

Activity Idea Toolkit

It aims to:

- Offer a framework to help promote and support the return of activity in your school
- Offer tools to help develop sport in your school to be the best it can
- Provide activity ideas which you can use with your peers and other YAs
- Offer ideas to help motivate and inspire other young people to develop their skills through sport and physical activity



Sport and physical activity are powerful tools to develop skills and improve our wellbeing. Let's get everyone active, learning and feeling great!

How can this toolkit help you to plan as a Young Ambassador?

This toolkit contains lots of activity ideas that you can use to get started in your role as a YA. Some of these ideas focus on developing skills like problem solving and goal setting, while others focus on sport and physical activity.

Some can be used as icebreakers to help get to know YAs/Sport leaders – what their goals are as a YA, what your common interests are and what motivates you as a group.

Other ideas might be suitable when organising an event at school like Active Girls Day where you may be looking for fun activities and challenges to get more people active.

Remember

These are just some examples that you can use. Why not get creative and come up with your own activities/games/sports that might work.

Start with Your Why?

- Why is physical activity and sport important?
- Why is this so important now?
- Why is it important to connect with our peers and feel a sense of togetherness and belonging?
- Why is it important to design and deliver a flexible offer that your peers will enjoy?

Why is it important that we plan how to do this?

- Help to motivate and inspire other young people to get involved in sport.
- Motivate others to take care of themselves and look after each other.
- Understand the needs of everyone and provide everyone with the opportunity to enjoy physical activity
- Plan and develop sport and physical activity in your school so it can be fit for purpose (inspiring, accessible, and meaningful for all)

How to Plan Your Activities:

- What would work for your peers?
- What would work as icebreaker activities to get to know your other YAs?
- How would you run your activities?
- Can you create fun ways to help engage others in these activities too? Getting as many people involved can really help everyone feel connected, supported, and help to create sustainable healthy lifestyle habits across the whole school.
- How can you promote your activities in school or through other channels like social media?

How can you set up your activities?

- Your activities can be set up in many ways, but it is best to keep it simple.
- Think about who you need to connect with to bring your ideas to a reality.
- PE Teacher – Active Schools Coordinator – Headteacher – Sports Leaders – Local Clubs – Guidance – School Sports Council – who else?
- Connect and engage with everyone on your Young Ambassador Team and discuss ways to do this
- Ensure everyone is clear about their role. This will need some planning in advance.
- Make sure when you are planning and delivering each session that everyone can take part and feels included.
- Remember – sometimes other people will have a different viewpoint to you. Listen to each other and take their feedback on board.

How can these activities help to motivate and inspire more young people to get active?

The activities shared in this tool kit can help introduce new, fun sports and activities.

Everyone can have a go if they are at school or even at home. This will give them a chance to play new games, try new sports and do activities that they may not have experienced before.

The variety can help you work out what your peers enjoy and what they would like to take part in.

How can you create a sense of togetherness and connection for everyone taking part in your activities?

Making positive connections and feelings of togetherness helps to generate good feelings, feel less stress, and boosts our overall health, resilience and well-being.

How can you plan your activities to help make it feel like we are all taking part together?

- Could you have a personal challenge leaderboard?
- Could you have a lunchtime activity that could be done at school or at home.
- Could you have some hashtags for people to connect their posts to or search for activities of their team?
- Could you encourage people to ask their family and friends to get involved in the activities?
- Could you have an online sharing notice board so people can check in before and after each activity or day?
- Could you set some challenges for people to do something active every hour of the day for just 60 seconds? You can use the 60 seconds active challenges or come up with your own.
- Can you do these things face to face or do you need to provide the challenge card?

How can you collect feedback during or after your activities to help you to plan for future activities?

Your activities are a great chance to see what your peers enjoy and helps you to collect feedback from participants to build up a picture for planning and delivering your future activities.

Some ideas for consulting with your participants:

- You can chat to participants to gather information. See what things people liked or what they would change?
- You can use a voting/poll system online for participants to choose their favourite activities.
- You can get people to fill out a questionnaire at the end of each activity.
- You can ask for people to feedback any suggestions or ideas.
- Or you can create your own consultation methods.
- Gathering information at the event is great but consider following up after the event too when participants have had time to reflect.



Climb the Mountain - 60 Second Challenge

Why: This activity is great for getting active during the day. It builds cardio endurance, core strength, and agility. You can work several different muscle groups with mountain climbers.

Equipment: None

Space: Just make sure you use a clear, open and safe space

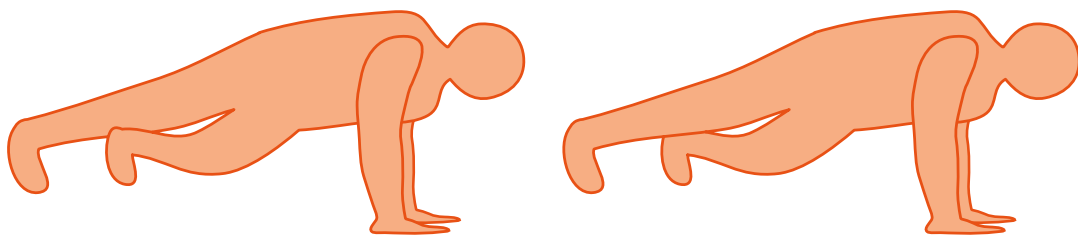
Group size: Individual or in pairs or as a group

What to do

- How many mountain climbers can you complete in 60 seconds?
- Make sure you bring your knees up as you move, do not just flick your legs up and down.
- Can you keep going even if you start to feel tired?
- Why not create a 'personal challenge leader board' – People can input their scores and celebrate who can improve their own score the most (10 mountain climbers in 60 seconds on first attempt. 15 mountain climbers in 60 seconds on third attempt – personal improvement of 5 mountain climbers).
- Connect with each other using a communal call to action and hashtag.

STEP - making the activity easier and harder

Space	Just make sure you use a clear, open and safe space.
Task	Perform a press up after each mountain climber to make it harder. Allow people to take a break every 10 climbers to make it easier. Or rest hands on wall and move feet in and out to make easier.
Equipment	No equipment needed.
People	Compete against other family members or friends. The first person to achieve an agreed number of mountain climbers is the winner.



What are the supporting YA Skills being used in this activity?

 Listening

 Influencing

 Connecting

 Promoting

 Implementing

That's Me!

Why: This is a great way for everyone to connect, get to know each other and build confidence and team spirit.

Equipment: None

Space: Seated or standing

Group size: Any group size

What to do

The leader of the activity reads a statement out loud, if that statement applies to you, then you can lift both arms up and say, 'that's me' (or type 'that's me' in the chat box if virtual). This can be done with favourite quotes too, for example: "You are you for a reason, what's meant for you will not go past you."

Statements:

- I am a Young Ambassador
- I drink at least 2 cups of coffee or tea a day
- I have 2 siblings
- I have a pet
- Dinner is my favourite meal of the day
- I have had breakfast today

You can also base the statements around the 5 YA skills:

- I am connecting with my ASC and/or PE Teacher
- I am listening to others
- I have been able to influence my peers positively
- I am promoting the power of sport
- I am implementing positive change

What are the supporting YA Skills being used in this activity?

 **Listening**

 **Promoting**

 **Influencing**

 **Implementing**

 **Connecting**

Scavenger Hunt

Why: Helps to practice problem-solving skills and gets people up and active. If delivered in a group, we can work on teamwork skills too.

Equipment: List of items to find. 1 per team

Space: Safe outdoor or indoor space

Group size: Individual or pairs or maximum of 4 players per team

What to do

- This can be done individually or in pairs.
- If playing in pairs or teams. Teams can be put into groups.
- Create a scavenger hunt list. Players chat in their teams to discuss who can find which items on the Scavenge Hunt list. They can be as creative as they wish, and everyone should contribute something.
- Teams bring all the items back as soon as possible, where the items will be checked- in case they have been too creative!

Things you might have on your list: Find something...

- Round
- Green
- Tiny
- Flat
- Smelly
- Useful
- You could wear

STEP - making the activity easier and harder

Space	Play on a virtual call or face to face, team members can identify items indoors or outdoors that match their list.
Task	Change the items on the list; ask players to walk/crawl as they travel; teams can split up and play strategically.
Equipment	Vary the items to be found (everyday house items or more obscure items).
People	Vary the team sizes; play in pairs; play as individuals; players take turns to create the lists.

What are the supporting YA Skills being used in this activity?

 **Listening**

 **Promoting**

 **Influencing**

 **Implementing**

 **Connecting**

'Create a new Game or Sport' Challenge

Why: Being active and doing sport is great for our physical and mental wellbeing. You can be creative by sharing ideas for new physical activities that can be related to new and exciting sports or activities that you would like to try.

Equipment: Various adapted equipment available (balled up paper/ socks instead of ball/ round plastic lid instead of a frisbee)

Space: Seated or standing or moving. Sufficient space for players to move safely to plan and try their game

Group size: Individual, in pairs or small group size

What to do

- Participants are tasked to create their own inclusive game in small groups.
- Groups can be given a theme (team game, target, competitive, cooperative).
- Groups develop a game/sport with rules and scoring (where required) by discussing, negotiating, and working together.
- Try some activities connected to new and exciting sports or games that you have never played before.

If at home, what household items can you adapt for equipment?

Can you encourage some friends or family members to help you test your new game/sport?

STEP - making the activity easier and harder

Space	Remind groups to consider ways to change the space to make their game easier or more challenging.
Task	Remind groups to consider different ways of moving or different skills to help make the game more inclusive and/challenging. Try some activities connected to new and exciting sports.
Equipment	Ask players to consider how the equipment they use may change the nature/ rules of the game.
People	Remind groups to think about how they could engage greater or smaller numbers of players into their games so everyone is included.

What are the supporting YA Skills being used in this activity?

 **Listening**

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 **Influencing**

 **Implementing**

 **Connecting**

Would I Lie to You?

Why: We can learn a lot about other people from this game. It also helps to show us that we must listen carefully to what people say and how they say it.

Equipment: None

Space: Can do in any space, seated or standing

Group size: Any group size

What to do

- Ask each player to think of three statements about themselves.
- Two must be true statements, and one must be a lie. Give a few minutes to allow people to think of these.
- Each person shares their three statements (in any order) with the group. Can be shared by unmuting themselves or via chat function (in virtual).
- The goal of the game is to determine which statements are true. Works on listening and communication skills.

STEP - making the activity easier and harder

Space	You could do this seated or standing.
Task	Change number of truths and lies. People can ask questions to determine what is true.
Equipment	Participants have piece of coloured paper each (red and Green) – the winner is the one who shows their coloured paper quickest and correctly guesses the lie. This can be done using the chat box function if virtual.
People	You could play this game in a large group, smaller groups, or even pairs.

What are the supporting YA Skills being used in this activity?

 **Listening**

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 **Influencing**

 **Implementing**

 **Connecting**

Communication - Listening to Each other

Why: Active listening builds strong relationships, and it is an important communication skill for us to develop. Listening and communicating are very useful for team sport.

Equipment: None or list of random words to help with inspiration for storytelling

Space: Can do it seated or standing

Group size: Small group size

What to do

- Can be done with group or in smaller groups of 4
- Can give a list of random words if helpful for inspiring the flow of the story.
- Starting sentence “Once upon a time, the whole world went into lockdown....”
- Everyone takes it in turns so that each of you can add to the story based on what the previous participant has added to the story.
- Everyone must listen to each other’s contribution to make sure the story makes sense.



STEP - making the activity easier and harder

Space	You could do this virtually or face to face seated or standing.
Task	You could add creative ways for participants to add actions to their stories.
Equipment	Can use a list of visuals/statements shared on screen/poster to help inspire.
People	Can do it in small teams in or as one group.

What are the supporting YA Skills being used in this activity?

 **Listening**

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 **Connecting**

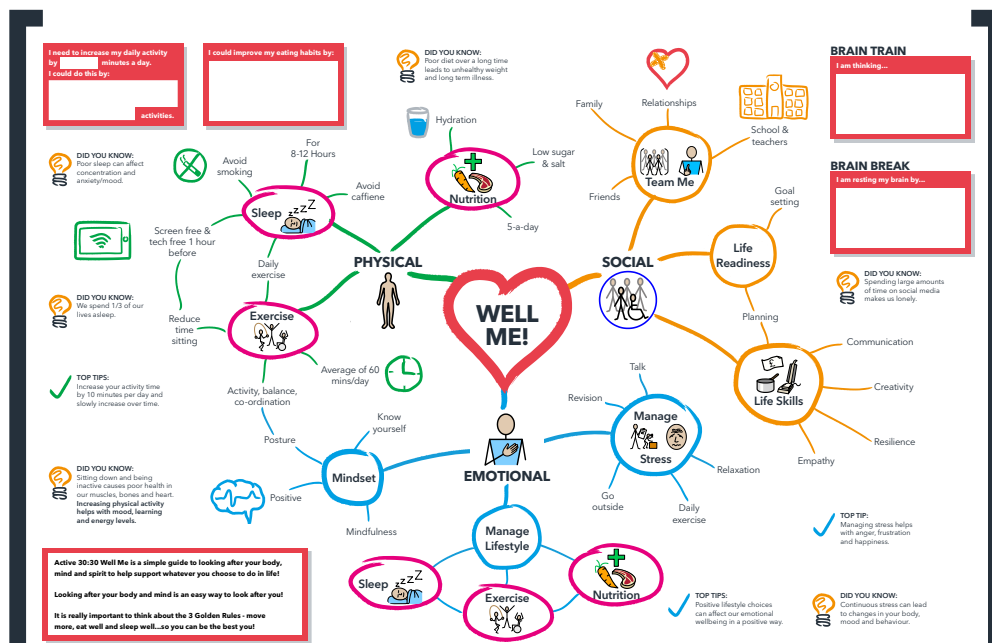
Goal Setting Challenge

Why: Goal setting helps to give us direction and prioritise what is important in terms of our sports and physical activity participation and how this can influence our health and wellbeing. Working toward our goals helps to motivate us and gain a sense of purpose and personal satisfaction.

Group size: Individual or group activity

What to do

- Introduce the Well Me poster
- Participants spend time looking at the poster
- Participants choose an area of their own sport, health and wellbeing they would like to improve/enhance
- They consider changes they may be able to make to help make progress towards their goal
- Participants write down steps of how they will work towards their goal, what changes they may have to make, what resources they will need to help them, what support might they require
- The goal could be over a week, 2 weeks, month or longer and this will depend upon what their goal is
- Participants are encouraged to keep a diary to keep a note of what they are doing and progress they are making. YA's are encouraged to keep a note of this in their YA Planner.



What are the supporting YA Skills being used in this activity?

 Listening

 Influencing

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 Implementing

Who is your Role Model

Why: Having positive role models in our life are very important and having good role models in sport and fitness is important, as they can help influence our actions and motivate us to strive to get active.

Equipment: None (can use photos/videos of role models to explain)

Space: Indoors or outdoors seated or standing

Group size: Group, pairs or individual

What to do

- Who is your role model(s)?
- Why did you choose him/her/them?
- How would you describe what a role model is?
- What qualities do role models have?
- What would you like to tell your role model if you could meet them in person?

STEP - making the activity easier and harder

Space	You could do this virtually or face to face seated or standing.
Task	You could add creative ways for participants to add actions to their stories.
Equipment	Can use a list of visuals/statements shared on screen/poster to help inspire.
People	Can do it in small teams in or as one group.

What are the supporting YA Skills being used in this activity?

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Wall Sit Resilience Challenge

Why: Resilience helps us to develop a positive approach to situations and supports better problem-solving and helps us to maintain motivation. This activity also helps us to get active.

Equipment: Wall or Chair with arm rests

Space: Sufficient space free of hazards to do activity safely

Group size: Individual or in small groups

What to do

- Find a wall clear of any objects or hazards
- Stand tall with your back to the wall, feet hip distance apart
- When your back is fully in contact with the wall, start to slide down, until your thighs are parallel to the floor
- Check that your knees are lined up above your ankles – adjust your foot position if not
- Hold for 60 seconds or as long as possible
- Have a 3-minute rest – What could you have done better? How did you speak to yourself? Could you have been more positive?
- Have another go (this time tell yourself over and over that you are strong and that you can do it) and try to beat your time.

STEP - making the activity easier and harder

Space	This can be done sitting - if you have a chair with arm rests, you can hold yourself up out of your seat with your arms for as long as you can.
Task	Put your arms out laterally out in front of you and hold for as long as you can.
Equipment	Chair or Wall.
People	Can be done individually or in a group. You can challenge someone else to see who can stay in position longest.

What are the supporting YA Skills being used in this activity?

 **Listening**

 **Promoting**

 **Influencing**

 **Implementing**

 **Connecting**

Get Outdoors - fresh air = fresh mind

Why: Being indoors in front of a screen can leave us feeling tired and stressed. If we get outdoors and have some fresh air and exercise it helps us to unwind, recharge and focus in the beautiful world around us.

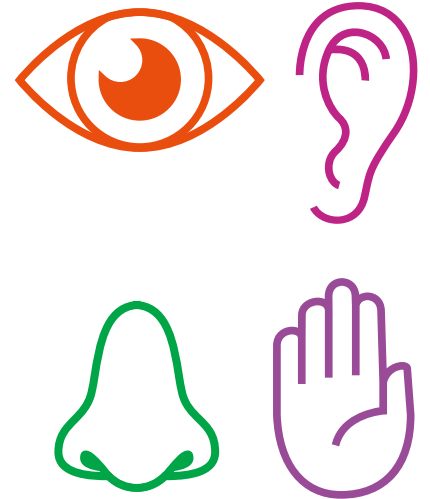
Equipment: None

Space: Outdoors

Group size: Individual

What to do

- Some days we can be tired or stressed or feeling anxious. It is good to get outside into the fresh air and take a moment to focus on the positives around us and move.
- If you can go outside or to an open window. If outside move along slowly and try to take in your surroundings. Be mindful and aware of your surroundings.
- Now that you are focused – look around you, paying attention what can you see? Look at all the different colours and shapes around you? Can you notice something you’ve never seen before?
- What can you hear? Birds singing? People talking? People laughing? Cars? Pause and listen closely to those sounds you might not hear unless you listen carefully.
- If in a safe place, take a seat near nature and try to engage your other senses. What can you smell (cut grass) or what can you touch (leaves)?



STEP - making the activity easier and harder

Space	You can set this task and let people explore in their own space.
Task	You can get people to do this indoors and outdoors and compare what they find. This can be delivered face to face or virtually with a task to go outside and come back or as a pre- record or challenge card.
Equipment	No equipment needed.
People	Can be done individually and discussions in pairs or small groups.

What are the supporting YA Skills being used in this activity?

 **Listening**

 **Promoting**

 **Influencing**

 **Implementing**

 **Connecting**

I need to increase my daily activity by minutes a day. I could do this by:

activities:

I could improve my eating habits by:

DID YOU KNOW: Poor diet over a long time leads to unhealthy weight and long term illness.

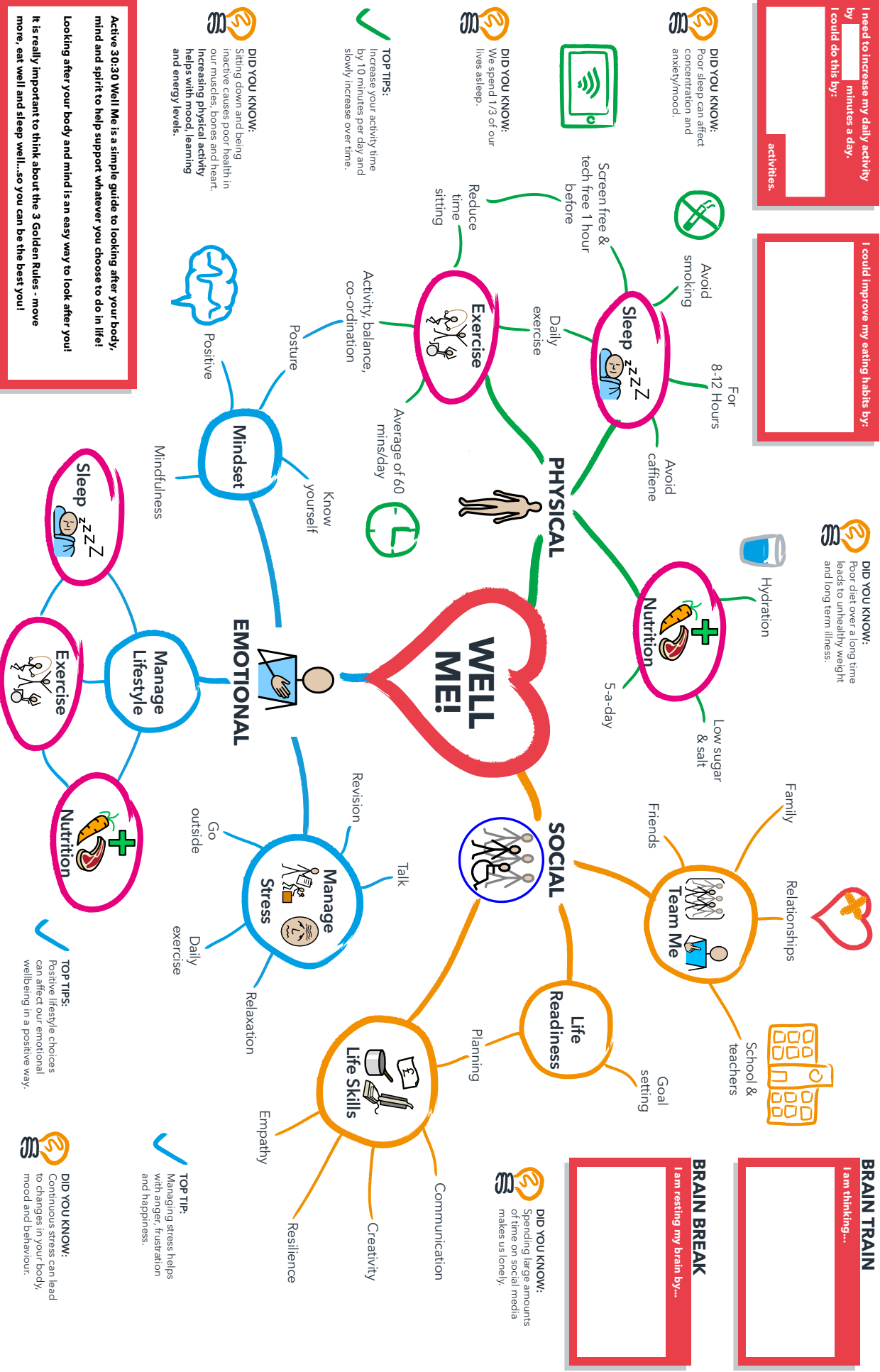
BRAIN TRAIN

I am thinking...

BRAIN BREAK

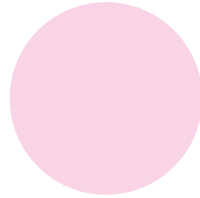
I am resting my brain by...

DID YOU KNOW: Spending large amounts of time on social media makes us lonely.





Young Ambassadors



Youth Sport Trust created the Young Ambassador Programme to build the leadership skills of young people to encourage their peers to become more engaged in sport.

Youth Sport Trust own the intellectual property rights in Young Ambassadors and have granted permission to sportscotland to use the brand and concept, which sportscotland gratefully acknowledge.

