alternately for two consecutive points until the end of the tie-break game (in doubles, the rotation of service within each team shall continue in the same order as during that set).
- The player/team whose turn it was to serve first in the tie-break game shall be the receiver in the first game of the following set.

Score in a Set

- The first player/team to win six games wins that “Set”, provided there is a margin of two games over the opponent(s).
- If the score reaches six games all, a tie-break game shall be played.
- A final set often will not be decided by a tie-break, but will continue until the two game margin is achieved.

Score in a Match

- A match can be played to the best of 3 sets or to the best of 5 sets.

The Service

- Immediately before starting the service motion, the server shall stand at rest with both feet behind (i.e. further from the net than) the base line and within the imaginary extensions of the centre mark and the sideline.
- The server shall then release the ball by hand in any direction and hit the ball with the racquet before the ball hits the ground.
- The service motion is completed at the moment that the player’s racquet hits or misses the ball.
- When serving in a standard game, the server shall stand behind alternate halves of the court, starting from the right half of the court in every game.
- In a tie-break game, the service shall be served from behind alternate halves of the court, with the first served from the right half of the court.
- The service shall pass over the net and hit the service court diagonally opposite, before the receiver returns it.
- If the first service is a fault, the server shall serve again without delay from behind the same half of the court from which that fault was served.
- The service is a let if the ball served touches the net, strap or band, and is otherwise good; or, after touching the net, strap or band, touches the receiver or the receiver’s partner or anything they wear or carry before hitting the ground.



Doubles

- The rules for doubles are the same as singles, except the wider court is used.
- Players within a pair do not have to hit alternate shots.
- The serve rotates so that each player serves once every fourth game. For instance from Player A in Pair A, to Player B in pair B, back to Player C in Pair A and then to Player D in Pair B.
- Players can only change the order of serving and receiving at the end of a set.
- The server's partner and the receiver's partner may stand anywhere they like on the court during the serve, even if it obstructs play.
- Traditionally however, each player takes one side of the court.



Tips / Advice:

If a ball touches a line, it is regarded as touching the court bounded by that line.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.



Resources:

- Go to <http://www.tennis4you.com> for some tips for beginners.
- <http://www.tennis.com>
- Plenty of drills, lessons and tips for absolute beginners to improving players <http://www.tennis4you.com>
- For the rules and plenty of information around the sport go to <http://bbc.co.uk/sport> and click on tennis. This includes master classes from some of the top tennis stars.

Activity 2 Basic Skills



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To teach the basic skills and techniques of tennis.

Equipment:

- Tennis Racquets
- Tennis Balls

Instructions:

Get the young people to practise these basic skills and meet the given targets:

1. Grip

- Shake hands with the racquet.
- As you shake hands, your wrist is positioned slightly to the right of the top part of the grip (slightly to the left for left-handers).
- Check the grips and then move onto the next skills.



2. Tennis Ball Dribble Drill

- Bounce the ball on the court, using the racquet strings instead of your hand to dribble the ball.
- After you make contact with the ball, let your racquet move up with the bounce of the ball before sending it to the court again.
- Target: 25 consecutive bounces.

3. Air Dribble Drill

- Bounce the ball a few inches into the air, using the strings to keep the ball going.
- As a variation alternate between hitting it on the front and back of the racquet.
- Target: 25 consecutive “ups”.

4. Dribble the Lines Drill

- Dribble the ball around the court, trying to make the ball bounce on the lines bordering the singles backcourt.
- Slant your racquet so that you direct the ball ahead of where you are now to a point where you will be after another step.
- If you dribble it straight down while walking forward, you will run over the ball and lose control.
- Target: Two trips around the singles backcourt without losing control of the ball.

5. String Catch Drill

- Have a partner softly toss a ball to the side of your body on which you hold your racquet.
- Instead of hitting the ball, try to stop it with your racquet strings, then catch it with your other racquet hand before it hits the ground.
- Let the racquet head give a little as you “catch” the ball. Make it a “soft” catch, not a hard one.
- Target: 7 out of 10 successful catches.

6. Bump Tennis Drill

- Stand about 5 metres from your partner and gently bump the ball back and forth to each other.
- Let it bounce in front of you as many times as necessary.
- Take a short backswing and let the racquet do the work; hit the ball as gently as you can while bumping it toward your partner.
- Target: 2 minutes of bumps.

7. Net Bump Drill

- Stand inside the service court and across the net from your partner.
- Bump the ball back and forth as many times as you can.
- Slant your racquet up a bit to clear the net.
- Target: 4 bumps (after the bounce) in a row.

8. Racquet Edge Ups and Downs Drill

- Practise bouncing the ball into the air using the racquet edge pointing upward, or dribbling the ball on the court using the edge pointing down.
- As a variation develop combinations of ups and downs, using both sides of the racquet strings and both edges of the frame.
- Target: 3 “ups” using the racquet edge, and 5 “downs” using the racquet edge.



Tips / Advice:

- If some young people finish the task quicker than others, then feel free to set them the next challenge.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 3 Basic Shots



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To teach the basic shots of tennis.

Equipment:

- Tennis Racquets
- Tennis Balls

Instructions:

Get the group to stand in a line with enough space for them to practise the following shots. Instruct the group on how to play them:

Forehand:

- Position yourself just inside the court's baseline and near the centre line.
- Keep your feet at the width of your shoulders.
- Hold the racquet at about waist level directly in front of you.
- Bend your knees slightly.
- As the ball is hit toward you, turn your shoulders to the right (or left, if you're left-handed).
- Lower the racquet head toward the playing surface.
- Pivot on your right (or left) foot. With your other foot, step forward and across your body and plant this foot pointed at a 45-degree angle toward the right (or left) net post.
- At the same time, swing the racquet backward while pulling it up from the ground.
- Stop the backswing when the head of the racquet is slightly below waist level and your arm is extended and relaxed. The racquet, and your arm, should be perpendicular to the net.
- Before the ball reaches you, pause for a moment by holding the racquet in the backswing position.
- Begin driving the racquet forward with your shoulders. Try not to allow your arm to change position and exert more pressure on the swing. Grip the racquet firmly but avoid squeezing the handle too hard.
- With the ball at waist height (and you bending or straightening your knees accordingly), continue the swing, making contact with the ball at a point slightly in front of your body.
- Follow through by driving the racquet forward so that it ends up above your shoulders, pointing up to the sky and in the direction of the ball you just hit.
- Get the young people to demonstrate it without a ball and then in pairs to practise it.

Double Handed Backhand:

- As you start to move turn your shoulders towards the ball, use your wrists and arms to lay the racquet head back.
- Keep turning until your racquet head is pointing backwards and at about waist height.
- Relax and hit through the ball with your body.
- As you get to the ball, look to load up on the left foot (right hander) and then transfer your weight forwards onto your right just before you hit.
- Don't step across with your right foot as this will send you off balance.
- If you get the footwork right you will feel the shot start from your legs.
- Rotate the left side of your body through the ball.



- Combine this with a low-to-high swing with your arms.
- Get the young people to demonstrate it without a ball and then in pairs to practise it.



Tips / Advice:

- Always pull the racquet back as soon as the ball is approaching.
- Take little steps towards the ball to get into position rather than large ones.
- Watch the ball onto your racquet to avoid mishits.
- The backswing should come from the shoulders, not the arm.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 4 Advanced Shots



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To teach more advanced shots.

Equipment:

- Tennis Racquets
- Tennis Balls

Instructions:

Get the group to stand in a line with enough space for them to practise the following shots. Instruct the group on how to play them:

Serve:

- Stand behind the base line sideways onto the court.
- Place your front foot at an angle and your back foot parallel to the base line.
- Aim for the box diagonally opposite.
- Point the racquet forward and use your other hand to balance the throat of the racquet and hold the ball.
- Bring the racquet back into a throwing position angling the body away from the court.
- Shift your weight onto the back foot.
- Simultaneously with the left arm prepare to release ball.
- Motion your arm upwards and kept straight power the ball.
- Move both arms together.
- As the ball reaches its highest point accelerate the racquet head towards the ball in a throwing action. Reach up and hit the ball.
- Follow through across your body.
- Get the young people to demonstrate it without a ball and then in pairs to practise it.

**Forehand Volley:**

- Position yourself about one metre from the net.
- Keep your feet shoulder width apart.
- Keep the racquet in front of you, with the head pointing up. The bottom of the handle should be even with your belly button.
- Lightly hold the top portion of the racquet handle with the fingers of your non-dominant hand.
- Bend your knees slightly. You should be able to feel some strain on your quadriceps muscles (in your thighs).
- Step toward the ball with your left foot (or your right foot if you're left-handed) as the ball is hit toward you above waist level. Turn your shoulders slightly to the right (or left) until you bring the racquet back to a point even with your right (or left) shoulder. This motion should be smooth.
- Drive the racquet forward to meet the ball – use a quick “punching” motion.
- The head should be vertical and the ball should strike the face evenly.
- Make contact as the ball is about even with your right (or left) shoulder.
- Turn your racquet hand slightly so that the palm faces the ball upon contact. This turns the racquet face so that the ball hits squarely off the strings.
- Follow through slightly with your swing. The follow-through for the volley is shorter than that for the regular forehand ground stroke; the racquet should not cross the front of your body.
- Get the young people to demonstrate it without a ball and then in pairs to practise it.

Backhand Volley:

- Extend the arms out in the ready position. The non-gripping hand should support the throat of the racquet.
- Hold the racquet with the top of the head slightly below eye level – at about chin height.
- Keep the racquet out in front. Take a split-step (a quick hop in ready position) when your opponent is about to hit the ball.
- Turn your racquet, opening up the face and using the non-hitting hand for assistance.
- Use your wrists to turn the racquet out, keeping it in your peripheral field of vision.
- Step forward and across with your right foot (for right-handed players), making contact with the ball at the same time.
- Block or punch the shot, instead of swinging at the ball.
- While making the shot, shoot back your non-hitting hand for power, reach and balance.
- Recover as quickly as possible and move back into the ready position.
- Get the young people to demonstrate it without a ball and then in pairs to practise it.

**Tips / Advice:**

- Practise volleying standing close to a wall (2-3 metres away) and keep the ball in the air. This exercise will teach you to block and punch, rather than swing at the ball.
- Players often stamp or plant their lead foot hard onto the ground as they turn toward an approaching ball. This ensures solid volleys.

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.

Activity 5 A Game



30 mins



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play a game of tennis.

Equipment:

- Tennis Racquets
- Tennis Balls

Instructions:

Play a game of tennis using the rules taught in the first activity. Feel free to adapt the length of sets and games depending on the number of young people, courts and time you have available.



Tips / Advice:

- Why not arrange a tournament?

Safety Issues / Risk Assessments:

Make sure that there is adequate supervision for the number of young people, to both help them with their technique and skills whilst also watching the rest.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Pool

Aim: To learn the rules and techniques of pool.

Activity 1 The Rules



20 mins +



up to 10

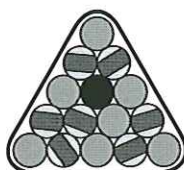
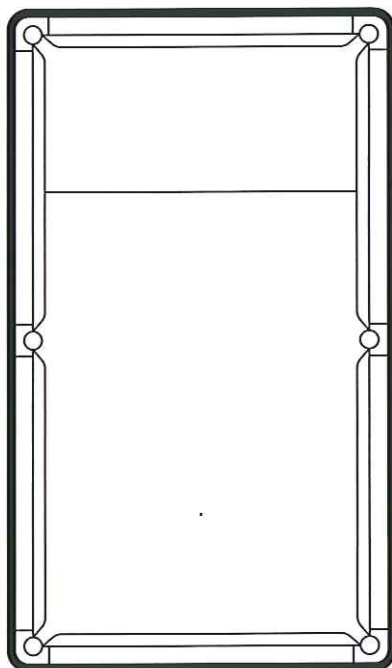
Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn the main rules of the game.

Equipment:

- Pool cues
- Pool table

Instructions:



1. There are 15 coloured balls and a white (cue ball) on the table.
2. The balls are set up as per the diagram and the black ball should be centred over the spot. The white ball can be positioned anywhere behind the baulk line for the break.
3. The object of the game is to win by potting a group of colours, in any order and in any pocket; followed by the black in any pocket.
4. The first player breaks, from anywhere behind the baulk line.
5. If no ball is potted then it is the other player's go.
6. The other player can try and pot either colour; this is a free table.
7. It stays a free table until a ball is legally potted.



8. Once a ball has been potted then it is a foul to hit first or pot the other person's colour.
9. It is also a foul if the white ball is potted; if the black ball is potted out of turn then the player loses the frame.
10. If a player fouls they lose their turn and the other player gets 2 turns, unless he fouls of course.
11. Straight after a foul they have the option to move the ball back behind the baulk line and take their 2 turns if they feel this to be more advantageous.

There are sometimes some regional differences in the rules used for pool. However these are the world rules for English Pool.



Resources:

- For the full set of rules please see www.epa.org.uk
- The English pool website, containing up to date rules <http://www.epa.org.uk>
- Lots of articles on how to improve your game including training regimes and lots more <http://www.easypooltutor.com>
- A site full of rules and news, includes a downloadable poster <http://www.blackball.co.uk>

Activity 2 Killer Pool



30 mins +



up to 8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To practise potting.

Equipment:

- Pool table
- Cues

Instructions:

1. This game is played individually.
2. The aim of the game is to pot a ball on every go. If a player fails to pot or foul then they lose a life. Every player starts with 3 lives and the winner is the last player with any lives left.
3. The balls are racked in the triangle (it doesn't matter what order they are in) and the first player breaks as normal.
4. If they pot then it is the second player's go, if not then they lose a life and must shoot again to try and pot. Players keep taking it in turns (following the order); until there is a winner or all of the balls have been potted.
5. If the balls are potted then they are re-racked and the next player in the line has to break.



Tips / Advice:

- Get the young people to think about where they might try and leave the cue ball so that they make it as hard as possible for the next person to pot a ball.

Activity 3 Pool Tournament



30 mins +



up to 8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play a pool table.

Equipment:

- Pool table
- Cues

Instructions:

- Play a round robin tournament.
- Write up all the games.
- Play the tournament.



Tips / Advice:

- Have a prize for the winner.
- Have some other activities for those waiting to play or create some atmosphere by letting them watch.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Table Tennis

Aim: To introduce young people to the game of table tennis.

Ideas for Trips & Visits!

- Watch a table tennis match
- Play in a local league
- Hold your own tournament
- Go to a sports centre for more training

Activity 1 The Basics



20 mins +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To learn the basic shots of table tennis.

Equipment:

- Table tennis table
- Bats
- Balls

Instructions:

It is always important to learn the basics before advancing onto the more difficult shots and techniques. For each element below get the young people to stand in a line and play the shot or demonstrate the action. Then line the young people up and get them to play the shot as you feed the ball.

Grip – the most common way to hold a table tennis bat is the 'shake hands' grip.

- The bat is gripped with all fingers, and is analogous to shaking a hand.
- The pinky, ring, and middle finger wrap around one side of the handle, and the index finger rests on the bottom edge of the rubber.
- The thumb rests on the top of the handle on the other side, thumbnail perpendicular to the wood.
- The grip should feel natural, with no particularly uncomfortable areas. Too tight a grip can sacrifice control and power.

The Ready Position – must be kept to as much as possible to ensure maximum control and consistency.

- The typical table tennis stance is a slight crouch forward, feet shoulder-width apart with most of the weight on the balls of the feet.
- The upper arm should be close, but not flush, to your body.
- For right-handers, the place to stand is on the backhand half of the table.
- The right foot should be slightly to the left of the centre line with the left foot slightly forward.
- Stand enough distance away from the table so that the tip of your bat barely touches the edge of the table.

Basic Strokes – For all of the strokes described below, the arm should be very relaxed.

Power should be concentrated on the waist, forearm, and wrist (acting together) like a whip, with the upper arm moving very little. Always remember to return to the ready position following each shot.

- **The Drive** – Drives, a light topspin stroke that produces a low ball trajectory, are the primary offensive strokes in table tennis. In executing this and all other offensive strokes, the use of the entire body in unison is important for consistency and power.



**FOREHAND DRIVE:**

- The forearm should be at roughly 90 degrees to the upper arm.
- It should be drawn back to the 3 o'clock position, and let the waist turn naturally along with the arm with weight shifting towards the right foot.
- While shifting your weight back to your left foot, swing forward with a slight upward motion, with the waist providing additional force in the swing.
- Use the elbow as a pivot point; contact with the ball should be made after the top of the bounce.
- Make sure the bat is closed (facing slightly downwards), and remains that way throughout the stroke.

BACKHAND DRIVE:

- From the ready position, the waist turns left with the bat pointing towards the 9 o'clock position.
- When following through, contact with the ball is made in front of the body, slightly after the top of the bounce.
- Let the elbow again act as the pivot point, and snap the forearm forward in a slightly upward direction.
- Make sure the bat is closed.

Note: Be sure to contact the top half of the ball when hitting topspin drives.

- **The Push** – Pushes are the basic backspin shots, used to change the pace of the ball. It is usually a defensive shot and allows placement anywhere on the table. The ball should be contacted right after the bounce with an open bat. How open the bat is depends on the intensity of backspin on the ball. Heavier backspin requires a more open bat to return over the net. Try to keep the ball low, varying the amount of backspin and bat angle.

FOREHAND PUSH:

- Bring the bat slightly up and back, while keeping the elbow at your waist.
- Bend the wrist back.
- Swing forward with a downward motion, and when the bat reaches the ball snap the wrist forward for extra bat speed.
- With an open bat, graze the bottom half of the ball.

BACKHAND PUSH:

- Bring the bat slightly up and back, close into your stomach while cocking the wrist back.
- Try to contact the ball directly in front of your body, and remember to keep the elbow still while the forearm and wrist move forward and down.
- Graze the bottom of the ball and follow through.

Note: Keep the push stroke gentle, it is more of a finesse and 'touch' shot. As you advance the strokes can start becoming more aggressive, with a variety of spins.

- **The Block** – Blocking allows a player to use the opponent's force against themselves, and is done immediately after the bounce so that maximum control and speed are retained. Adjusting the bat angle depends on the severity of topspin on the ball; the more topspin there is, the more you should close the bat. There is very little backswing and follow-through. Depending on how much control you have over the block, it can be used offensively as well.
- **The Smash** – Any ball that is high enough and close enough to the opponent's side can be smashed. Smashing combines waist, forearm, and wrist movement to the fullest extent. A good smash is very hard to return, but it can be done. Do not dawdle after you have executed a smash. The ball is contacted at the top of the bounce at its highest point.

FOREHAND SMASH: Similar to the drive, however, there are some key differences which result in greater power being yielded. A longer backswing, greater weight transfer during swing, a more intense snapping of the forearm when contacting ball and a longer follow-through should provide this.

BACKHAND SMASH: The same changes should be applied to the backhand drive.

Note on smashes: Don't just indiscriminately smash the ball when you find the opening; instead, try to direct the ball to a location where it is least likely to be hit back, accidentally or intentionally.



Basic Service – The following are the basic rules of service:

1. The ball must be held above the table level in order for the opponent and umpire to see it.
2. The ball must be held in the palm of the hand with fingers stretched, and tossed vertically at least six inches.
3. The ball must be struck only on the way down.
4. The ball must be struck behind the end line.

- Backspin – a backspin serve is executed with an open bat slicing the bottom of the ball.
- Topspin – topspin serves can be done hitting with a flat bat, or by grazing the top of the ball with a closed bat for more spin.
- Sidespin – simply hit the back of the ball in a left-to-right or right-to-left motion, as desired. Try holding the bat in front of you and brushing the bottom of the ball in a pendulum motion.

Note: Keep the ball as low as possible to prevent an early attack by the opponent. A serve in a single's game can go anywhere on the opponent's court.



Tips / Advice:

- Get someone who has played table tennis before to help, especially in the first few weeks of playing.

Safety Issues / Risk Assessment:

Make sure there is adequate supervision for the number of young people, to both help some with their technique whilst also watching the rest.



Resource:

- The official website <http://ittf.com>
- Drills, coaching tips and more <http://tabletennis.about.com/>

Activity 2 The Game



30 mins +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn the rules of the game.

Equipment:

- Table tennis table
- Bats
- Balls

Instructions:

The best way to learn the rules of the game is to play it. Keep a copy of the rules close (which can be found on the ITTF website), then any disputes can be solved according to the correct rules.

- **The Service:**

- the ball must bounce in the server's court, pass over the net and then touch the receiver's court.
- In doubles, the ball shall touch the server's right half court and then the receiver's right half court.
- If the ball touches the net in service a let is called.

- **The Return:**

- The ball, having been served or returned, shall be struck so that it passes over the net and touches the opponent's court (it can hit the net before passing over).

In doubles, the server shall first make a service, the receiver shall then make a return, the server's partner shall then make a return, the receiver's partner shall then make a return and this sequence continues until the rally stops.

- **Points** – Unless the rally is a let, one player will score a point. A player will score a point if...

- your opponent fails to make a correct service
- your opponent fails to make a correct return
- the ball passes over their court or beyond their end line without touching the court, after being struck by your opponent
- your opponent strikes the ball twice successively
- a doubles' opponent strikes the ball out of turn

The game is played to 11 points unless both players score 10 points, when the game is won by the first player gaining a lead of 2 points.

The serve is changed after every 2 points until the end of the game, unless both players score 10 points when it is changed after every point. The first player to serve is alternated with every game.



Tips / Advice:

- Get the young people to referee each other's matches, this will help them learn the rules and keep them involved when not playing a game.

Safety Issues / Risk Assessment:

Make sure that any young people not playing keep away from the playing area, so not to be hit.

Activity 3 Variations



1 hour +



up to 10

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To enjoy the game in different forms.

Equipment:

- Table tennis bats
- Table tennis table
- Balls

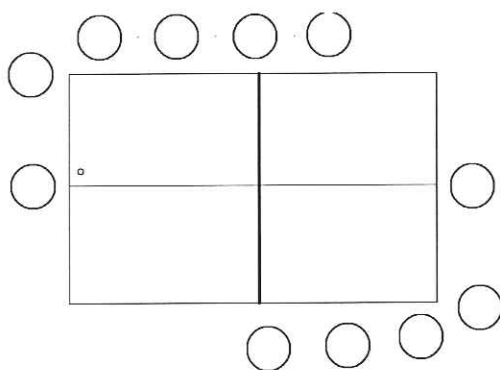


General Information:

There are a variety of table tennis games that can be played to suit a range of abilities and number of players.

• Round the Table:

- Split the young people into two halves, one at each end of the table with the first person in the normal playing positions.
- The rest of the players should be lined up down the side of the table as in the picture.
- The side with the majority always serves (if there are the same number on each team then it doesn't matter) and each player only takes one shot at a time.
- Once a player has had their shot then they run round and join the back of the queue on the other side.
- The rally continues until someone fails to return the ball legally, that player is then out.
- The players continue to run round the table until there are two players left who then play in a final. The final is a best of 5 and the players take it in turn to serve.
- As an alternative, give each player 3 lines and in the final get each player to spin 360° after every shot.



• Doubles:

- The shots for doubles are exactly the same as for singles.
- There are some slight modifications to the rules however.
- Firstly the serve is alternated between sides with each player getting 1 serve per round.
- The playing order is kept the same throughout the game and is described in the return section above.



Tips / Advice:

- Always keep spare balls as they are prone to breaking.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Recreation



Gymnastics

Aim: To build up the basic skills of young people in gymnastics.

Ideas for Trips & Visits!

- Arrange a demonstration and training from your local gym
- Put on your own demonstration
- Watch a competition

Introduction:

This activity can only be run by a leader who is very experienced or who has undergone a recognised course to become a qualified instructor. If in doubt contact BB headquarters. The Sports' Council recommends a "Level 4" coach. The BB runs suitable courses which take approximately 10-12 hours of instruction plus an examination. An assistant who does not need to be qualified would be very useful for supporting and general supervision.

Activity Gymnastics Taster



20-30 mins
per session



10-12 young people
per qualified instructor

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To introduce basic gymnastic skills to the group.

Equipment:

The following would be useful:-

- 4-6 Floor Mats (approx 1.8m x 1.2m x 5cm)
- Vaulting Box
- Trampoline
- 2 Safety Mats (approx 2.3m x 1.5m x 50cm)
- A set of Wall Charts for:-
 - Floor and Tumbling
 - Vaulting
 - Pyramids for pairs such as those produced by the British Amateur Gymnastic Association (BAGA)

Instructions:

GUIDELINES FOR INITIAL SESSIONS:

- Warm Up and Stretching (5 minutes).
- Teach basic floor work only (forward/backward roll, headstand, handstand, cartwheel, crab bend – all with careful support, if required).
- Teach the correct use and safety aspects of a trampoline.
- Run up and hurdle step.
- Trampoline – safety mat work.

Once these skills have been covered (don't worry how much time this takes) move onto the more advanced gymnastic skills.



PROGRESSION:

- After a proper warm up and stretching activity, each lesson should Revise/Practise/Consolidate earlier skills. Gradually (perhaps after about 6 initial sessions) progress can be made.
- More advanced floor work including tumbling (see wall charts).
- Simple vaulting where some floor work can be transferred to the box, initially at low level.

**Tips / Advice:**

- Borrow a Gymnast, (plus their instructor) for an occasional demonstration, from a local gym club.
- Why not see if you can visit a local gym?
- Encourage your young people to do "Homework" strength exercises to build up their strength-to-weight ratio.
- HAVE FUN!!

Safety Issues / Risk Assessment:

- Young people should never use a trampette unless it is supervised by a qualified instructor.
- Only broad box (at half size) should be contemplated until basic vaulting has been mastered with minimum support – straddle vault, through vault, neck roll, head spring etc.
- Long Box is more advanced. It can be very successfully taught using the "Half & Half" method, i.e. Trampette to near end, then far end to safety mats.
- Risk/Safety Assessment – Plan your lesson carefully – Gymnastics can be dangerous but it is GREAT FUN!

**Resources:**

Go to <http://www.british-gymnastics.org> for some more information.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Relay Games

Aim: To develop team work and fitness through relay games.

Activity 1 Circle Head Race



10 mins



5 or more in each team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To complete the relay game.

Equipment:

- Large Ball (e.g. football)
- 4 Marker Cones

Instructions:

1. Place marker cones at each corner of playing area, leaving sufficient space for players to run around the outside.
2. Divide into two teams.
3. Team 1 line up ready to run around the cones.
4. Team 2 form a circle in the centre with one player at the centre of the circle.
5. The ball is thrown by the player in the centre of Team 2 to each player in turn, who heads the ball back to the centre. The player in the centre must then catch the ball. Count the number of times the ball is caught after being headed back. A ball not caught after a headed return does not score.
6. At the same time, Team 1 take it in turn to run one (or 2 laps around) the circuit.
7. When Team 1 has completed the circuits, Team 2 stops heading and catching.
8. Teams change over, with Team 1 heading and Team 2 running.
9. The winner is the team with the highest number of catches.

Safety Issues / Risk Assessment:

A proper indoor football is ideal for this game, otherwise a plastic/nylon football.



Activity 2 Goal Dribble



10 mins



5 or more in each team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To dribble a football then score a goal.

Equipment:

- 1 football for each team
- 1 set of goals

Instructions:

1. Teams line up facing the goal. Players in each team sit, one behind the other.
2. The first player in each team takes the ball and runs to the back of the team.
3. The player dribbles the ball around the members of the team, when he has reached the front of the team he takes a shot at goal.
4. When a goal has been scored, the ball is retrieved by the player and given to the next player in the team. The first player resumes his place at the front of the team.
5. The next player starts from the back, dribbles the ball to the front and scores a goal.
6. Continue until all players in the team have had a turn. Each player starts from the back and resumes their original place when their turn is complete.
7. The first team where every member has scored a goal is the winner.

Activity 3 Alphabet Ping Pong



10-15 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To keep a ping pong ball moving whilst using the letters of the alphabet.

Equipment:

- Table tennis balls for each team
- Table tennis bats or old books or pieces of wood

Instructions:

1. Teams will need to be formed with sufficient space between each team and each team member.
2. The first member in each team will 'bat' the ball to the next player in their team and calls out the letter 'A'.
3. The second team member then bats the table tennis ball to the third member calling out the letter 'B'.
4. The team works together to see how far down the alphabet it can get before the ball touches the ground.
5. You do not need 26 in each team – each player may need to 'bat' a few times.

**Tips / Advice:**

There is a degree of skill required in this game and a practice could be held before the game commences.

Safety Issues / Risk Assessment:

Ensure that the hall space being used is large enough for this relay game and that any obstructions are removed before the game commences as the team members may need to move around the hall depending how skilful they are controlling the ping pong ball.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Recreation



Unihoc

Aim: To provide the young people with an indoor sport activity.

Ideas for Trips & Visits!

- Watch a hockey match
- Visit a local hockey club for training
- Arrange a Unihoc tournament

Activity 1 The Game



20 mins



up to 6 per team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop Unihoc skills.

Equipment:

- Unihoc Set including a puck or small ball
- 2 sets of goals / nets
- A whistle
- A stopwatch

Rules:

- Each team will consist of up to 6 players including a goalkeeper.
- The team should have the same coloured sticks.
- Substitutes are allowed at any time of the game from outside the court.
- The game starts with a drop ball or bully-off between two players in the middle of the court.
- After each break the game will restart with a drop or bully-off from the nearest place the game was stopped.
- There is no offside rule in the game and players are allowed to be any place on the court **except the goal area.**
- Free stroke will be exactly where the foul was called.
- No defensive player may be closer to the puck than 3 metres from the end of the stick.
- A free stroke can score directly.
- A penalty spot at each end should be 3 metres from the goal line.
- All players should stay behind the penalty spot.
- The ball or puck is still in play if a goal does not result.

Goalkeepers

- The goalkeeper's area should be defined before play commences – no other play is allowed into that area.
- Goalkeepers play with a stick.
- The goalkeeper is allowed to grab the puck / ball.
- The goalkeeper may throw or kick the puck / ball to other players.
- The goalkeeper must stay in the goal area during play.
- If the goalkeeper steps outside the goal area a free stroke should be awarded.



! Tips / Advice:

The natural progression from the game of unihoc is field hockey or floor ball. If there are any young people who enjoy the game and want to get involved then there are plenty of sticks available.

Safety Issues / Risk Assessment:

- There is a risk that the young people can get silly and start swinging their sticks around, it is imperative that they understand the rules and keep the stick below knee height in two hands.
- Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions or hazards are removed before play commences.



Resources:

- Hockey website for Britain <http://www.englandhockey.co.uk/>
- Find out about floorball in Britain <http://www.gbff.co.uk/>

Activity 2 Numbers Game



20 mins



up to 12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To play the game in a different way.

Equipment:

- 2 Unihoc sticks
- 1 Puck / ball
- 2 goals

Instructions:

- Set up goals at each end and place the ball or puck in the centre with a stick on either side.
- Pair the young people of equal ability and put them on opposite teams. Give them a number (starting from 1) and send them to opposite corners.
- If there is an odd number of young people then give one of the young people on the other team 2 numbers.
- The young people must line up along the wall in number order starting from the corner.
- The idea is that when you call a number, the numbered young person from each team must race to the middle, pick up a stick and try and score in the opponent's goal.

! Tips / Advice:

- Rather than just calling out the numbers you can call out clues instead which should lead to the young person's number. For example, sides on a square, toes on a foot, days in a week etc. or a sum.
- If you don't have Unihoc sticks use a rolled up newspaper and small ball.

Safety Issues / Risk Assessment:

There is a risk that the young people can get silly and start swinging their sticks around, it is imperative that they understand and keep the stick below knee height.

Team Games

Aim: To develop team work and fitness through a game and also to be used for fitness and exercise.

Activity 1 Finnish Floorball



10-15 mins



Any depending upon the size of hall

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop team work through a game.

Equipment:

- Large foam football

Instructions:

- There are two equal teams.
- Teams act as goalkeepers by linking elbows firmly and lining up behind a pre-determined line at each end of the hall.
- The ball is rolled across the centre of the pitch, the first two players from the left hand end of each team run out to play.
- The ball is kept on the ground and must be hit along with one hand only.
- The object is to score goals by hitting the ball between goalkeepers' legs or side walls, in order that it passes behind the goalkeeper's line.
- The ball must pass below knee height to score.
- When the referee calls 'Change' the playing pairs leave the pitch and return to the right hand end of their own team, while the next two players at the left hand end run onto the pitch and continue the game.
- The game can continue until all have had a chance at being a 'player'.
- The 'goalkeepers' must not cross their line onto the playing area.



Tips / Advice:

- Ensure that the rules are clearly understood before play commences.

Safety Issues / Risk Assessment:

Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions are removed before play commences.



Activity 2 Chair Football



10-15 mins



Any depending upon the size of hall

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop team work through a game.

Equipment:

- 1 chair for each young person
- 1 large foam football
- Coloured bands / sports bibs

Instructions:

- Two equal teams are required wearing a coloured band or a sports bib.
- Set up a goal area and commence playing football as follows.
- Each team member takes a chair and sits anywhere in the defined playing area except directly in their own goal mouth.
- When they have done that tell them that they cannot move off the chair – their bottom must remain on the seat of the chair at all times.
- The teams pass the ball to each other trying to score a goal.
- They must use their feet but must not get up off their seat.
- After a while you could let them relocate their original chair position and play on.



Tips / Advice:

- Ensure that the rules are clearly understood before play commences.

Safety Issues / Risk Assessment:

Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions are removed before play commences.

Activity 3 Defend Your Area



10-15 mins



Any depending upon the size of hall

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop team work through a game.

Equipment:

- 1 large foam ball
- 1 whistle
- 1 stopwatch

**Instructions:**

- The hall is divided into quarters, and the players into four equal teams, with each team taking a quarter of the hall.
- A large ball is required and the object is to keep the ball out of your area and into one of the others, kicking the ball is not allowed.
- Every 10 seconds a whistle is blown and whichever 'quarter' of the hall the ball is in gets a point.
- The team with least number of points at the end of the game wins.
- Teams can be rotated round the hall until they have been in each quarter.

**Tips / Advice:**

- Ensure that the rules are clearly understood before play commences.

Safety Issues / Risk Assessment:

Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions are removed before play commences.

Activity 4 Bucketball

10-15 mins



Any depending upon the size of hall

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop team work through a game.

Equipment:

- 2 plastic buckets
- 1 large foam ball
- 2 chairs or gym mats

Instructions:

This game is played like basketball except players cannot run with the ball.

- A team member from each team has a 'bucket' large enough to hold a large ball and becomes the goalkeeper who stands on a chair or a mat at the opposite end of the hall to their team.
- The goal area must be clearly marked so that no other player is allowed inside that area.
- The teams have to score a 'bucket' using the same or similar rules to basketball.

**Tips / Advice:**

- Ensure that the rules are clearly understood before play commences.

Safety Issues / Risk Assessment:

- Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions are removed before play commences.
- Ensure that the player standing on a chair / on the gym mat is in the marked 'goal area' and cannot be contacted / touched by any other player.

Activity 5 Prisoner



10-15 mins



Any depending upon the size of hall

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop team work through a game.

Equipment:

- 6 large foam balls
- Coloured bands or sports bibs

Instructions:

- Two equal rows of gym mats are placed together at each end of the hall or two lines can be drawn across the width of the hall.
- There are two equal teams who will require a number of soft footballs each.
- The hall is divided into three equal sections, the middle section being no-mans land.
- No player is allowed in that area.
- The footballs are rolled or thrown below waist height in order to hit the opposition below the knee. When a young person has been hit they then have to run to the opposite end of the hall and stand on the gym mats or behind the drawn line – they become a 'Prisoner'.
- To release a 'Prisoner' team members can then throw a ball and if the 'Prisoner' catches it they will be released to return to join their own team at the other end of the hall.
- At a set time the team with the least members in 'Prison' wins the game.



Tips / Advice:

- Ensure that the rules are clearly understood before play commences.

Safety Issues / Risk Assessment:

Ensure that the hall space being used is sufficiently large enough for this game and that any obstructions are removed before play commences.

Activity 6 Quoit Pass



20 mins



6-8 in each team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: An active game suitable when ball games would not be possible.

Equipment:

- Goals – a strip 1 metre wide across each end of the playing area
- Quoit
- Team identification, e.g. training bibs
- Whistle

**Instructions:**

- Each team takes up position in one half of the playing area, up to 2 members of each team (Catchers) take up position in the goals behind the opposing team.
- A team score a goal when they succeed in passing the quoit to one of their catchers.
- The quoit is passed by throwing from one team member to another. Once in possession, players may not move from their position.
- If the quoit is dropped or is not caught, it is given to the opposing team.
- Possession can only be gained by interception, physical challenges are not permitted.
- A pass to a catcher can only be made from inside the opponent's area.
- Catchers may move only inside the goal area.
- Players are not permitted inside the goal area.
- Game starts with one team having possession but must make a forward throw.

**Tips / Advice:**

- Decide on the penalties for any infringement of the rules before the game starts – e.g. a free pass.
- 5 to 10 minutes each way is sufficient.

Safety Issues / Risk Assessment:

Adjust the number of players and catchers according to the size of the playing area.

Activity 7 Hoopy Loopy

20 mins



up to 10 per team

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop teamwork through a game.

Equipment:

- Volleyball net
- Quoit
- Whistle

Instructions:

- Divide the group into teams.
- Get each team to stand on either side of the net.
- The game is normally played in a badminton court.
- The team takes it in turns to throw the quoit over the net.
- The opposition must then catch the quoit and throw it back over.
- If the quoit lands in a space or is dropped, then the nearest or last player to touch the quoit is out.
- When a player is out they must line up at the side of the court.
- If the quoit lands outside of the court without touching the opposition then the thrower is out.



- A player can be redeemed (it is always the player who has been out the longest) by a member of your team catching the quoit cleanly using one hand, through the centre of the quoit. Hence it ends up as a bracelet around the player's wrist.
- If this is done the opposition thrower will also be out.
- The game is won when there are no players left on the opposition team.

**Tips / Advice:**

- Try playing with two quoits.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Water Games

Aim: To have fun and teach a sense of fair play.

Introduction:

All of these games are ideal for camp or your summer programme.

Activity 1 Water Catch



10-20 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have fun and teach a sense of fair play.

Equipment:

- Balloons
- A supply of water

Instructions:

- This is an outdoor activity.
- There must be a supply of water filled balloons before the game commences.
- Players face each other and stand about 1 metre apart.
- One player gently throws a water filled balloon to their partner, who catches it and takes a step backwards, before throwing it back carefully to the first player.
- This continues, with each player taking a step backwards between throws until someone drops the balloon.
- See how far apart they can go successfully without getting wet feet.



Tips / Advice:

- Ensure that the rules are clearly understood before the game commences.

Safety Issues / Risk Assessment:

Ensure that there is enough open space and that the area chosen is free of any obstacles.



Activity 2 Sack Soak



5-10 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have fun and teach a sense of fair play.

Equipment:

- One plastic cup per player
- Two strong black plastic sacks
- A supply of water for each team
- A brave (and waterproofed) team member

Instructions:

- One member from each team holds a strong plastic sack in their hands.
- The players must try to get as much water into their own sack as possible within the given time using the plastic cups filled with water.
- The two team members holding the sack may wander, or run, around the given area and turn around at will but must remain at least 10-15 metres away from their own team's water supply.
- No physical contact is permitted and the game continues for about 5-10 minutes.
- The team with the most water in its plastic bag is the winner.
- Naturally, players might wish to distract their opponents to prevent them filling the sack – this is fine, although physical contact is not permitted.



Tips / Advice:

- Ensure that the rules are clearly understood before the game commences.

Safety Issues / Risk Assessment:

Ensure that there is enough open space and that the area chosen is free of any obstacles.

Activity 3 Pipeline



15 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have fun.

Equipment:

- Straws
- A supply of water

**Instructions:**

- Teams are given a jug of water and a bundle of straws and have 15 minutes or so in which to build a watertight pipeline to cover as long a distance as possible.
- Test it by pouring water through it and by making team members lie down and hold the pipeline above them.

**Tips / Advice:**

- Ensure that the rules are clearly understood before the game commences.

Activity 4 Sprung a Leak

10-20 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have fun and teach a sense of fair play.**Equipment:**

- 5 – 15cm plastic tubing 6 metres long
- 2 boards to fix the tubing to securely
- 2 small buckets for each team
- A supply of water for each team
- A stopwatch
- Table tennis balls

Instructions:

- For this you need a large plastic tube about 6 metres long fixed to a board so it is free standing.
- A plastic soil pipe works well but just have a look in your local DIY store and be creative.
- It is best about 15cm wide.
- You then need to drill about twenty holes of various sizes around the tube and place a table tennis ball in the bottom.
- The challenge is timed and the object is for a team of five or six to try and fill the tube and remove the table tennis ball when it reaches the top.
- One member fills the tube with a small bucket and the rest of the team must cover the holes to stop it leaking.
- The result is very funny and people get soaked!

**Tips / Advice:**

- Ensure that the rules are clearly understood before the game commences.

Activity 5 Keep it Up



10-20 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have fun and teach a sense of fair play.

Equipment:

- Balloons
- 2 water pistols
- A supply of water

Instructions:

- This game is played with 2 teams.
- A member from each team is given an inflated balloon and a water pistol.
- On the word 'go' they must throw their balloon in the air and keep it up using the water pistol whilst walking over a short course.
- If the balloon hits the ground the player must stop and throw it back into the air and continue along the course.
- The game is played in relay and the first team to complete are declared the winners.



Tips / Advice:

- Ensure that the rules are clearly understood before the game commences.

Safety Issues / Risk Assessment:

Ensure that there is enough open space and that the area chosen is free of any obstacles.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Indoor Challenges

Aim: To give young people the opportunity to take part in a challenge.

Ideas for Trips & Visits!

- Laser Quest / Quaser
- Ice skating
- Climbing
- Abseiling
- Roller skating

Introduction:

The following are a series of indoor challenges which can be used as a set of activities or as an individual activity.

Activity 1 Pool Putting Challenge



5-15 mins



4 per table

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To see how many snooker / pool balls can be potted in a given time.

Equipment:

- 1 putter
- 1 carpet area or an old snooker / pool table
- 1 Stopwatch

Instructions:

- This game is a cross between pool and golf.
- The playing surface is best played on carpet and needs to be set out just like a pool table – the pockets can be made out of plastic cups held in place by duck tape.
- The players must remove their shoes if you are using an old snooker / pool table.
- The players take in turns and stand on the playing surface and pot as many pool balls with the putter.
- There should be a set time given for each player to see how many pool balls they can pot.



Tips / Advice:

- Ensure that shoes are removed before standing on the snooker / pool table.

Safety Issues / Risk Assessment:

Ensure that the snooker / pool table does not move and is safely secured.



Activity 2 Safe Landings



2 x 20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To 'land an egg' safely and unbroken.

Equipment:

- Eggs
- Suitable 'materials' to build a design
e.g. bin bags, string, egg box, newspaper etc.

Instructions:

- This challenge is for teams to come up with and build a design which will stop an egg breaking on impact when dropped from a height.
- This challenge could possibly be carried out over two sessions – maybe one session to design it and the second session to build and test it.



Tips / Advice:

- Ensure that the instructions are clearly understood.

Activity 3 Keep on the Straight and Narrow



10-20 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To challenge teams to hold their balance.

Equipment:

- White tape
- A pair of binoculars for each team

Instructions:

- The challenge is for each team to keep on the straight and narrow and complete the challenge in the quickest time.
- Place white tape on the floor over a set distance dependent upon the size of the hall / room.
- Each team member must use the binoculars the wrong way up and walk along the white line.
- Each team member has to complete this challenge and the first team to complete the task is declared the winner.



! Tips / Advice:

Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable and safe enough to minimise the chances of someone getting hurt or injured.

Activity 4 Get In Order



10-20 mins



9 per group

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To follow instructions and get into the right order.

Equipment:

- Masking tape or large pieces of cardboard
- 8 small pieces of card numbered 1 to 8
- String
- 1 stopwatch

Instructions:

- Using masking tape, tape a grid that consists of nine squares (3 x 3).
- Large pieces of card could be used instead.
- Each square needs to be big enough to stand in.
- Get the young people to stand in the squares leaving one free and give each person a number 1-8 that hangs around their neck.
- Make sure the numbers are not in order.
- Stand another person on a chair in front of the grid and give them instructions to get the group in number order, 1 being on the far left and 8 the middle right nearest the caller.
- Numbers can only move into an empty space.
- This is a time challenge.
- More teams can be formed if you have sufficient young people.

! Tips / Advice:

Ensure that the rules of this challenge are clearly understood and that they move only when told to do so by the caller.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable.

Activity 5 Carpet Challenge



10-20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To complete a challenge in the quickest time.

Equipment:

- Carpet, carpet square or rug
- 1 stopwatch

Instructions:

- Divide the young people into equal size teams.
- Each team stands on a carpet or rug that is big enough to hold the whole team and still leave $\frac{1}{4}$ to $\frac{1}{3}$ exposed.
- The idea is that they have found a magic carpet and went flying around but found that they could not land because the carpet was upside down!
- Without anyone getting off, the team must flip the carpet over.
- The first team to do this wins.
- This is a time challenge.



Tips / Advice:

- Ensure that the rules of this challenge are clearly understood.
- About the only way to do this is to get the team in one corner and flip the opposite corner, bow-tie style.
- As an extension task get the young people to stand on the rug, then half the size of the rug and again get them to stand on the rug. Keep halving the area and see how small it can get.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable and safe.

Activity 6 Untie the Knots



10-20 mins



8-10 per group

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To work as a team to complete a challenge.

Equipment:

- A rope about 3 metres long for each team



Instructions:

- Using a length of rope of a decent thickness, about 3m long, loosely tie 4 or 5 overhand knots evenly spaced and lay the rope stretched out on the floor.
- Then get your young people to come forward and pick up the rope with both hands anywhere but not on the knots.
- Once their hands are placed they must not move or take them off.
- The task as a team and in the fastest time is to untie all the knots without letting go of the rope.
- Award penalties for anyone found taking their hands off or moving them.



Tips / Advice:

- Ensure that the rules of this challenge are clearly understood.
- A 3 metre length of rope is about right for 8-10 people.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable, large enough and safe enough for no-one to be hurt or injured.

Activity 7 Shape Up



up to 15 mins



Any dependent upon
space available

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Form a structure with 6 equal sides whilst blindfolded.

Equipment:

- A long length of rope, the thicker the better anything up to 3 metres long
- Blindfolds for each team member
- 1 stopwatch

Instructions:

- Blindfold the team and lead them into the area where the rope is placed.
- Their task is to find the rope and form a structure with 6 equal sides with the following conditions attached:
 - The rope must be fully extended.
 - Every team member must be touching the rope with both hands.
 - All sides must be the same length.
 - They have 15 minutes to complete the task.
 - They can ask for the time remaining as often as they want.
- When the team feel they have finished stop the watch and remove their blindfolds allowing them to see their effort.
- If they have time remaining replace their blindfolds and let them try and improve on it if they feel they can.
- Get the group to then create a 6 sided shape.

**Tips / Advice:**

- Ensure that the rules of this challenge are clearly understood.
- Having explained the task you could give time for discussion before putting on the blindfolds.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable.

Activity 8 Symbols Game



10-15 mins



Any size dependent
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To identify different symbols.

Equipment:

- 'Symbols Game' template
- 'Answers' template
- Pens

Instructions:

- Provide the young people with the 'Symbols Game' template and a pen.
- The task is to identify the symbols in the quickest time possible.
- This could be done individually, in pairs or small groups.

Activity 9 Foot Painting



15 mins



Any size dependent
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Using only their feet each person is to paint a self portrait.

Equipment:

- Paper (A3 or bigger if possible, you could use a roll of lining/wall paper)
- Paint brushes
- Paint
- Chairs
- Newspaper

**Instructions:**

- Using only their feet each person is to paint a self portrait using the equipment provided.
- Each person should be given the same equipment and given a chair to sit on. It is suggested that newspaper is used to cover the floor.

**Tips / Advice:**

- This activity could get quite messy so ask the young people to roll their trousers up, etc.
- Have bowls of water available for washing feet afterwards.

Activity 10 Newspaper Towers

20 mins

Any size dependent
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Build a tower out of newspaper.**Equipment:**

- 2 Newspapers
- 40cm sellotape

Instructions:

- The group are to build a tower using only the equipment provided. The winning group is that with the highest standing tower.
- As an additional element, each group may exchange 2 sheets of newspaper for 10cm of sellotape.

Activity 11 Straw Structures

20 mins

Any size dependent
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Build a straw structure capable of holding a bag of sugar or flour.**Equipment:**

- 25 drinking straws (per group)
- 40cm of sellotape (per group)
- Bag of sugar or flour (only 1 required)
- Additional card or sellotape may be required

Instructions:

- The group is to build a structure capable of holding a bag of sugar or flour using straws and cellotape. The group is not allowed to test the structure until 5 minutes from the end when each group can have 1 test only.
- As an additional element, the group may decide to forgo the opportunity to test the structure in order to receive a piece of card or 20cm of sellotape.

Activity 12 Paper Aeroplane Race

15 mins

Any size dependent
on supervision

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To see who can make the best aeroplane and fly it!**Equipment:**

- A4 paper
- Colouring pens

Instructions:

- To see who can make the best aeroplane. The winner will be the one that travels the furthest.
- Each person should be given 5 minutes to make the craft, and be ready to fly it by a set time, those who miss the start time will be excluded from the aeroplane race.
- You may fly the planes as a race as many times as you wish to determine the winner.

**Tips / Advice:**

- Why not mark the aeroplanes for style and aeronautical display?

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Outdoor Challenges

Aim: To give young people the opportunity to take part in a challenge.

Ideas for Trips & Visits!

- | | |
|------------------|----------------|
| • Go-karts | • Abseiling |
| • Theme park | • Horse riding |
| • Quad bikes | • Ropes course |
| • Roller skating | • Pioneering |
| • Dry skiing | • Caving |
| • Assault course | • Paintball |
| • Climbing | • Archery |

Activity 1 Build a Catapult



15-30 mins



Any dependent upon space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To propel an object over a distance.

Equipment:

- Dependent upon the object chosen provide sufficient equipment to achieve the challenge, e.g. heavy duty elastic band, bike inner tube, wood, etc.

Instructions:

Build a machine or piece of equipment that can throw either...

- An object over a set distance. If all succeed award prize for greatest distance.
- An object a set distance or into a target area.
- An egg a set distance without it breaking on landing.

This challenge could either be done in one session if plenty of raw materials are available, or done over several sessions with planning, building, and testing done at different times.



Tips / Advice:

- Ensure that the group is aware of the set challenge and any 'rules' that you may wish to use.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable.



Activity 2 Obstacle Course Challenge



15-30 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop a sense of teamwork.

Equipment:

- 1 pack of cards
- Obstacles suitable for an outdoor course
- A stopwatch

Instructions:

A number of teams can take part in this challenge, as follows:

- Shuffle a normal 52 playing card pack.
- Each person takes a card from the pack which signifies the ability they lack for the task.
 - Clubs = Not able to use their legs
 - Spades = Not able to use their arms
 - Hearts = Not able to speak
 - Diamonds = Not able to see
- Then ask players to complete an obstacle course as a team.
- Team members will have to work together to complete the course.
- Near the end, if you want you can push them harder and put more pressure on them by saying they only have 30 seconds left.



Tips / Advice:

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable.



Activity 3 Remove Shoes



10-20 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To work as a team to balance a container of water and to keep dry.

Equipment:

- Container for water
- A supply of water
- A stopwatch

Instructions:

- Teams of four and over are required for this challenge.
- Each team member lies down on the floor and puts their feet in the air so that they meet in the centre of the circle.
- A container of water is placed on their elevated feet.
- Each team member has to remove their shoes trying not to spill any of the water in the container.
- After a set time the winning team is the one where the most shoes have been removed and has the most water left in their container.



Tips / Advice:

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

- Ensure that the area where the challenge will take place is suitable.
- Make sure that the container of water is not too large so that it does not cause any damage if it falls.

Activity 4 Word Walking



15-30 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To create words using string.

Equipment:

- String or green garden string
- Small green plant canes

**Instructions:**

- Find an open piece of grass area.
- The challenge is for the team(s) to create the letters of a chosen word (determined by the leader) on the ground using the string and canes.
- The canes are used to mark out the corners of the words and hold them firm.
- The word must be created using the string which must be continual and remain uncut – a knot can be used at the beginning to secure the string to a cane.

**Tips / Advice:**

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

Instruct the young people to be careful with canes, especially near eyes.

Activity 5 Blindfold Tent Assembly

15-30 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To put a small tent up whilst blindfolded.

Equipment:

- 1 old tent per team complete with pegs
- Blindfolds for each team member
- Stopwatch

Instructions:

- The purpose of this challenge is for the team(s) to assemble a tent whilst they are blindfolded.
- One member of the team is not blindfolded as they can give instructions to the other members of the team to ensure that the challenge is completed successfully.
- The team member without the blindfold must only give instructions and should not help in any other way.
- The team(s) can be timed.

**Tips / Advice:**

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

Ensure that the area where the challenge will take place is suitable.



Activity 6 Sheep in the Pen



15-30 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Team members must end up in a 'sheep pen'.

Equipment:

- Blindfolds for each team member
- Cones
- Whistle
- Stopwatch

Instructions:

- The first challenge is for the team to come up with a code by using the whistle so that the blindfolded team members can be guided into the 'sheep pen'.
- There needs to be a shepherd who only uses the whistle to control the 'sheep'.
- Team members (the sheep) need to be blindfolded and then a leader needs to guide them into a space within a defined area of about 10-20 square metres.
- The shepherd stands next to the 'pen' and by using the whistle guides the 'sheep' one at a time into the pen. All team members must end up in the 'pen'.
- This challenge can be timed.



Tips / Advice:

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

- Ensure that the area where the challenge will take place is suitable.

Activity 7 Spider's Web



15-30 mins



Any dependent upon size and space

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

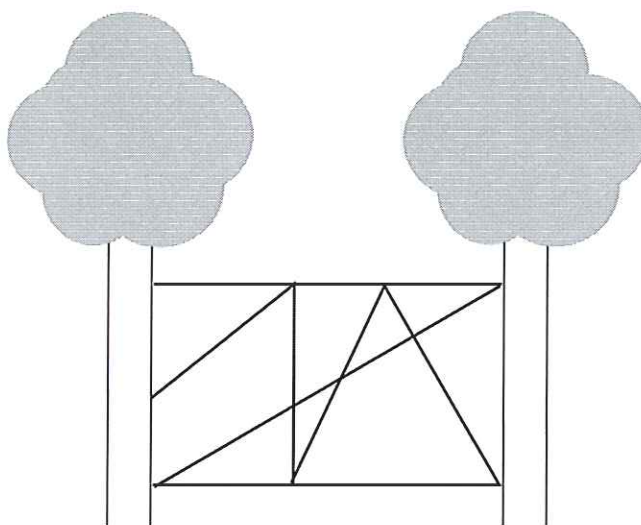
Aim: To get every team member through a 'spider's web'.

Equipment:

- Rope or strong string
- Poles (if no trees)

**Instructions:**

- Using the rope create a spider's web between two trees or the poles if there are no trees. A goalpost could also be used.
- The spider's web could look something like this:-



- Each team member must go through the spider's web without touching the rope; if they do touch it then they have to try again from the start side of the web but cannot use the same hole.
- A hole can only be used once and then 'it is closed' (leaders must remember which holes have been used and make sure that team members do not use them again).
- A practice lift can be used before the challenge begins.
- This can be a timed challenge – either being set beforehand or if there is more than one team then the team with the fastest time wins.

**Tips / Advice:**

- Ensure that the teams clearly understand the rules.

Safety Issues / Risk Assessment:

- Ensure that the area where the challenge will take place is suitable.
- Ensure that team members are placed on the ground and not dropped.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Skateboarding

Aim: To encourage young people to learn a series of basic skateboarding skills.

Activity 1 Introduction to Skateboarding



20 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn the basic skills of Skateboarding.

Equipment:

- Skateboard
- Helmet
- Knee and Elbow Pads

Instructions:

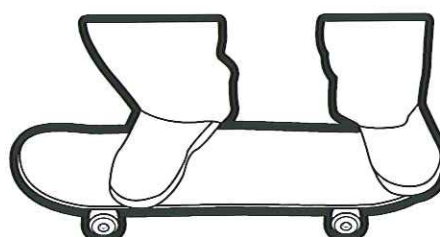
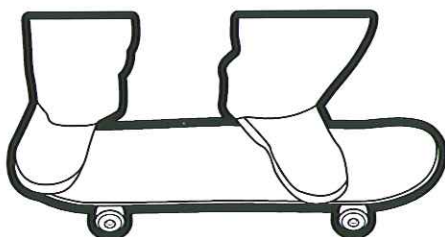
This activity will allow the young people an opportunity to learn the basics of skateboarding, especially for those that have never tried it before. If you have young people or leaders who are experienced then it would be good to get them to give some demonstrations and help teach the rest of the group.

Getting used to the feel of the skateboard:

1. The first time that you get on the skateboard it's going to feel strange so you need to get comfortable with your board.
2. Set the board either in some grass, or some other appropriate place, and try standing on it, jumping on it.
3. Try balancing only on the front or back wheels. Standing on the board, move your feet into different positions.
4. Get used to the feel and size of your board, and get used to standing on it.

What stance to use on the skateboard:

1. There are two main ways of standing on your skateboard. The first way is the regular way.
2. The second way to stand is called the 'goofy' as shown in the pictures below:





3. This is one way to find out what foot you will use to push your self on your Skateboard.
 - Get a ball and put it on the ground in front of you. Now kick it. Whichever foot you kicked it with will likely be your back foot.
 - The balancing foot should be in the front, and the kicking foot in the back.
 - Work out which way is the most comfortable for you to stand on.
 - You need to find a safe place with a smooth surface with a slight slope which will make it easier to start off rolling.
 - Use your back foot to push yourself off and your front foot to control which way you are going.

How to stop yourself:

1. Now you are comfortable and moving well, you need to learn how to stop.
2. The easiest way to stop is by using the "Foot Break" method. Simply take off your back foot and drag it along the ground. It takes a bit of practice to do, so you should practise it before you need it.
3. Another method is the "Heel Drag" and this takes some practice, but it's a common way to stop when people have been skateboarding a while.
 - Put the heel of your back foot so that it is sticking off the back of the skateboard and lean back so that the front of your board comes up into the air.
 - Step down on your heel, but make sure that the front half of your foot is still on the board.
 - Your heel should drag a short way, and you should stop.
 - This will take practice – you may fall on your back a few times and launch the board out while you learn.

How to turn (carving):

1. Carving is all about leaning toeside or heelside, to get your board to turn in that direction.
 - Push your board, and while rolling, put weight on your heels.
 - You will slowly turn in that direction.
 - The harder you push on your heels, the sharper your turn will be.
 - While skateboarding, you will be using this technique a lot.
 - Go out to a safe area and try pushing forward and carving around things.
 - If you carve your upper body strength into the turn you will find it even easier.
 - Now you have learnt the basics, why don't you try some tricks.

**Tips / Advice:**

- If the young people do not get it right first time, encourage them to be patient as it takes practice.

Safety Issues / Risk Assessment:

- Ensure that the area where the activity will take place is suitable and safe.
- Ensure that those taking part have the correct safety equipment on i.e. helmet, knee and elbow pads.

**Resources:**

Useful websites include:

- www.hdskate.com
- www.board-crazy.co.uk
- www.switchmagazine.com

Activity 2 The Ollie



20 mins +



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To master a new skateboarding trick – “The Ollie”.

Equipment:

- Skateboard
- Helmet
- Elbow and Knee Pads

Instructions:

The Ollie is essential for learning most tricks, so you must learn this trick before you try to learn others.

- First, put your front foot on the middle of your board and your back foot on the tail of your board.
- Push down on the tail and just before the tail hits the ground slide your front foot up the board and your board will become airborne.



Tips / Advice:

If the young people do not get it right first time, encourage them to be patient as it takes practice.

Safety Issues / Risk Assessment:

- Ensure that the area where the activity will take place is suitable and safe.
- Ensure that those taking part have the correct safety equipment on i.e. helmet, knee and elbow pads.



Resources:

Useful websites include:

- www.hdskate.com
- www.board-crazy.co.uk
- www.switchmagazine.com



Activity 3 The Kickflip



20 mins +



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

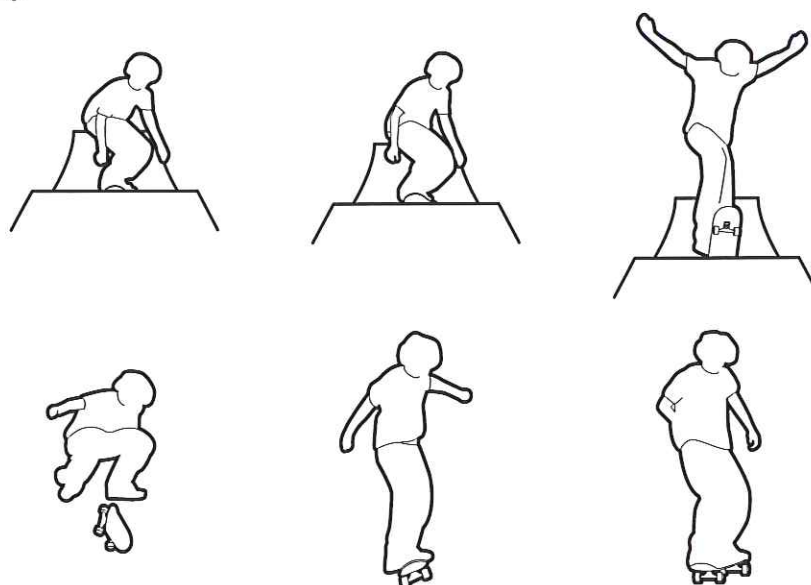
Aim: To master a new skateboarding trick – “The Kickflip”.

Equipment:

- Skateboard
- Helmet
- Elbow and Knee Pads

Instructions:

- The Kickflip is an Ollie with the board spinning over once.
- To do a kickflip, position your feet the same as you would an Ollie.
- Move your front foot to a 45 degree angle away from you.
- The procedure starts the same, first push down on your tail, and instead of sliding your foot up the board, slide it up the board at an angle so your foot goes off the corner of the nose.
- Jump as high as you can.
- Stay in the air with the board spinning between your legs and catch the board in mid air, land and ride away.



Tips / Advice:

If the young people do not get it right first time, encourage them to be patient as it takes practice.

Safety Issues / Risk Assessment:

- Ensure that the area where the activity will take place is suitable and safe.
- Ensure that those taking part have the correct safety equipment on i.e. helmet, knee and elbow pads.



Resources:

Useful websites include:

- www.hdskate.com
- www.board-crazy.co.uk
- www.switchmagazine.com

Chess

Aim: To introduce young people to the game of chess.

Activity 1 Moving / Taking



20-30 mins



up to 15

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To learn and develop the game.

Equipment:

- Chess set(s)

Instructions:

The game of chess can take years to master, but can be learnt very quickly. You will probably find a range of abilities in a group, from those who have never played to those who play for their school or county. To play the game the young people need to know how each piece moves and how they 'take'. Set the pieces up and they can start playing.

This is a good exercise especially if you have a lot of members who are new to the game.

- Place each of the pieces in turn in one of the centre squares, and get the young people to work out how many different squares the piece can move to in a single move.
- Try and get those who have never played the game to work out the different moves, making sure that those who find it easy are helping those who don't.
- The answers should be as follows:
 Pawn: 1
 Knight: 8
 Rook: 14
 Bishop: 13
 Queen: 27
 King: 8
- It may be easier for some of the young people if you have counters to cover the squares where a piece can move which can be counted up at the end.

The best way to practise the game is by playing; try and pair the young people with matching ability. If you have enough chess sets you can set up a ladder system whereby the winner of a game goes up to a higher table and the loser moves down one. The loser of the bottom table and the winner of the top table should stay where they are. You may wish to play timed games, the winner being whoever has the most points worth of pieces (8 for a queen, 5 for a bishop or knight, 4 for a rook and 1 for a pawn) if the game hasn't finished in the allotted time.



Tips / Advice:

- Most people will have a chess set of some sort at home; if you are short then you can ask some young people to bring theirs in.



Resources:

<http://chess.about.com> everything from rules, to openings, to buyer's guides.



Activity 2 Anti Chess / Killer Chess



20-30 mins



Pairs

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: A different way of thinking about the game.

Equipment:

- Chess set

Instructions:

- The pieces move and take in exactly the same way as normal chess.
- The idea however is to get rid of all your pieces before the other player.
- The catch is, that if a player can take an opponent's piece then they must (thus using his go).
- If there is more than one take available then they may choose.
- The king has no special prerogative, so there is no check or checkmate and castling is not allowed.
- If there is a stalemate then the player with the fewest pieces wins.



Tips / Advice:

Another way to play chess is on the computer; however some young people may find it harder as they cannot see the board in the same way.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?

Christian Board Games

Aim: To use Christian Board Games to facilitate the presentation of the Christian message.

Activity Christian Board Games



Various depending upon the game chosen



Various depending upon the game chosen

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To use Christian Board Games to introduce / present the Christian message to young people.

Equipment:

- 'Christian Board Games' template
- Board Games (available from Christian bookshops or online)

Instructions:

- Christian board games are a tremendous resource for teaching young people about Christianity and Christian values. The games allow the Christian message to be presented in a more informal way, and they are fun to play!
- There are a number of games on the market and these can be purchased from most good Christian Bookshops or on-line. A number of games are listed on the BB Scotland Website and you can also get advice on where to purchase these. The games are quite expensive – £25 to £35 – so it is advisable to consider those which would be most appropriate to your group of young people, and your possible usage. Within the local area you could possibly link up with a few other groups and purchase a game each which could be swapped around.
- Many games give a minimum age limit but you will find that these are as suitable for older children/young people, as they often require a pre-requisite Bible knowledge. Games can also be adapted to suit your own method of play – as we do with other board games! It is more important that young people learn about Jesus than necessarily sticking to the rules!
- Christian board games are not an easy option – “give them the game and let them get on with it!” Leaders have an important role in guiding and supporting the young people, and it can be more effective than a Bible talk.
- You have to make sure all the components are put back into the box!
- The handout gives examples of four board games taken from different categories – Bible Knowledge; Bible Team Games; Christian Values; and Christian Stewardship. The handouts give a quick guide for leaders using the games with young people and some insight into the way in which the games can be used.
- You can use the games as part of a normal week-night programme, as a devotion, or as an inter-team challenge.



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Athletics

Aim: To introduce young people to athletics.

Ideas for Trips & Visits!

- Watch an athletics meeting
- Take part in a competition
- Get professional coaching

Activity

Practising Track & Field Events



Typically 1-2 hours +



Ideally 2 leaders per activity

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To show the young people the main techniques for the different events.

Equipment:

- Javelin
- Sandpit
- Crashmats
- Shot Puts
- Measuring Tape
- Stopwatches
- High Jump Equipment

Instructions:

- Why not try some of the events, particularly the ones that the young people may not normally get a chance to try?
- Spend time thinking about what events you do. These will depend on what equipment you have available, what experience you have with the equipment, and what qualifications you have.

Javelin

- The javelin should be held horizontally during your approach.
- As you approach the line, pull the javelin back with a straight arm, staying as upright as possible to give you the power you need behind the throw.
- The javelin should be pulled through strongly after the left leg is firmly planted in front of the line.
- Keep your elbow and arm as high as possible during the throw.
- Aim to release the javelin over your front foot.

Shot Put

- Rest the shot on the base of your fingers and push it against your neck.
- Adopt a back-facing stance at the back of the circle, with your weight mainly on the right leg (if you are right handed).
- To build the power needed to throw, lower your weight onto your right leg and form a low and closed crouching position.
- Prepare to launch your body.
- To begin your launch, drive your right leg downward and then powerfully thrust your left leg towards the toe board.
- The power you generate here is crucial to a good throw.
- With a side-on stance, transfer the power up through the legs, body and throwing arm.





- With a high elbow, release the shot by punching your arm to the sky and flipping the wrist.
- The shot can easily fall away from the neck during the throw so make sure it is fully pressed hard against your neck until the final release.

Sprints

- Starting a sprint race is all about explosion of speed and power. But you do need to keep it under control. Being relaxed helps your body run efficiently and quickly at any distance.
- Try to breathe gently and await the starter's commands.
- Crouch on one knee and form a high bridge with your fingers just behind the line.
- Your hands should be placed slightly wider than your shoulder width. If you feel cramped, you are probably positioned too close to the start line.
- Don't get distracted by anything or anybody. Keeping your eyes focused on the ground ahead of you will help your balance, focus and relaxation.
- Raise your hips to a level just above your shoulders.
- Your head shouldn't be dropped towards the ground but don't 'crick' your neck by trying to look up the track.
- Lean your body as far forward as you can and aim to begin running without stumbling. Wait for that starting signal.
- On the B of the Bang, breathe out hard and pump those arms and legs.
- Try not to travel too far with each stride to start with.
- Thrust your elbows as high as possible with each backward swing and drive your legs with a high knee action.
- Keeping your body low in your opening strides will thrust you forward.

High Jump

Most young people will be comfortable using a scissor-kick motion to propel themselves over the high jump bar.

Long Jump

- About halfway through your run up make sure you pump those arms and legs to get maximum speed.
- On take-off, power yourself by driving your leading leg upward.
- It is important to help force your body through the air by circling your arms. They should first go downward, then backward, upward and finally forward.
- To delay landing too early, thrust both legs outward in their extended position, and drive your hands down. This will thrust your shoulders and head forward.
- On landing, bend your knees and move your upper body forward as you hit the sand. To get a longer jump and prevent yourself from falling backwards, lean to one side as you land, using one elbow for balance.

Safety Issues / Risk Assessment:

- All physical activity should be preceded with a warm-up session (refer to the warm-up sessions topic in Recreation – Health & Lifestyle).
- Make sure there is adequate supervision for the number of young people to both help some with their technique whilst also watching the rest of the group.
- Certain activities (such as Discus) require specific equipment and regulations prior to undertaking.



Resources:

- <http://www.bbc.co.uk/sport> – click on 'athletics', then select 'skills' to get ideas from the pros.
- For some downloadable lesson plans <http://tesco.com/sport> click on teacher/coach.

Indoor Olympics

Aim: To enable young people to take part in an alternative indoor Olympics.

Activity Indoor Olympics



30 mins +



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To get young people to compete in the indoor Olympics.

Equipment:

- A4 paper
- Broadsheet newspaper
- Chalk
- Paper plates
- Tape
- Cones
- Stopwatch
- PT mat
- Light weight football
- Skipping rope

Instructions:

Get your young people to take part in some of the following events:

JAVELIN

- Every young person makes a paper aeroplane from a sheet of A4 paper.
- Players launch their planes, the winner is the plane that travels the furthest.

SHOT PUT

- Mark out a semi-circle as the throwing area.
- Each player has two sheets of paper and scrunches them up into a single ball.
- Holding the ball as in the shot put, each player throws their ball.
- The player whose ball travels the furthest is the winner.

DISCUSS

- Mark out area from which the discus will be thrown.
- Each player throws a paper plate like a Frisbee.
- The player whose plate travels the furthest is the winner.



**SHUTTLE RUN**

- The young person runs between markers 5 times and the time is recorded.
- OR record how many runs are completed in 20 seconds.

STANDING LONG JUMP

- Stand at the end of the mat with feet together.
- Jump forward to land on two feet.
- Measure the distance from the end of mat to where the young person landed (back of heels).
- To introduce a handicap system, take into account the height of the young person by lying down on the mat and marking their body height. The distance of the jump is then measured as the distance beyond their own body height.

KEEPY UP

- Using feet, knees or head, players try to prevent the ball from touching the floor.
- Record the time OR count the number of strikes on the ball.
- This could be played individually, in pairs or as part of a team.

SKIPPING

- Record the time or number of turns the young person can complete.

DEVOTION:

- In the sports played tonight there have been winners and losers. There may have been prizes.
- Read Philippians 3 v 12-16.
- What prize are we aiming for in life?

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?



Alcohol

Aim: To give young people information about alcohol in order for them to make informed and responsible decisions.

Ideas for Trips & Visits!

- Invite a police officer, health worker, or specialist youth worker to your BB night

Introduction:

Leaders working on this topic with young people will need to be aware of their church's stance on alcohol.

Leaders will need to be aware that for some young people in the group alcohol abuse or addiction may be an issue within the family.

Recent research shows that 80% of young people aged 11-16 have tried alcohol in a variety of circumstances. In the UK each year 50,000 13-19 year olds are admitted into Accident & Emergency Departments with acute alcohol intoxication.

Activity 1 The Facts about Alcohol



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To present facts about alcohol, consider its effects and lead into a discussion regarding health issues.

Equipment:

- Pens
- 'Alcohol Awareness' template
- 'The Effects of Alcohol' template

Instructions:

- Explain that you are going to discuss alcohol and that having looked at some facts, the young people will then complete sheets which will then be discussed.
- Present the following information:
"As well as drinking, alcohol has other uses. You can burn it (methanol/ethanol can be alternatives to fossil fuels); you can wear it (ethanol is used in perfumes to stop animal or plant extracts from going off); you can clean with it (methylated spirits although highly poisonous is effective at cleaning paint brushes)."
- You may wish to share some of the facts contained in the introduction.
- Distribute 'Alcohol Awareness' and 'The Effects of Alcohol' template.
- Discuss – Were there any facts that surprised the young people?
– What are the young people's views on alcohol?



Tips / Advice:

Be sensitive to the particular needs of individuals who may have experience of alcohol related problems.

Activity 2 Who would you treat?



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To consider the financial as well as other costs of the misuse of alcohol.

Equipment:

- Flipchart
- Pens
- 'Who would you treat?' template

Instructions:

- Present the young people with the following information. This could be displayed on large sheets around the room or by a projector etc.
 - Alcohol related problems cost the economy £20 billion per year.
 - Alcohol misuse is increasing causing two main problems: crime and anti-social behaviour in town centres; health problems as a result of chronic and binge drinking.
 - 50,000 13-19 year olds are admitted to A & E with acute alcohol intoxication each year.
 - 40% of street crime is alcohol related.
 - There are approximately 3,000 deaths and serious injuries each year caused by drink-drive collisions.
- Having seen the information split into smaller groups to complete the task.
- Give out the 'Who would you treat?' template.
- The groups have to prioritise the order of treatment for 6 fictitious arrivals at the town's A & E Department. There are no right answers, but the smaller groups will need to be able to share and justify the decisions to the other young people.
- Discuss any differences between groups. If injuries are self-inflicted, should hospitals give them a lower priority?
- Consider how drinking can have consequences for not only you, but for other people also.



Tips / Advice:

- Remember that some young people may come from homes with alcohol issues and some facts could cause distress. There should be no criticism of lifestyles.
- It may be better with the exercise on the handout to cut the characters into individual strips so that the young people can move them into the order they believe.



Activity 3 Why do people drink? Health Issues



30 mins



Any, but discussions are better if group size allows everyone to feel comfortable to contribute

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider the short and long term health problems of excessive consumption of alcohol.

Equipment:

- Pens
- 'Health Issues' template

Instructions:

- On the 'Health Issues' template there are a list of statements relating to alcohol and some potential health problems. Ask the young people to mark them true or false.
- All of the statements on the sheet are true. Alcohol is a powerful drug and affects the body straight away.
- Alcohol dehydrates the body and lowers blood sugar levels. It takes 8 units of water and approximately 1 hour for the body to process 1 unit of alcohol.
- Alcohol dulls the brain. Although it feels stimulating at first, it is a depressant and slows the body down. This can lead to loss of coordination and cause accidents.
- Alcohol affects judgement.

Activity 4 Guidelines and the Law



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider health guidelines and the law on alcohol consumption and purchase. To understand the measure of alcohol as a unit and consider the recommended safe amounts.

Equipment:

- Glasses
- Measuring jug
- Tea spoon
- Calculator
- 'The Law' template
- 'Health Guidelines' template

Instructions:

- Look at the laws relating to purchase and consumption of alcohol by completing 'The Law' template. (Answers – 5 years, 18 years, 16 years, 18 years, 18 years)
- Are there any ages that the young people found surprising?
- Discuss why there is underage drinking if it is illegal for under 18's to buy alcohol or for other people to buy it for them? Do the young people think that the ages in the laws are correct?
- Consider the 'Health Guidelines' template. Think about what 1 unit of alcohol looks like. Measure out glasses of water to illustrate what a unit of different kinds of alcohol will look like – a unit of spirits is 25ml, wine is 125ml, lager is 285ml ($\frac{1}{2}$ pint). (1 teaspoon = 5ml)
- Use the sheet to show young people how to work out the units of alcohol in a drink when they know its strength and volume. You could use the examples on the sheet or provide labels or cans that the young people could use.

**Tips / Advice:**

- Be sensitive to the particular needs of individuals who may have experience of alcohol related problems.

Activity 5 Alcohol and Christians



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider the Christian response to the information that we have acquired.

Equipment:

- Bibles

Instructions:

- Different Christian traditions take a different stance on alcohol.
- There is no commandment not to drink alcohol, but there are strong statements about not getting drunk. In Proverbs 20 v 1 there is a warning about being led astray by alcohol.
- There are examples of the use of alcohol in the Bible. Jesus wine and dined with sinners (Matthew 11 v 19); Jesus turned water into wine (John 2 v 1-11).
- BUT, to accept the latter references as a licence to drink without thinking of the consequences is to act without exercising responsibility.
- Life was different in first century Jewish culture – there were no fast cars, advertising did not exist, sanitation was almost non-existent and water was often unsafe to drink.
- Discuss with the young people what they think Jesus would say and do now.

**Tips / Advice:**

Be sensitive to the particular needs of individuals who may have experience of alcohol related problems. Some denominations will have a particular stance on alcohol and it is recommended that you discuss this with the church leadership before commencing this unit.

Drugs

Aim: To increase young people's awareness of drug and substance abuse and their ability to make informed decisions.

Ideas for Trips & Visits!

- Invite a police officer, health worker, or specialist youth worker to your BB night

Introduction:

The object of this unit is to increase the young people's awareness of the effects of drug and substance abuse and the problems that can arise. Whilst it should be remembered that alcohol and tobacco are powerful drugs and although legal are listed in some reports as more harmful than some Class A drugs, there are separate units in the programme on these. Whether or not these units are to be covered it is also worth considering them as part of this unit.

There is much information and misinformation about drugs and leaders may need to increase their own knowledge before tackling this unit. It is true that many of our young people will come into contact with drugs at an increasingly younger age. It is the intention of this topic to present some information so that they are able to make informed choices.

There are many reputable websites and in the government's latest initiative "FRANK the truth about drugs" booklets are available for young people. Go to www.talktofrank.com for more information.

Activity 1 I Heard



30 mins



6-8

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore myths and stereotypes based on information that young people may have already heard about drugs.

Equipment:

- Pens
- Flip chart paper/coloured marker pens
- 'I Heard' template

Instructions

- Give each young person a copy of the 'I Heard' template. Ask them to complete the sentence in each box. Encourage them to go with their first thoughts.
- Discuss the answers they have given. Do other group members agree?



- Use the information to facilitate a discussion around stereotypes.
- Ask the young people to draw on flip chart paper a drug dealer. They should add associated clothing and may add words or phrases associated.
- What are the dangers with assuming this stereotype of a dealer?

**Tips / Advice:**

- Be aware of your own views on drug taking, especially legal drugs such as alcohol and tobacco.
- Remember not all drugs are bad. If they are legally prescribed by a doctor or qualified professional then they have obvious benefits.

Activity 2 Exploring Attitudes



30 mins



6-8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore the young people's attitudes to drugs.

Equipment:

- Agree/Disagree labels
- 'Exploring Attitudes' template

Instructions:

- Label one end of the room you are using as "agree" and the other end as "disagree".
- Explain that you are going to read out a number of statements that describe feelings and views around drug issues (Exploring Attitudes template).
- The young people should show how they feel about the statement by putting themselves in the appropriate area. They can go anywhere in between the two extremes.
- After each movement ask someone why they are standing in a particular position. Draw attention to any obvious disagreements.
- Leaders should be prepared to deal with any specific issues that arise such as matters related to the law.

Activity 3 Reasons, Risks and Choices



30 mins



6-8

Participation	☆	☆	☆
Empowering	★	★	★
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To consider why people take drugs, the dangers and the alternative action and life-styles.

Equipment:

- Pens
- 'Reasons, Risks and Choices' template



Instructions:

- The exercises and questions on the 'Reasons, Risks and Choices' template provide a basis for discussion:
 - What reasons might one be tempted to take drugs?
 - What are the dangers and risks involved?
 - What alternative actions and lifestyles can be developed?
 - How can one resist pressure to take drugs?
- The questionnaires do not provide definitive right and wrong answers, but give a focus for discussion and sharing opinion.
- Remember that in many places, the world of drugs – production and consumption – is closely associated with poverty. A solution to basic production will not come about until farmers in poor areas are offered a viable and sustainable alternative.
- What the young people do within BB could be an important factor in combating issues that lead to drug and substance abuse.



Tips / Advice:

- Remember you may be able to invite a drug specialist youth worker or police officer to an evening to go into more detailed issues surrounding drugs.

Activity 4 Drugs in sport



20 mins



No maximum

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To make the young people think about why people might take drugs in sport and the implications such activities might have.

Equipment:

- Flip chart pad
- Pens

Instructions:

1. Write on a flip chart the headings below and get the young people to jot down their ideas. (Time: 10 minutes)

Bring everybody back into one group. Discuss the answers that they have reached. Some possible responses have been listed below:

Why do sports people take drugs?

- Athletes, footballers and all kinds of sports people take many different types of drug. They do it to make their performance better.
- They hope that the drug will give them an edge over all the other people they are competing against. But it is very risky, as this is cheating and they don't want to get caught.

How do drug cheats get caught?

- At all sporting events and in every league, there is random drug testing. This is usually a urine sample, but this does not detect all drugs very effectively, so some people are trying to get blood testing for illegal drugs.
- If a drug is found in someone's body, it doesn't mean they will be punished. Some drugs, like Nandrolone, are made naturally in the body, but in very small amounts.
- This makes it very hard to tell if the sportsperson has been cheating. If they have, then they are usually banned.

**What are the main sports drugs?**

- EPO

EPO is short for Epoietin Alfa. It is a drug which increases the amount of red blood cells in your body. These carry oxygen round your body. The more oxygen you have in your body, the easier it is to do exercise.

- Nandrolone

This is a type of steroid. It increases the size of your muscles. It is hard to detect, because it can be made in the body naturally.

- THG

THG is short for tetrahydrogestrinone, another type of steroid drug. It improves the body's ability to compete by reducing tiredness and building muscles.

What are the risks when taking sports-enhancing drugs?

Some of the main issues include:

- Increased blood pressure and body temperature.
- Increased and irregular heartbeat.
- Aggression and anxiety.
- Loss of judgment which can put other, innocent, competitors at risk.
- Loss of appetite.
- Addiction.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Faith and Lifestyle

Aim: To think about how our faith should influence our lifestyle.

Ideas for Trips & Visits!

- Invite an appropriate member of your church to talk about how their lifestyle has been affected by their faith

Activity 1 Where We Start From



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To understand how we can build on past experiences.

Equipment:

- Bible in a version suitable for young people

Instructions:

- Many of today's football clubs had their origins in local churches, Christian clubs, Sunday Schools and Temperance Societies. Sometimes the team's name retains the club's Christian connection.
- Read out the following clues about two or three of these football clubs. Which of the clubs can the young people identify? Give then points according to how quickly they get the answer.

Club 1

1. This English club was started in 1885 by members of St Mary's Church Young Men's Association.
2. The club won the FA Cup in 1976, beating Manchester United 1-0.
3. The team's home strip is a red & white shirt and black shorts.
4. The club moved to St Mary's stadium from 'the Dell' in 2001.
5. The team's nickname is the 'Saints'.

Answer – Southampton

Club 2

1. The club is one of oldest English clubs, started in 1878 by St Domingo Church Sunday School.
2. The club have won the FA Cup 5 times, the last time in 1995 beating Manchester United.
3. The team's home strip is a royal blue shirt and white shorts.
4. The team's nickname is the 'Toffees'.
5. One of their early grounds was Anfield Road before they became the first team to have a purpose built stadium named 'Goodison Park'.

Answer – Everton

Club 3

1. This English football team was started in 1875 by young men from Trinity Church in Bordesley Green.
2. Their original name was the Small Heath Alliance and their nickname was 'The Heathens'.
3. The club was the first in the UK to transfer a player for £1 million.
4. The German Airforce scored 20 direct hits on their home ground, St Andrews, in World War 2.
5. Their home strip is a blue shirt and white shorts, from which the team get their nickname, 'The Blues'.

Answer – Birmingham City



Club 4

1. This Scottish football team takes its name from the ancient name of its home city.
2. The club was founded in 1885 by the young men from the city's cricket club.
3. The team's home strip is a blue and white shirt and blue shorts.
4. The club were the first in the United Kingdom to have a purpose built all seated stadium; built on land given to them by a local farmer named Bruce McDiarmid.
5. The team's nickname is the 'Sainteets'.

Answer – St Johnstone (from St John's Town, the old name for Perth)

Club 5

1. This Scottish football team was founded in 1867; is the oldest football club in Scotland and was started by members of the local Young Men's Christian Association (YMCA).
2. The team played the first ever international football match, when they played England in Glasgow on St Andrew's Day in 1872. The result was a 0-0 draw. They were twice the beaten finalists in England's FA Cup.
3. The team is the last remaining amateur side playing in the Scottish League.
4. The club has had 3 home grounds, all named Hampden Park.
5. The team's strip is a black & white shirt and white shorts.

Answer – Queen's Park

Club 6

1. This English football team started in 1880 with young men from St Mark's Church, West Gorton and was first called Ardwick AFC.
2. They have been runners up in the FA Cup 4 times and winners 4 times, the most memorable occasion was in 1956 when their goalkeeper broke his neck during the game and carried on playing.
3. They were the first team to wear numbers on their shirts when they played Everton in the FA Cup final in 1933.
4. Their home strip is a light blue shirt and light blue shorts, they are known as 'The Blues'.
5. In 2003 their left their old home ground at Maine Road for a new stadium.

Answer – Manchester City

- Briefly tell the story of Joseph up to the point where he makes himself known to his brothers (Genesis ch 45):

"Joseph was the favourite son of his father but because of the special attention he received he was hated by his 11 brothers. At first they plotted to kill him but instead they sold him as a slave and he was taken to Egypt. In the meantime, they led his father, Jacob, to believe that Joseph had been killed by a wild animal.

In Egypt, Joseph prospered, although when falsely accused of assault, he was put into prison. However, his ability to interpret dreams resulted in him being brought to Pharaoh, to interpret the king's dreams. He told Pharaoh that his dream of seven thin cattle eating up seven fat cattle meant that there would be seven years of good harvest and seven years of famine. Pharaoh put Joseph in charge of all the land and made him a very important person in Egypt.

As Joseph had foretold, there were seven years of good harvest during which time the Egyptians stored up huge amounts of grain. When the famine started they had plenty of reserves and were able to sell grain to others.

Back in Canaan, Joseph's family were starving, so Jacob sent his sons to Egypt to buy grain. There they met up with Joseph, although they failed to recognise him. Joseph sold them the grain but secretly hid his silver cup in the sack belonging to the youngest Benjamin. The brothers has not travelled far on their return journey when Joseph's servants caught up with them and brought them back to Egypt for stealing the cup.

The brothers protested their innocence and Joseph agreed to release them but said Benjamin would have to remain in Egypt. Judah, one of the older brothers, offered to stay behind instead. Judah said that Benjamin was his father's favourite and the next youngest, Joseph, was dead."



- Continue the story from Genesis ch 45 v 1 to 15.

So Joseph knew that God had a plan in getting him into Egypt and making him a very wealthy and important man (v 7 and 8).

- Questions for the group to consider.

1. Since Joseph knew it was all part of God's plan, was he right in not telling his brothers who he was when they first met?
2. Was Joseph right in planting his cup in the sack and accusing them of stealing it?
3. Was Joseph right in tormenting his brothers in letting them think that he was dead and insisting that Benjamin stayed behind?

Although Joseph knew that it was all part of God's plan, he wanted his brothers to know it too, so that they would feel no guilt about what they had done to him in the past and bring the whole family back to Egypt.

- If the group is ready for further discussion, you may want to ask if any of them feel that God has had a hand in their lives so far.

Activity 2 The Choices We Make



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at the effects of making the wrong choice and giving in to pressure.

Equipment

- Bible in a version suitable for young people
- 'Who Advises You' template – one copy for each young person
- Pens / pencils

Instructions:

Making the right choice is difficult, especially when it means being different to everybody else. Nobody wants to be left out or thought to be 'odd' by their friends.

- Give out the 'Who Advises You' template and ask the group to fill it in. Ask the group to keep their answers for later in the session.
- Relate the main events in the life of Samson.

"The Israelites were at war with their neighbours, the Philistines. They were always being attacked by the Philistines, sometimes they won but during the time of our story they were losing very badly. God promised that he would give them a leader who would lead them into victory. He gave them Samson, a man famous for his great strength and courage. However, because Samson had a special job to do for God, there were conditions attached to the way he lived. He could not drink wine or any other form of alcohol, he was not allowed to touch anything that was dead and, most important, he must not cut his hair.

Sadly, because Samson was so successful in defeating the Philistines, God's instructions about his lifestyle were either forgotten or ignored. He drank wine, he touched the dead body of a lion, and he even went so far as to marry a Philistine woman. Although she was later killed by the Philistines. But none of this seemed to affect Samson, for 20 years he was a successful and victorious leader until he met Delilah.

Delilah was bribed by the Philistines to discover the secret of Samson's great strength. After several failed attempts, she finally prised the truth out of him. If he cut his hair, he would lose all his strength. Whilst he was asleep, Delilah cut off his hair and when the Philistines came he was unable to fight them off and he was captured."



- Continue the story from Judges ch 16 v 21 to 30:
Samson had made some wrong decisions in his life, but it was the persistence of Delilah that finally brought about his downfall.
- Now use the 'Who Advises You' replies and discuss with the group in which areas of their life they are more likely to take advice, from whom and why?
- Get the group thinking about the quality of the advice they receive and the influences to which they are susceptible.

Activity 3 Christians Don't Have Any Fun



20 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: Does being a Christian mean that life is dull and boring?

Equipment:

- Bible in a version suitable for young people
- 'Which Food?' template – one copy for each young person
- 'Which Food? – Answers' template
- Pens / pencils
- Flip chart

Instructions:

- Too often leading a Christian life is taken to mean having to give up or not being able to enjoy everything that makes life fun. Instead of giving us more freedom, Christianity is a restriction on our lives, or so it appears, when all the 'don't do, don't think, don't say' are taken into account.
- In Old Testament times, God gave specific instructions to the people of Israel about taking care of their health, rules for hygiene and which type of food they were allowed to eat.
- Give out the Resource, 'Which Food' and ask the group to complete. When the group has completed the sheets, you can give the answers.
- Ask "Why does the group think some foods were allowed and some were forbidden?"
There will be range of answers e.g.:-
 - Some creatures would not taste very nice (e.g. rats)
 - There was a risk of disease or illness with some creatures (e.g. pigs)
 - Some creatures were not fussy about what they themselves ate (e.g. foxes)
 - Some creatures ate other dead creatures (e.g. vultures)
 - Some creatures, when cooked, would taste really good (e.g. lamb)
- All of these are true. But point out the positive aspect, that God allowed certain creatures to be eaten and some to be avoided because he wanted the people of Israel to enjoy a healthy lifestyle. Stress that it was not just HAVE a healthy lifestyle but ENJOY a healthy lifestyle. He did not want them to be healthy and miserable.
- Ask the group whether they enjoy playing sports.
- If so which sports?



- Do they play sports because they enjoy them or because they need the exercise?
- Most will say that they play sports for the enjoyment, getting exercise is a bonus.
- Playing sports is a social activity; we can take part with our friends. Being with friends makes us feel good about ourselves and gives us an opportunity to show friendship to others.
- Christianity and sports have been associated for a very long time. Lots of football clubs started out from churches and Sunday schools, some of today's football clubs have their own team chaplain (as do BB Companies), and there are chaplains to cricket and rugby teams as well.
- Ask the group to list things which people do which result in a healthy lifestyle. The group should think about a healthy mind and body. Answers may include:-
 1. Eating the right sort of food
 2. Getting enough exercise
 3. Not spending too many hours watching TV
 4. Avoiding junk food
 5. Not playing computer games for hour after hour
 6. Choosing carefully what to watch on TV
 7. Being selective about which films to go and see
- Go on to talk about things which are harmful, prompt the group to come up with some suggestions. The point to stress here is that many of the things which are harmful are addictive. Once we start on them, they are very difficult to break free from. Instead of us having control of our lives, the addiction takes over.
- Having a Christian faith does mean there are somethings we do not do, but we have more fun doing the things we can do because we know that they are not going to harm us in any way.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Recreation



Smoking

Aim: To give young people information about smoking in order for them to make informed decisions.

Ideas for Trips & Visits!

- Invite a health worker or specialist youth worker to talk to your group about smoking

Introduction:

The effects on health of smoking are well known, yet each year many young people start. Through information and discussion young people will be challenged regarding their attitudes to smoking.

Activity 1 The Facts About Smoking



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	★	★	★
Equality	☆	☆	☆

Aim: To present facts about smoking to lead into a discussion regarding health issues.

Equipment:

- Pens
- 'The Facts About Smoking' template

Instructions:

- Explain that you are going to discuss smoking and that the young people are to complete a sheet on smoking facts.
- Distribute 'The Facts About Smoking' template.
- Discuss.



Tips / Advice:

- Remember that some young people will come from homes with regular smokers and some facts could cause distress.

Activity 2 The Cost of Smoking



30 mins



Any, but split into smaller groups of 3

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To introduce the financial costs of smoking and to consider how else this money could have been used.

Equipment:

- Pens
- Paper
- Calculators
- Holiday Brochures
- Retail Catalogues
- Laptop or PC
- 'The Cost of Smoking' template

Instructions:

- Distribute 'The Cost of Smoking' template
- Find out the cost of a packet of cigarettes.
- Calculate the cost of smoking if 10, 20, 30 per day are smoked.
- How much would a smoker spend in a year?
- If appropriate construct a spreadsheet.
- From calculated figures use catalogues and brochures to see what you could have bought if you didn't smoke.
- Young people could cut out the pictures and make a poster.
- Which would you rather have, a fantastic holiday or 20 cigarettes a day?

**Tips / Advice:**

Remember that some young people will come from homes with regular smokers and some facts could cause distress. There should be no criticism of lifestyles.

Activity 3 Why Do People Smoke?



30 mins



Any, but discussions are better if group size allows everyone to feel comfortable

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To discuss the factors that cause people to smoke despite the health and financial implications.

Instructions:

- Remind young people of some of facts from session 1 (these could be displayed around room).
- Remind young people of financial costs learned in session 2.
- Ask the group – if we know the facts, why do people still smoke?
- Some of the responses might include peer pressure, media portrayal etc.
- Be prepared to lead a discussion on the issues that arise.

**Tips / Advice:**

It may be that some of your young people do smoke. Be prepared to support them in decisions that they are making.

Bullying

Aim: To increase young people's awareness of bullying and to develop strategies and an anti-bullying policy.

Introduction:

Bullying is a topic that will be familiar to most of the young people. Schools will have policies and it is important that at BB all young people feel valued and not the victim of bullying.

Activity 1 Bullying is...



30 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	★	★	★

Aim: To think about what bullying is.

Equipment:

- Pens
- 'Bullying...' template
- A4 paper

Instructions

- Distribute the 'Bullying...' template.
- On the sheet there are many statements related to bullying. Young people should indicate if they think the statement is correct or not. Some will have clear cut answers, but others are more open and may only be true some of the time.
- After the sheet tell the young people that bullying can take several forms; verbal, social, material, mental and physical.
- Have these words written on 5 separate sheets. Invite the group to go around and write examples, if they are able, under the words.
- Bullying happens between one person and another where some form of abuse of power is used to hurt or reject someone. It is different from "fighting" which can be a one-off way of dealing with conflict. Bullying has much in common with harassment and intimidation.
- Bullying can be:
 - Verbal – name calling, offensive comments
 - Social – not spoken to, excluded from activities
 - Material – possessions are stolen or damaged
 - Mental – pressure to conform is applied
 - Physical – assault
- Discuss whether bullying is action repeated over a long time or whether it can be a one off incident.



Activity 2 Bullied or Bully



30 mins



6-8

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To explore the reasons behind bullying.

Equipment:

- Pens
- 'Why do some people bully?' template

Instructions:

- Ask the young people why they think people are bullied.
- Often they will cite because of people being different in some way, but sometimes there appears to be no given reason.
- Complete the 'Why do some people bully?' template and discuss.
- Ask whether anyone has been the victim of bullying or has ever bullied. Have we ever stood by and let someone be bullied.
- Explore the reasons.



Tips / Advice:

- Be aware of individual sensitivities.

Activity 3 What Can We Do?



30 mins



Any

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To develop an anti-bullying policy which can be used in the group.

Instructions:

- Talk about what you can do if you are a victim of bullying – why do victims often keep it a secret?
- Explain that at BB everyone should be treated with respect. Are there examples of where this might not happen?
- Devise an anti-bullying policy. It might be best to do this as a group looking at the six items below:
 1. How can everyone be more aware of the problem of bullying?
 2. What standards are expected in your group?
 3. How can you enforce these standards?
 4. What process is there for dealing with these situations?
 5. What action is required by leaders?
 6. What support can be provided by young people?
- Think about how this policy can be shared with other young people and become a reality.

Christianity Today

Aim: To see the challenges that a Christian faces in living out their faith.

Ideas for Trips & Visits!

- Invite an church member to talk to your group about living out their faith

Activity 1 Media Portrayal of Christianity



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at how the media and our friends perceive Christianity.

Equipment:

- TV and Video

Instructions:

- Tell the group that most of them have been to church at sometime or another. Through that and other people we meet, we get our own ideas of what Church is all about. These impressions are sometimes right and sometimes they are wrong.
- Show part of The Simpsons episode "Homer the Heretic" (Season 4, Episode 3).
- Tell the group that this gives some good examples of what people think about Christians and the Church. Ask the group to describe how the different characters (Homer, Bart, Marge, Ned) respond to Christianity. They can draw upon different episodes if they are fans of the Simpsons.
- Ask the group who they are like?
- What do you think God wants you to be like?

Activity 2 Living as a Christian



20 mins



4-12

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To look at how we should live as a Christian.

Equipment:

- Flip chart pad
- Pens
- Bibles





Instructions:

- Give the young people (in pairs) 5 minutes to draw a cartoon of a Christian. Get the pairs to show their pictures to the larger group and ask them what characteristics this person has? Initiate a discussion within the group.
- Read out the following Bible passages and ask the group if they think this differs from their pictures:
 - The man with a crippled hand (Mark 3:1-6)
 - The woman caught in adultery (John 8:1-11)
- Tell the group that many people see God as a “universal police officer” who gives us an impossible list of things that we could never do and is watching our every move so that he can throw the book at us if we mess up. However it was Jesus’ intent to do one thing and that was to restore broken relationships. Jesus taught that all people were created to be in a life long loving relationship with him. Instead of living life trying to please God by our religion, we should surrender our lives to follow Jesus. This promises to satisfy our deepest needs and longings, and wash away our guilt with his love and forgiveness. The message of Jesus wasn’t a list of rules to be obeyed, rather a simple message that everyone is important and valuable in the eyes of God.
- Get the pairs to look up one of the following passages and ask them to review their original pictures:
 - Matthew 22: 36-39
 - Micah 6:8
 - Romans 3:23
 - 1 John 1: 8,10
- Read out the following passage from Philippians 3:2-11 in the Message:

“Steer clear of the barking dogs, those religious busybodies, all bark and no bite. All they’re interested in is appearances... You know my pedigree: a legitimate birth, circumcised on the eighth day; an Israelite from the elite tribe of Benjamin; a strict and devout adherent to God’s law; a fiery defender of the purity of my religion, even to the point of persecuting the church; a meticulous observer of everything set down in God’s law Book.

The very credentials these people are waving around as something special, I’m tearing up and throwing out with the trash – along with everything else I used to take credit for. And why? Because of Christ. Yes, all the things I once thought were so important are gone from my life. Compared to the high privilege of knowing Christ Jesus as my Master, firsthand, everything I once thought I had going for me is insignificant – dog dung. I’ve dumped it all in the trash so that I could embrace Christ and be embraced by him. I didn’t want some petty, inferior brand of righteousness that comes from keeping a list of rules when I could get the robust kind that comes from trusting Christ – God’s righteousness.

I gave up all that inferior stuff so I could know Christ personally, experience his resurrection power, be a partner in his suffering, and go all the way with him to death itself. If there was any way to get in on the resurrection from the dead, I wanted to do it.”

- Tell the group that God doesn’t want external ‘religious’ demonstration, but rather an inward heart of love. This doesn’t mean that we can do anything we want, but rather that we should be like Jesus and reflect his grace. Ask the group what they think Jesus is like and write it on a flip chart pad? Compare this to their picture of a Christian.
- Finally ask the group how we can reflect what Jesus is like to others?

Activity 3 Love in Action



20 mins



4-12

Participation	★	★	★
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To reflect God's love in a practical way.

Equipment:

- Bibles
- Flip chart pad
- Pens
- Appropriate equipment to wash cars

Instructions:

- Following on from the previous week get the group to think of something to practically demonstrate the love of Jesus. On a flip chart pad get them to generate lots of ideas.
- Get the group to do something like wash the cars in the car park, but don't tell the car owners that you are going to do it. (Make sure they are people that you know and wouldn't mind you washing their cars, e.g. other leaders.)
- The idea of the exercise is that we don't do these things to get something in return, like praise or thanks, but as an expression of God's unconditional love. The group might struggle not to tell anyone about the good things that they have done, but this is an essential part of the exercise.
- Finish by reading this verse John 13:34.



Resources:

Why not get involved with the Hope project? Find out more at: www.hope08.com



STOP & THINK!

- What went well?
- What didn't?
- What you would do differently next time?



Recreation



Warm Up Sessions and Circuit Training

Ideas for Trips & Visits!

- Arrange a trip to a gym

Aim: To ensure that young people understand the importance of being warmed up prior to physical activity and to improve their personal level of fitness over a period of time.

Activity 1 Warm-Ups



5-7 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To prepare for physical activity.

Equipment:

- Whistle

Instructions:

- Every period of physical activity (e.g. circuit training) should be preceded by a warm-up session. The reasons are:
 - to prevent injury and soreness to muscles and joints
 - to improve blood circulation
 - to increase efficiency
 - to prepare mentally for activities
 - to improve flexibility
- Each warm-up session should contain the following three elements
 - Phase 1 – Pulse Raising
 - Phase 2 – Mobilising Exercises (Joints)
 - Phase 3 – Stretching Exercises (Muscles)
- Examples for each phase are given below. A competent instructor will be able to devise other exercises which satisfy the criteria above and which can be performed safely.

Phase 1 – Pulse Raising:

- Jog around a circuit. On a single blast of the whistle run. Return to jogging on 2 blasts of the whistle. Alternate between jogging and running.
- Start running slowly on the spot. On a single blast of the whistle increase the pace and raise knees higher. Slow down on 2 blasts of the whistle. Alternate between the two speeds.

Phase 2 – Mobilising:

Ideally the routine should start at the neck and work downwards.

Neck:

- Turns – Turn head to the left to look over left shoulder, then forward, then to the right. Tilt head backwards to look at the ceiling, then downwards to look at the floor. Repeat the exercise three times.





- (NOTE – Head rotations should never be used, this movement compresses the spinal chord and could cause permanent injury.)

Arms and Shoulders:

- Shoulder Circles 1 – With arms hanging loosely by the side, describe circles with the shoulders.
- Shoulder Circles 2 – Place hands on shoulders, describe circles with the elbows both forwards (x 6) and backwards (x 6). To finish lower hands and lift shoulders up and down (x 6).
- Pushes – Stand facing a wall, arms slightly bent and hands flat against the wall, one foot in front of the other. Push hard against the wall and relax, repeat 4 times.

Trunk and Lower Back:

- Twists – Stand with feet apart, place hands behind the head; keeping lower body still, turn upper body to the right, turn forward, then turn to the left (x 6).
- Front Bends – Stand with feet apart, place hands on hips, bend forwards, then straighten, bend forward (x 6).

Legs and Ankles:

- Sit with legs straight and together, bend knees up to chest at the same time raise feet off the floor, hold, then relax (x 6).
- Lie on back with legs straight and together, arms out sideways; raise right leg and cross over left leg, lower to touch floor; repeat with raising left leg.
- Stand on one foot (use a wall to maintain balance if necessary), rotate other foot in both directions; repeat standing on other foot.

Phase 2 – Stretches:**Arms and Chest:**

- Stand with feet apart, raise arms behind back with palms upwards, push upwards, then relax; repeat exercise.
- Stand with feet apart, bend right arm backwards to touch right shoulder blade, with left hand gently push backwards on right elbow; repeat with left arm.

Legs:

- Sit with legs forward and crossed at ankles, lean forward and grasp toes, hold for 10 seconds, relax, then repeat exercise.
- Stand on right leg, bend left leg backwards, hold left foot in right hand, pull gently upwards; repeat standing on left leg.
- Sit with legs bent and soles of feet touching, bend arms, with palms touching place elbows on knees, push downwards on knees, hold, then relax; repeat exercise.

**Tips / Advice:**

- Whilst the exercises are being performed, continually check that they are being done correctly.
- Be prepared to coach and give encouragement.

Safety Issues / Risk Assessment:

Warm-ups should be led by an instructor who has the necessary skills and ability to lead the session.

Activity 2 Circuit Training



10-15 mins



Any number

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To improve level of fitness.

Equipment:

- Stopwatch
- Whistle
- Score Sheets
- Other equipment required is listed with each exercise

Instructions:

- Circuit Training aims at the progressive development of general fitness, with the activity being repeated over a number of weeks.
- Training should improve strength, suppleness, speed and stamina.
- Exercises should be demanding, simple (rather than skilful) and exercise the major muscle groups (arms, back, trunk, legs).
- A typical circuit will comprise a number of stations at which different exercises are performed.
- An example is given below. A competent instructor will be able to devise other exercises which satisfy the criteria above and which can be performed within the constraints of the premises and available equipment.
- It is essential that a record of an individual's performance is maintained so that improvement can be monitored and encouraged.
- Young people should be taken round the circuit and each exercise explained and correctly demonstrated.

Station 1 – Back Extension:

Equipment:

- None required

Instructions:

- Lie face down, legs straight and feet together. Bend arms and rest chin on hands. Raise head keeping hands in contact with the chin. Lower to the floor and repeat.
- Count the number of times the exercise is performed.
- A variation which makes the exercise more demanding is to raise and lower the legs at the same time as the head is raised and lowered.

Station 2 – Hoop Jumps:

Equipment:

- Two hoops

Instructions:

- Place hoops in contact on the floor.
- Keeping feet together jump from one hoop to the other.
- Count the number of jumps.



**Station 3 – Side Obliques:****Equipment:**

- Gym mat – essential

Instructions:

- Exercise should be done with a partner.
- Lie on back with knees bent so feet are comfortably in contact with the mat.
- Place hands at the side of the head so fingers make contact behind the ears (hands must not be placed behind the head or neck).
- Partner should hold ankles so that feet remain in contact with the mat (partner must not hold down on the feet).
- Sit up, curling trunk until one elbow touches opposite knee (e.g. right elbow to left knee).
- Lower to starting position and repeat exercises to the opposite side.
- Count number of sit-ups.

Station 4 – Shuttle Run:**Equipment:**

- 2 Marker Cones

Instructions:

- Place cones 10 metres apart.
- Run continuously from one cone to the other.
- Count the number of completed runs.
- A variation is to use several cones so that the length of the run changes.

Station 5 – Push Ups:**Equipment:**

- Gym mat – preferable

Instructions:

- Start in front support position, i.e. only hands and toes in contact with the mat, and back and legs straight.
- Hands should be a comfortable distance apart, usually slightly more than shoulder width.
- Bends elbows until the nose almost touches the mat, keeping back and legs straight.
- Push up to return to starting position.
- Count number of push ups.

Station 6 – Step Ups:**Equipment:**

- PE bench

Instructions:

- Stand in front of the bench.
- Step onto the bench, placing both feet in sequence fully on the bench and step off again.
- Count the number of step ups.

**Station 7 – Ball Pass:****Equipment:**

- Football (or similar sized ball)

Instructions:

- Exercise needs to be done with a partner.
- Stand back to back with partner, legs astride.
- Using both hands, pass the ball clockwise at chest height from one partner to the other.
- Count the number of 360 degree passes.

Station 8 – Squat Thrusts:**Equipment:**

- Gym mat – preferable

Instructions:

- Start in the squat position, palms flat on the mat and shoulders above the hands. Knees should be tight up to the chest and at least level with the elbows.
- Keeping hands and shoulders in position, feet should jump backwards so that legs are fully extended.
- Jump back to starting position.
- Count number of completed jumps.

**Tips / Advice:**

- Whilst the exercises are being performed, continually check that they are being done correctly.
- Be prepared to coach and give encouragement.

Safety Issues / Risk Assessment:

- Circuit training should be led by an instructor who has the necessary skills and ability.
- All circuit training sessions **must** start with a warm-up routine and end with a warm-down routine.
- Take great care when improvising if the correct equipment is not available. Chairs are generally not a safe substitute.

**STOP & THINK!**

- What went well?
- What didn't?
- What you would do differently next time?

Recreation



Diet and Healthy Living

Aim: To help young people better understand the health choices they make, and to make living a healthy balanced lifestyle enjoyable.

Introduction:

Having a balanced and healthy diet is very important for young people. In today's society however, young people are often bombarded with contrasting messages and poor role models through the media in terms of what actually is or isn't a healthy lifestyle to lead – this can obviously lead to confusion. Peer pressure can also be a significant factor.

Activity 1 Healthy Eating



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have a better understanding of healthy foods.

Equipment:

- 5 separate pieces of card – each having one of the following words on 'Fatty and sugary foods, carbohydrates, proteins, dairy products, fruit and vegetables'
- 4-6 different packet foods
- 4-6 different foods to taste

Instructions:

- As a group, discuss the meaning of a healthy diet.
- List various foods and get young people to indicate (by placing next to the correct card label) whether they are fatty and sugary, carbohydrates, proteins, dairy or fruit and vegetables. A definition of the main food groups are listed below:

Carbohydrates

These are your main body's source of energy, and include bread, cereals, potatoes, pasta, rice and noodles.

Fruit and Vegetables

These are brimming with fibre, plus a whole range of vitamins and minerals, and because they are low in calories, they make an important and healthy addition to any diet.

Protein

Plays an essential role in building and repairing your body, and includes foods such as meat, fish, eggs, beans and nuts.





Milk and Dairy

Products such as milk, cheese and yogurt are a source of calcium. Calcium is a mineral that strengthens your bones and teeth, and ensures everything runs smoothly with your muscles and nerves. It's especially important for growth. Calcium can continue to add to the strength of your bones until you reach the age of 30 to 35, when peak bone mass is reached.

Fats and Sugars

The foods in this group are best eaten sparingly because, although an energy source, they contain few nutrients. Don't be fooled into thinking they're entirely 'bad' though. Fat is an important contributor to good health. Typical foods in this group include chocolate, biscuits, butter and 'fatty' meats.

- Look at 4-6 different packet foods to see what the different ingredients are (i.e. salt, fat, E numbers) etc.
- Taste 4-6 different foods (and different from above) and discuss whether healthy or not healthy prior to looking at ingredients list.



Tips / Advice:

- Don't be too preachy, unhealthy foods eaten occasionally are okay in moderation.

Safety Issues / Risk Assessment:

- Be aware of any allergies some people may have to particular ingredients i.e. nuts.
- If cutting foods up with young people for tasting, be aware of cuts that could be caused from knives.



Resources:

- www.wiredforhealth.gov.uk
- www.food4life.org.uk
- www.bbc.co.uk/food/recipes
- Local Authority health school website.

Activity 2 Food within BB



20 mins



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To have an understanding of how the way we run BB can have a positive effect on our healthy eating.

Equipment:

- Paper
- Pens

Instructions:

- Get young people to list all foods sold in BB Tuck shop / canteen. Which of these are healthy? What sort of products could the shop stock instead?
- Get the young people to carry out a quick survey to see what they would like stocking in tuck shop/ canteen.
- Get the young people to plan a menu for a camp or forthcoming residential that is balanced and healthy. They may need to consider offering two menus for each meal to cater for vegetarians, people with allergies, etc.



! Tips / Advice:

- Emphasise that when cooking at camp, sometimes the facilities are a little prohibitive – so make sure that this is taken into account.
- May want to get parents answering tuck shop questionnaire as changing the products sold can have an impact on the whole of your BB group. You may well get parental support!



Resources:

- www.bbc.co.uk/food/recipes
- www.food4life.org.uk
- www.wiredforhealth.gov.uk
- Local Authority health school website.

Activity 3 Own Lifestyle



20 mins +



Any

Participation	☆	☆	☆
Empowering	☆	☆	☆
Educative	☆	☆	☆
Equality	☆	☆	☆

Aim: To evaluate members own lifestyle.

Equipment:

- Paper
- Pens

Instructions:

- Discuss how much exercise each person does in a week. Do they walk to school or at the weekend? Discuss how long they sit in front of the television / computer or play computer games each day.
- Read the following scenario to the group. Working in pairs or small groups, discuss what advice would they give to the young person.

"Ian does not enjoy doing sports. He doesn't think he is as good as his friends at things like football, and feels embarrassed with what he looks like when doing such activities. His friends are still asking him to come and play, but he keeps making excuses not to.

- Still working in pairs or small groups:
 - List some of the types of exercise that young people can do e.g. football, swimming, walking / jogging, gymnastics, netball / basketball. Which activities appeal the most?
 - List the positives that people get out of doing exercise. Some reasons could include.
 - It's an opportunity to meet up with friends or make new ones.
 - Better general fitness, and stronger bones and muscles.
 - It stops you putting on weight.
 - You'll feel a sense of achievement.

! Tips / Advice:

- Some young people in the group may be sensitive to issues regarding their physical appearance and / or lifestyle habits. This topic should be approached in a manner where people are not judged.



Resources:

- www.bbc.co.uk/health

Recreation

