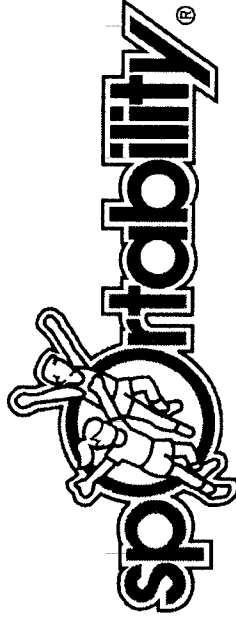
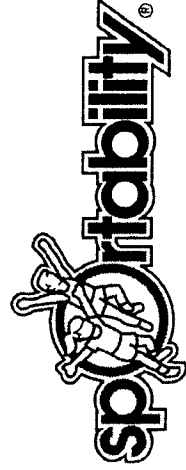


**NOW PLAYING**

**Kids in**



**Bring this unique program to your community centre  
Help reverse the trend toward childhood obesity**

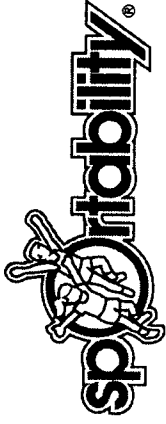


**Mari Caravaggio  
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## PROGRAM OVERVIEW

Sportability is a physical activity program for children between 2 and 9 years of age. There is a clear need for the program:

- Children are becoming increasingly sedentary. It is estimated that the average Canadian child watches more than 25 hours of television a week, and sits in school for up to 30 hours a week.
- The leisure habits of children are changing. New technology is leading children towards passive activities, such as watching television and playing computer games.
- Childhood obesity is on the rise. Results from a national study conducted by the University of New Brunswick indicate that between 1981 and 1996, obesity among 7- to 13-year-olds had more than doubled. Some researchers suggest that approximately 40% of children between 5 and 8 years of age can be classified as obese.
- In October 2002, Statistics Canada reported that 25% of 2- and 3-year-old children in Canada are considered clinically obese.
- Data compiled by the Heart and Stroke Foundation of Canada indicates that between 26% and 41% of obese pre-school children and 42% and 63% of obese school-age children will become obese adults.
- Over the last decade, there has been a dramatic reduction in the number of physical education specialist teachers in Canadian elementary schools. Many students participate in physical education only once or twice a week.
- Many organized sport programs do not provide children with adequate opportunities to develop the basic skills that are necessary to feel competent participating in sports. And perceived incompetence is one of the major reasons why children do not participate in physical activities and sports.



Sportability helps children develop the general athletic skill base needed to feel competent participating in a variety of sports and physical activities. By participating in non-stop fun activities, children learn how to run, jump, skip, hop, shoot a basketball, dribble a soccer ball, throw a ball, and much more. They also participate in activities that build general strength and, when they're ready, are introduced to strategies for coping with stress and anxiety, and learn about healthy eating. Parents and Guardians of 2- and 3-year-olds are required to participate in the program with their children.

Sportability enhances the competency and knowledge of children in six areas:

1. Movement Skills
2. Game Skills
3. Strength
4. Flexibility
5. Nutrition
6. Mental Skills

There are six components to each lesson:

1. Free Play
2. Warm-Up
3. Skill Play
4. Water Break
5. Applied Activities
6. Cool-Down

Each lesson has a skill theme.

*The developmental framework for Sportability is on pages 5 to 7.*

## **PROGRAM CONSIDERATIONS**

### **Facilities and Equipment**

Sportability can take place in limited space areas with minimal equipment

### **Length of Class**

2- to 5-year-olds - 45 minutes  
6- to 9-year-olds - 60 minutes

Classes are in 2-year age groupings (i.e., 2- and 3-year-olds, 4 and 5-year-olds, 6 and 7-year-olds, 8 and 9-year-olds)

### **Instructor:Child Ratio**

2- to 5-year-olds - 1:8  
6- to 9-year-olds - 1:15

### **Instructor Training**

Instructors participate in a 4-hour training session that focuses on understanding young children, skill development, creating a fun learning environment and lesson planning. After they have been trained, they receive ongoing support

### **Skill Development**

The focus is on 'skills learning' vs 'skills teaching'. Instructors are trained to recognize and reinforce perceived successes. They 'strive for smiles'

### **Outcomes**

Children will feel safe, welcome, competent, connected, empowered and special

DEVELOPMENT AREA	2- and 3-year-olds	4- and 5-year-olds	6- and 7-year-olds	8- and 9-year-olds
Strength	Activities using own body weight	Activities using own body weight	Activities using own body weight, with emphasis on core body strength	Activities using own body weight, with emphasis on core body strength
Flexibility	Stretching incorporated into activities	Stretching incorporated into activities	Stretching incorporated into warm-up and cool-down	Stretching incorporated into warm-up and cool-down
Nutrition	Encourage children to try new foods, and to drink a lot of water	Encourage children to eat a variety of foods, and to drink a lot of water	Encourage children to eat healthy snacks, and to drink a lot of water	Encourage children to eat properly before they play sports, and to drink a lot of water
Mental Skills	Encourage children to watch ball	Encourage children to watch where they're going, and to keep their eyes on the target	Encourage children to focus on what they're doing	Introduce relaxation techniques, and encourage children to visualize

“This program is great. I just wish they would have had it when my older child was this age”

*Father, Sportability participant*





"I can't imagine a person becoming a success who doesn't give this game of life everything he's got."

- Walter Crankite

**Goal:** This workshop is a mix of games and sport movement, using balls, beanbags, fitness equipment and anything fun (the possibilities are endless)!

Let's bring play, back into the game. Suitable for children ages 2-9 years old

**Objective:**

- To add new games to your program planning
- To learn new methods to make games more inclusive
- To create some new games
- Have fun!

**Warm up ideas:**

Be creative and silly. Children of all ages like to play. It will set the tone for the great experience they are about to embark on. It will also help everyone to relax and lose his or her inhibitions.

- Free play to music
- Chicken Dance
- Head & Shoulder - substitute different body positions than normal ( lying or kneeling for standing)
- Hip Hop Hokey-Pokey

**Team games & Co-operative games:**

Don't allow players to choose their own teammates, use creative grouping strategies. Here are a few suggestions; set time limits - 'you have 3 seconds to put your hand on the wall'. Ask everyone to put his or her gluteus maximus (bum) against the back wall making a line, then ask the everyone to hold hands, have the end people join hands, instant circle! Have children walk around, then ask them to find a partner, have them to now go back to back, have one partner sit on the floor, everyone standing will be one team and everyone sitting will be another team, teams should be even in both number and skill. When needing quick groups of three's, four's etc. has children walk around the room and ask them to lock arm in the number of group needed. For crowd control use action word to get children to quickly stop and listen i.e.: drop, wiggle, or surf. Be sure to try these you will be surprised how well they work not to mention the smiles you will see on their faces.

**Creative time:**

Allow children to create their own games, circuit, or obstacles using all the tools provided. Remember the more creative the better. Include everyone, emphasise group participation rather than individual. Allow extra time for individual skill development.

Presented by Mari Caravaggio



**"Play is the exultation of the possible"**

**-Martin Baber**

Ready to play...

Play is universal. All over the world children have one thing in common, they love to play. We all agree that during "play" children are developing primary components of physical activity, endurance, flexibility and strength. As they hop, skip, jump, run, throw and catch, they begin to develop secondary components such as: speed, balance, coordination, power, agility, and self-confidence. Learning these skills helps them engage in new challenges. Mastering these challenges builds self-esteem and provides strong social and life skills.

Games allow them to express themselves, learn social skills, practise teamwork, leadership, making decision, communicate, problem solve and set realistic goals. There are many ways to make games work with 2 – 9 year olds. If you take a SOFT approach to programming your games and activities will be popular.

**Safety** – your highest priority

**Observation** – watch and learn

**Facilitation** – keep your program flowing

**Timing** – change activities at the right time.

Three successful approaches are:

**Free Play** – Create an environment that fosters skill development. If you position equipment in different parts of a room, children will quickly figure out what to do with it. This type of play is skill development through discovery learning.

**Create-an-Activity** – Provide children with a skill challenge. Ask them to develop an activity or game using that game or skill.

**Simple Games** – The benefit of playing simple games is that the children are already familiar with the rules of the game. This allows you to be creative and change the game to focus on specific skill development.

## **Atom**

Children spread themselves around the room. You have one caller, yourself or child. The caller begins the game by calling out an activity for the group to do i.e. everybody hopping on one foot. When all are hopping the caller then calls out a number i.e. "atom-6". The children then have to get themselves in groups of six. Any children that did not end up in a group of six must now perform some kind of fitness activity i.e. six push-ups or six times running around the room while the other children cheer them on. Once the children have completed the fitness activity the children are allowed back in the game. The caller then begins another round.

### ***Variations:***

- Different ways to call out atom – atom by colour, atom by opposite, atom by grade, atom by age, atom by socks etc. Keep in mind you may have times when everyone is matched and no one is out to do the fitness challenge to get back in the game.
- For younger children, start the game the same way but use the word atom as your cue word to get the children to stop and listen to their next set of directions i.e. atom to the wall, atom stand on one foot, atom fly like a bird. No one is out and there is no fitness challenges for this group.

## **Bench Ball**

Using two benches turned over on their sides placed at each end of the room. The children must sit behind the benches in order of choice, youngest to oldest, or smallest to biggest. You can then ask a question or call out a name, colour or number. Once called the children with the correct answer, name, colour or number get up and run around the other teams bench and back around their own teams bench heading towards the middle of the room where the ball is waiting. They must then dribble the ball using their feet only to score a goal, the same as you would if you were playing soccer. Hitting the opposing teams bench scores a goal, team players behind the bench cannot try to stop the ball.

\*Make sure children are running in the same direction i.e. clockwise, counterclockwise

### ***Variations:***

- For larger groups same game but this time use 4 benches, so you now have 4 teams. Pre-set number of goals, once goals have been reached the team that has the least amount of goals scored against them is the winning team.
- For more challenges you can use trivial game questions, make up your own question i.e. who can spell a word, or name 4 vegetables.
- Change it up, instead of always-running have the children go backwards, gallop, hop or link with a friend so they must work together staying linked to score goal.
- For younger children have them stand up from behind bench and go to the ball and kick the ball to their teams bench, once the ball hits the bench the child goes back to their spot.
- If you don't have benches you can use hockey nets or pylons as markers for goal setting.

## *Catch the Dragon's Tail*

Children line up behind one another with their hands on the waist of the child in front. The first child in line is the dragon's head. The last player is the dragon's tail. The dragon's head tries to catch the dragon's tail by running in a circle pulling everyone else behind. The dragon's body twists and turns trying to keep the head from catching the tail. When the head touches the shoulders of the person who is the tail, the head moves to the back of the line and becomes the new tail. The child who was second in line becomes the new head and the game continues.

### ***Variation:***

- You may have to ask younger children to pretend that they have glue on their hands when they're touching the waist of the child in front of them. It's important for the dragon's body to stay together.

## *Crazy Ball*

Using 2-5 balls children can walk, run, hop, skip, gallop, and move backwards around in the room. Instructor begins to throw the balls into play, children are then allowed to get the balls (one ball per child) and try to hit the other players with the ball below the waist. The ball thrown must hit you without a bounce or roll and if you catch the ball you now have the chance to hit the other players. Once hit with the ball the child must go to the designated station where they watch to see if the person that hit them gets hit. Once your hitter gets hit your back in the game. This game can go on forever, as everyone will get some rest & recovery time.

### ***Variations:***

- Use different sizes of soft, foam or sponge balls. Add a little water to a beach ball and watch what happens.
- For younger children, instead of a player hitting each other use 2-5 balls and have them score goals in designated nets. Once someone scores a goal the child yells out "goal" everyone has to stop and do a crazy dance.

## *Octopus*

One child is the octopus. The other children are fish. They line up together on the shore of the ocean (one side of the room). The octopus stands in the middle of the ocean (room) and yells "Swim". The fish race to the other side of the ocean (room) and the octopus tries to tag the fish with one hand. As children are tagged, they join hands with the octopus becoming the tentacles. They help to catch other fish (children) in the next round. The last fish caught becomes the octopus in the next game.

### ***Variation:***

- Change the locomotor skill. For example, children can walk, hop, sidestep or jump across the ocean. The octopus must perform the same locomotor skill.

## *Musical Hoops*

Spread hoops out throughout the room. Ask each child to stand in a hoop. When the music starts, children step out of their hoop and move as you direct (e.g., crawl, jump, hop, sidestep, run). When you stop the music, ask them to stretch way out to one side to get a food item (name a fruit, vegetable, cookie, etc.). After children get the food item, ask them to return to their hoop to eat it. After they eat the food, turn on the music and ask them to move in a way that reflects how they would feel if they just finished eating that food. For example, if the item was healthy, you may ask them to march like soldiers. If the food item was high in sugar, you may ask them to move quickly and then to move slowly, in a sluggish way.

**Encourage children to reach out in different directions when getting food items.**

## *One Bounce Volleyball / Keep it Up*

This is a slightly adapted game of volleyball; the ball is allowed to bounce on the ground once before a player hits it. Of course, the children can still hit the ball in flight, but letting it bounce gives those not too physically adept a chance of playing the game well. Soft safe balls should replace regular volleyballs to cut down on hand and wrist injuries. If you don't have a net use a line, bench, pylons or steps to be the marker, the children know to volley over it.

### ***Variations:***

- Keep it Up: Play the game in a large group circle, volley the ball (a beach ball) to each other and don't let it hit the ground. Keep track on how many times the ball was hit and every time you play it try to beat you group's score.
- If played in a small indoor room or gym, the game can be further modified to permit "Wally Ball" like rules in which players are permitted to hit the balls off he walls and ceiling.

## *Parts of my Friend*

Children stand opposite each other in pairs. When directions are given, they touch their friend rather than themselves. Have the children follow this chant:

I see your hand and go clap, clap  
And on your head I go pat, pat  
I touch one knee and go slap, slap  
And then I turn around.

I give a hug and squeeze and squeeze  
I touch your nose right where you sneeze  
I pat your cheek with an if-you-please  
And then I turn around.

**Make sure children touch their friend gently.**

## *Paths & Trails*

To begin the game assign 1 player to be the Forest Ranger, 1 player is the Bear and 1 is the Caller. The other children divide themselves into 4+ rows and stand arms length apart with joined hands. When the players in rows face the Caller, they form paths. When they turn to the side and join hands with the new player beside them, they form trails. The Caller yells, "Paths! Then, "Trails!" several times to get the players used to turning quickly and grasping the hands of their new partners. The game begins with the Bear facing the paths and the Ranger behind the paths. When the Caller shouts, "Go!" the Ranger chases the Bear through the paths. After 10-15 seconds the Caller shouts, "Trails!" causing the players to turn. The Ranger chases the Bear down the trails. The game ends when the Ranger tags the Bear.

### ***Variations:***

- Path, Trails & Valleys: Using a utility ball have both the forest ranger and the bear dribble ball between paths and trails, this time add the word valley to the caller. When the caller yells "valley" the players then make a front arm circle and the runners must try to bounce/dunk the ball into a valley. First person who bounces/dunks the ball can then join the line by taking someone's spot, and the game continues.
- For younger children explain the movement of the paths and trails, this time using 2 different coloured beanbags marking the movement of the paths and the trails. Have children form the rows and instead of calling paths or trails call the colour of the beanbags. Children will move according to the colour called to make paths and trails.

## *Red Light, Green Light*

Children go to one end of the room. To start the game, call out "Green Light". When the children hear "Green Light", they move towards the other end of the room anyway that they want. To make the activity more challenging, you can add the name of a locomotor skill to "Green Light". For example, you can call out "Hopping - Green Light". It's easy to include many different locomotor skills in this activity (e.g., Skipping, Sidestepping, Jumping, Big Steps, Small Steps, Fast Little Steps). As the children move towards the other end of the room, call out "Red Light". When they hear "Red Light", they stop on the spot. Continue this until the children reach the other end of the room. Children will have fun doing this back and forth, from one end of the room to the other.

If children are racing to the other side of the room when you call out "Green Light" and not stopping when you call "Red Light", start with a slow movement (e.g., Walking Slowly - Green Light) and change "Red Light" to "Freeze". Most children understand what "Freeze" means.

## *Ship to Shore*

To begin the game, all the children join the Captain in the middle of the playing room. Point to the area or wall to where the children will go when called. The Captain shouts out either, "Bow, Stern, Starboard, or Port". All the children run as fast as they can to the area that is called. The last player to reach the area is ordered by the Captain to do a ship chore

i.e. scrub the deck. The Captain then calls out another area and the game continues. This time when the last player reaches the area the Captain asks him to join the previous player, the Captain can ask them to continue to scrub the deck or assign another task. The Captain may call out the name of the area where the players are already standing. Anyone who starts to run is doing chores. As the children get comfortable with the names and place to run, the Captain may also shout, "Plane overhead!" at which point, all players must crouch down to the ground. Last person to crouch is doing chores. The game played this way keeps all the children playing. You can play this game by eliminating the players, the last player left wins or when all the players are doing chores you can end the game.

#### ***Variations:***

- Add actions; pick actions related to things that could happen on the ship.  
Here are some suggestions:  
Scrub the deck - children pretend to scrub deck  
Hit the deck - children lie flat on their belly  
Captain coming - children salute  
Sailor wife - children pretend to be fancy lady  
Planes over head - children crouch down low and cover their heads  
Board the love boat - children are to find a partner and dance  
Walk the plank - children are to walk on a straight line  
Clear the deck - children are to sit on their bottom and keep their feet in the air  
Man over board - children lie on back and stick one leg in the air  
Row your boat - children sit and pretend to row  
Whirlpool - children spin  
Ocean - children have one more place to run if you choose, center of room.
- You can also change locomotive skills i.e. hop, skip.
- For younger children use the four walls of the room, place coloured sheets of paper or number, have children run to either the colour or numbered wall. Add on actions, have children act out things they are familiar with i.e. be a cat.

#### ***Spaghetti Body***

Towards the end of the cool-down, have the children lie down on their backs. Tell them to imagine that their bodies are like spaghetti before it is cooked - stiff, tense and easy to break. Then ask them to imagine that their spaghetti bodies are now going into the pot to cook. Feel yourself sliding into the pot, just like a warm bath. The water is warm and soft and now your body is becoming soft and wiggly. Tell the children that you are going to come around to see if their arms and legs are like cooked spaghetti - soft, relaxed and wiggly. If the spaghetti is not done, it has to stay in the cooking pot for a while longer.

#### ***Sticks & Stones / Day & Night***

Mark a large rectangular area with 2 goal lines about 10-20 m apart. 1 player is the Caller. The other players are divided into 2 teams: Sticks and Stones. Teams line up and face each other 1 m apart in the center of the field. The Caller yells, "sticks" or "stones" using an "St-t-t-t" sound so neither team knows who is going to be called. If "sticks" is called out, the sticks chase the stones. If "stones" is called out then the stones chase the sticks. The children who are being chased must run past the opposing team and across the goal line at

the opposite end of the field without getting tagged. Once they cross the goal line, they are safe. Anyone who is tagged must join the other team. The game continues until all of the players are on 1 team.

***Variation:***

- On a puck or sponge dice write out the words “day!” on one side and “night!” on the other. Instead of having a caller decide what to call, flip the item and see what the call will be once the item lands. Same idea as above, if it lands on day, then the dayside chases the night and visa versa.

***Steal & Save***

Have children in a room and divide them into two teams. Team one stands in the middle of room. Team two will then divide into 2 groups, one group lines up at one end of the room the other at the opposite end of the room. Team one is now in the middle of team two. Team two children are given 2-3 balls. The balls are now rolled or thrown towards the children of team one. Team one children are to move out of the way of the coming balls, they may also try to catch the ball. If hit by the ball they must then go to the side of their played area. They can be brought back into the game if someone on their team catches the ball and calls them back in. The object of the game is to try to get all the team one players out. Once all the players are out the two-team switch places.

***Variations:***

- You can change boundaries, or use different size balls.
- For younger children use beanbags, once the child is hit they must sit down. They can move side-to-side sitting down to help them get touched so they can stand up and get back in the game. They cannot use their hand or legs to stop the beanbag.
- Beanbags left in mid play can be picked up by an assigned player to help keep the game going.

***Superstar Challenge***

Set up an obstacle course that helps children develop locomotor skills and manipulative skills (e.g., tossing and catching, hand dribbling). At the beginning of each obstacle, have a bucket with laminated grocery flyer food items and pictures of a happy face or sad face on the other side. The unhealthy items should have a sad face on the opposite side. The healthy items should have a happy face. Children move through the course one obstacle at a time. Before they can move past the obstacle, they must pick a healthy food item from the bucket. If they choose an unhealthy food item, they must go to the back of the line and start the obstacle course over again. Children complete the obstacle course by choosing all healthy foods. You may want to add a bell at the end for children to ring when they're finished.

This activity introduces the concept of racing in a non-threatening way. Children race through a challenging obstacle course against healthy foods and unhealthy foods, not each other.

Ask the children to help you set up the obstacle course. Have small groups set up different obstacles. Before the Superstar Challenge begins, the children can demonstrate how to overcome each obstacle.

### ***Team Fitness Challenge***

Have children get into four or more teams, number the children in each team according to the number of team members for each team i.e. 1, 2, 3, 4. Place the team in the four corners around the room. The caller now calls out the fitness challenge i.e. run to the middle of room, using the skipping rope jump 15 times. Once task is completed they must run back to their team. Now the caller calls out a number of a team member i.e. 1 they must now go and do the fitness challenge. The first team member that completes the task and returns to their team gets the point.

#### ***Variation:***

For younger children create two teams only and set up the fitness challenge as a fitness circuit. Have one member of each team go through each circuit doing different fitness challenges i.e. balance a beanbag walking on a line, hopping in and out of hoops etc. Once they have completed 4 tasks they then jog back to their team and tags the next one to go. First team to have all members go through the circuit, wins.

### ***Three-Sided Soccer***

Three goals are set up in the room in the form of a triangle. Divide the children into three teams. Assign each team a goal to protect. Teams rotate from goal to goal at specific intervals while goalies remain in the same goal throughout the game. Rotate goalies whenever you want. Each team can score on the other two goals. As the game progresses, the teams rotate so they are defending a different goal. Several soccer balls should be used to guarantee plenty of action for everyone. Do not keep score. The focus is on active participation and having fun. Developmentally appropriate soccer rules apply.

This game concept can be used to help children develop manipulative skills for other sports such as hockey, basketball and touch rugby.

### ***Ultimate Paper Towel Game***

Start this game the same as the Team Fitness challenge. This time when the caller calls out a team members number they must now go and pick up a paper towel roll that is placed in a hoop in the middle of the room. The first person to get the paper towel roll must now tap someone, in the playing area below the thigh, return the paper towel roll back to the hoop and then go back to their team without being hit by another player again with the paper towel. If another player hits you before you can safely make it back to your bench you are back in the game again. Team gets point once their player has successfully returned.

***Variations:***

- For younger children have them go into the middle where the paper towel roll is, pick one up and bring it back to their team. They must then pass the paper towel roll to their team members and continue until it reached the end of the team, the last player to receive it yells “end”. All team members must put their hands up to show they are done.
- You can make the game harder for older players by having them return the paper towel roll and make them place it on an object i.e. cardboard box. It must stay on without rolling off for it to be a successful return.

***Walk Like an Animal***

Ask children to spread out in the room. When you mention an animal, ask them to walk the way that the animal walks. Demonstrate the movement for each action, or ask a child to demonstrate. Here are some animal examples:

- Donkey Kick – Squat down, then rock the body forward on to both hands and kick backwards with both feet.
- Bunny Hop – Squat with both hands placed flat on the floor and knees between the arms. Reach the hands forward and then move the feet up to the hands. The hands move first, followed by the feet.
- Bear Walk – Start with the weight on both hands and both feet. Move the hand and foot on one side of the body forward, and then the hand and foot on the other side of the body. The hands and feet work as a unit, lifting from the floor and moving together.
- Kangaroo Jumps – Jump off the floor using a take-off from two feet. Have the hands in front of the body to imitate a kangaroo’s paws.

***Variation:***

- Take the children on an adventure hike. Have them demonstrate the walk of different animals as you meet them on your adventure.

***Wizard Challenge***

Divide the playing room in half. Divide the children into 2 teams, 1 team on each side of the field. Place 3-4 pylons in a straight line at each end of the field. Rest a tennis ball on the top of each pylon. Using a hula-hoop or rope make a circle in front of the pylons. One player from each team is a wizard and stands in their team’s circle. Place the large balls in the centerline of the playing room. You will need 2-4 soft large balls. The game begins when a wizard yells out “let the games begin”. Children then try to hit players on the other team and knock the tennis balls off the pylons. If an opponent’s ball hits a player, he becomes “frozen” and must sit down. The sitting player cannot participate until freed by his own wizard. A wizard frees their frozen team player by leaving the circle and tagging them. If the wizard is hit by an opponent’s ball, while out of the circle, he vanishes. A team wins when the other team’s players are all frozen, all their tennis balls are knocked off the pylons or their wizard is vanished. Decide before playing the pace of play, & safe hitting/ hit spots.

### *Games for Relaxation:*

While you are telling the story encourage children to lie on their backs, close their eyes, and to inhale through the nose and exhale through the mouth. It should be slow, long and full without straining. Breathing restores the heart rate to normal, supplies tired muscles with oxygen renews energy and is great way to relax and settle the children.

### *Cloud Story*

Imagine a very soft white cloud has come down to take you for a ride. Feel yourself going up, up, up into the beautiful blue sky. The gentle wind is in your face. It almost feels like you are riding on air, but you can see puffs of white clouds all around you. Breathe gently as you travel through the sky. Look around for a minute. Ahead of you is a rainbow. You can see that your cloud is going to pass right through the rainbow. As you pass through each colour, feel that colour wash over you, and feel the happiness it brings. Red... then orange... yellow... green... blue... purple, floating, floating through the sky. Now your cloud is lowering you gently down, down, down. One... two... three... four... five... and you are down on the ground again. Inside yourself say “thank you” to the cloud for the special ride.

### *The Beach Story:*

Imagine you are lying on the beach. The warm sand feels so comfortable on you back. Feel the sun warming up your whole body. As you breathe in, listen! It sounds like the waves coming up to the shore. As you breathe out, imagine the waves going back out to sea. Keep breathing with the waves for another moment or two. Feel the warm tropical breeze as it circles around you. Make yourself very peaceful and quiet. Breathe and relax for a minute allowing the sounds of the water to calm you.