Emotional Wellbeing - Groups of Boys

Create • Explore • Connect • Reset

Fitness & strength · circuits · partner challenges · target games · skipping · reaction games · grounding sprints · escape challenges · obstacle courses · relay puzzles · treasure & scavenger hunts

Rationale

It is a recognised pattern that boys are less likely than girls to identify, name and share their emotions. Left unaddressed, this increases the risk of emotional suppression, delayed help-seeking, and feelings surfacing as dysregulated behaviour rather than being spoken about. This plan gives boys a structured, adult-supported route to build this skill over time, using the school's existing Zones of Regulation framework and Reflection Route pathway so it sits within — rather than alongside — current practice.

Intent

Boys at Baslow St Anne's are less likely than girls to identify, name and share their emotions, which puts them at greater risk of emotional suppression, delayed help-seeking and dysregulated behaviour going unaddressed. This provision exists so that every boy leaves with a working vocabulary for his emotions, direct experience of expressing them safely in front of others, and a trusted adult relationship through which he has practised doing so — closing the gap between what boys feel and what they're able to say, within a Christian ethos of care and using the school's existing Zones of Regulation framework and Reflection Route pathway so the approach is consistent, not a bolt-on.

Implementation

A weekly, adult-led small-group session (linked to Creative Club/wellbeing provision) that pairs physical, low-verbal-pressure activity with structured emotional check-in, so boys build the skill of naming feelings through doing rather than through cold discussion.

Session structure

1. Brief physical activity to regulate and lower resistance to talking
2. Paired or small-group question prompts using Zones of Regulation language
3. Adult models naming their own emotion first, every session, to normalise it
4. Closing check-in where each boy names one Zone/emotion word before leaving

Progression is tracked termly against a simple emotional-vocabulary and self-report baseline, and any boy showing signs of ongoing suppression or distress is referred into the Reflection Route pathway for closer support.

Impact

Measured through:

- Pre/post emotional vocabulary checklists
- Boys' self-report on ability to name and share feelings (short pupil voice survey, termly)
- Staff/parent observation of behaviour incidents linked to unexpressed emotion

- Referral data into Reflection Route — a rise in early, low-level referrals here is a positive sign, showing boys are flagging things sooner rather than these building into behaviour incidents

Longer-term impact: boys able to independently self-regulate and articulate needs to a trusted adult without a crisis point being reached first.

Running the Group: Practical Setup

Group size: 4–6 boys

Small enough that every boy has to contribute (nowhere to hide), large enough that no single boy feels put on the spot.

- 4–6 is the sweet spot — below 4 feels too exposing, above 6 lets boys opt out silently
- Keep the same group together for a full term rather than rotating, so trust builds
- One consistent adult per group — not rotating staff — is more important than group size

Age grouping: by key stage, not whole-school

Emotional vocabulary and attention span differ hugely across KS1 and KS2, so split rather than mix.

- KS1 (Y1–2): shorter sessions (15–20 min), very simple feeling words (happy/sad/angry/worried), lots of physical movement
- Lower KS2 (Y3–4): 20–25 min, introduce Zones of Regulation colours properly, start pairing feelings to body sensations
- Upper KS2 (Y5–6): 25–30 min, can handle more nuanced vocabulary (frustrated, embarrassed, disappointed, proud) and light peer discussion

Adult role: co-regulator, not interrogator

The adult's job is to model and prompt, not extract disclosures — boys will shut down if it feels like questioning.

- Adult names their own feeling/Zone first, every single session, before asking any boy to
- Use open, low-pressure prompts ('what Zone do you think you're in?') rather than direct ones ('how do you feel?')
- Never push a silent boy to answer — let 'pass' be a fully acceptable option, and come back to him 1:1 later if needed

Core skills to teach, in order

Build in this sequence over a term rather than covering everything in one session.

1. Naming — attaching a word to a physical sensation (Zones colour + feeling word)
2. Noticing — recognising the sensation before it escalates (grounding sprints, body check-ins)
3. Voicing — saying the feeling out loud to one other person (partner challenges, paired prompts)
4. Sharing in a group — offering it to the wider group once 1:1 sharing feels safe
5. Asking for help — knowing which adult to go to and how to start that conversation

Linking to the Wellbeing Activity Bank

This plan is designed to run using activities from the existing Wellbeing Activity Bank rather than as a separate provision:

- Opener/regulation: Reaction Games or Fitness & Strength — brings energy up and lowers resistance to talking
- Noticing stage: Grounding Sprints — body awareness and Zones check-in built in
- Voicing stage: Partner Challenges — low-pressure, one-to-one sharing before any group disclosure is expected
- Sharing in a group: Mini Circuits or Team Total Challenges — once trust is established, add a group question prompt at the end

Sample Half-Term Plan

A simple 6-week rollout, one session per week, following the skills sequence above:

Week 1 — Naming

Introduce Zones of Regulation colours as a group. Adult models naming their own Zone. Close with each boy naming one colour — no explanation required yet.

Week 2 — Naming

Reaction Game opener, then attach feeling words to each Zone colour (e.g. Red = frustrated/angry, Blue = tired/sad). Closing check-in with word + colour.

Week 3 — Noticing

Grounding Sprint activity. Boys practise noticing body sensations (fast heartbeat, tight chest) and matching to a Zone before being asked to name a feeling word.

Week 4 — Voicing

Partner Challenge. Boys share one Zone/feeling word with a partner only, not the group. Adult circulates and models 1:1.

Week 5 — Voicing → Sharing

Partner Challenge followed by an optional (never compulsory) group share for boys who are ready.

Week 6 — Asking for help

Discuss which adults in school they can go to. Practise starting a sentence ('I'm in the red Zone because…') as a rehearsed script they can use for real.

1. Fitness & Strength

Short, punchy activities that build strength and confidence without needing equipment. Great for boys who want to physically 'do' something to feel calmer or more focused.

Animal Walk Gauntlet

Bear crawls, crab walks and frog jumps down a marked lane.

Setup: Mark a 10-metre lane with cones. Write 4–5 animal walks on cards (bear crawl, crab walk, frog jump, gorilla walk, duck walk) and peg them along the lane.

How it works: Boys travel the lane doing each animal walk in turn. Run it as a relay in pairs or trios, or as an individual timed challenge. Increase distance or add a return lap for older/stronger groups.

Question prompts:

- Which animal walk felt hardest, and why do you think that was?
- What in your body do you notice after a round of this?
- On a scale of 1–5, how much energy do you have now compared to before we started?

Resources: Cones, animal walk cards, open space (10m+).

Strongman Station Circuit

5 stations styled like a mini 'strongman' event.

Setup: Set up 5 stations: wall sits, plank holds, farmer's carry (heavy bags/books), tyre or cone 'flip' (turn cones over and back), press-up count. Each station has a task card with a time (30–45 seconds).

How it works: Groups of 2–3 rotate stations every 30–45 seconds on a whistle. No winners needed — frame it as 'how many can your team total across all stations'.

Question prompts:

- Which station needed the most mental toughness rather than just physical strength?
- Did you want to give up at any point — what kept you going?
- How did it help to have your team around you?

Resources: 5 station cards, stopwatch/whistle, bags or books for carries, cones.

Beat the Coach

A head-to-head challenge against an adult — always a crowd-pleaser.

Setup: Pick one simple test: press-ups in 30 seconds, plank hold, wall sit, or star jumps in a minute.

How it works: Coach/you goes first and sets a score. Boys attempt to beat it individually or as a team total. Keep it light and celebrate anyone who beats you loudly.

Question prompts:

- What did you tell yourself in your head to keep going?
- Was it more motivating to beat me, or to beat your own last score?
- How do you want to feel next time we do this?

Resources: Stopwatch, mat if available.

2. Challenges & Mini Circuits

Fast-turnaround circuits that keep momentum high and give every boy a visible, achievable goal.

60-Second Blitz Circuit

Four stations, 60 seconds each, no rest between rounds.

Setup: Four stations 3–5m apart: star jumps, high knees, shuttle sprints, skipping (or jogging on the spot if no ropes). Number each station 1–4.

How it works: Boys start at any station and rotate on your call every 60 seconds. Run 2 full rotations (8 minutes total). Music helps keep tempo.

Question prompts:

- Which station did you find easiest — could you tell why?
- What does 'pushing through' feel like in your body?
- What's one thing you're proud of from that circuit?

Resources: 4 station signs, stopwatch, music/speaker (optional).

Ladder Challenge

A step-up circuit where the reps increase each round.

Setup: Pick 3 exercises (e.g. squats, press-ups, star jumps). Round 1 = 2 reps each, Round 2 = 4 reps, Round 3 = 6 reps, and so on.

How it works: Call out the round number and let boys work at their own pace through the ladder. Stop when the group starts to tire — there's no 'finish line', so nobody loses.

Question prompts:

- How far up the ladder did you get, and are you happy with that?
- What would you change if we did this again next week?
- What's the difference between competing with others and competing with yourself?

Resources: None needed beyond open space; a whiteboard/chalk to track rounds is useful.

Team Total Challenge

Combine individual efforts into one big team number.

Setup: Choose a simple exercise (star jumps, skips, press-ups). Give teams 3 minutes to rack up as many combined reps as possible, tallied on a whiteboard.

How it works: Boys can swap in and out — while one rests, another works. Announce a running total every minute to build momentum.

Question prompts:

- How did your team decide who went when?
- Did knowing the total helped or added pressure — which, and why?
- What would help your team get an even higher total next time?

Resources: Whiteboard/chalk and marker, stopwatch.

3. Partner Challenges

Builds trust and cooperation through physical tasks — useful for friendship groups or boys who need support to regulate.

Mirror Me

One partner leads movement, the other mirrors exactly.

Setup: Pair boys up, facing each other, about a metre apart.

How it works: Leader performs slow movements (arm raises, squats, stretches, funny poses) and the partner copies as closely as possible. Swap leader every 60 seconds.

Question prompts:

- Was it easier to lead or to follow — why do you think that is?
- What did you have to do to copy your partner well?
- How did it feel when you got the movement exactly right together?

Resources: None needed.

Back-to-Back Stand Up

A classic strength-and-trust partner test.

Setup: Pairs sit on the floor back-to-back with elbows linked.

How it works: On 'go', the pair pushes against each other's backs to stand up together without unlinking arms. Try with different partner sizes/heights for an extra challenge.

Question prompts:

- What did you and your partner need to communicate before you tried?
- What happened when you pushed at different times instead of together?
- Which partnership do you think worked best, and what made it work?

Resources: Mats if available (not essential).

Wheelbarrow Relay

Classic wheelbarrow walk, raced in pairs.

Setup: Mark a start and turn point 10–15m apart. Pairs decide who goes first as the 'wheelbarrow'.

How it works: One boy holds his partner's ankles while the 'wheelbarrow' walks on hands to the turn point, then they swap roles for the return.

Question prompts:

- What made you trust your partner to hold you properly?
- How did you help each other when it got tiring?
- What's a time outside of this game when you've had to trust someone to support you?

Resources: Cones to mark start/turn points, mats or soft ground preferred.

4. Target Games

Precision-based games that reward focus and calm control — a good counterbalance to high-energy circuits.

Bin Basketball

Throw beanbags or scrunched paper into bins at different distances.

Setup: Line up 2–3 bins at increasing distances (2m, 4m, 6m) with a value on each (e.g. 1, 3, 5 points).

How it works: Boys take 3 throws each, choosing which bin to aim at. Total scores over 2–3 rounds. Let them choose risk (far bin, high value) vs safety (near bin, low value).

Question prompts:

- What made you choose the bin you aimed for?
- How did you feel in the moment just before you threw?
- What would you do differently on your next go?

Resources: 2–3 bins/buckets, beanbags or scrunched paper balls.

Cone Knockdown

A dueling target game — knock over the other team's cones.

Setup: Set up two rows of cones, one per team, 8–10m apart with a middle 'no-go' line.

How it works: Teams roll or throw soft balls to knock down the opposing team's cones while defending their own (defenders can only block with their body, not hands, or stand cones back up). First to knock all opponent cones down wins.

Question prompts:

- What was your team's strategy — attack or defend more?
- How did you communicate with your teammates during the game?
- What would you change about your team's approach next time?

Resources: 8–10 cones, 2–4 soft balls.

Target Ladder Toss

Bean-bag toss at a horizontal ladder or hoops laid on the ground.

Setup: Lay hoops or a ladder on the ground at increasing distances, each worth different points.

How it works: Boys take turns tossing 3 beanbags, aiming for the higher-value zones further away. Play individually or in pairs, best of 3 rounds.

Question prompts:

- What helped you get more accurate as you went?
- Did missing a throw change how you approached the next one?
- How do you usually respond when something doesn't go to plan on the first try?

Resources: Hoops or a rope/agility ladder, beanbags.

5. Skipping

Great for coordination, rhythm and a change of pace — frame it as a skill/fitness challenge rather than 'skipping' to land well with boys who see it as a girls' activity.

Skip Count Challenge

How many consecutive skips can you land?

Setup: One rope per boy, spaced out so ropes don't clash.

How it works: Boys count their own consecutive skips without stopping. Best of 3 attempts, aiming to beat their own personal best each round.

Question prompts:

- What was your best score, and how does that compare to your first try?
- What did you focus on to keep going longer?
- What's a skill outside of skipping that you've improved with practice?

Resources: One skipping rope per person.

Speed Skip Sprint

30-second max-speed skipping test.

Setup: Space boys out with a rope each.

How it works: On 'go', boys skip as fast as possible for 30 seconds while a partner counts their skips. Swap roles and compare/beat personal bests.

Question prompts:

- How did pushing for speed feel different to skipping for a long time?
- What did your partner notice about your rhythm?
- What's one small change that might help you go faster next time?

Resources: Skipping ropes, stopwatch.

Long Rope Team Challenge

Group skipping with one long rope, two turners.

Setup: Two boys turn a long rope while others queue to run through and skip a set number of times before running out.

How it works: Start with running through without skipping, then build to 1 skip, then multiple skips. Count team's combined successful entries.

Question prompts:

- What timing did you need to get right to run in successfully?
- How did the team support each other when someone got tangled?
- What's it like to succeed at something after a few failed attempts?

Resources: One long skipping rope.

6. Reaction Games

Fast, high-energy games that sharpen focus — excellent as an opener to bring boys into the room and into the moment.

Traffic Lights

Green light, red light with a twist.

Setup: Mark a start line and a finish line 10–15m apart.

How it works: Call 'green light' to move, 'red light' to freeze instantly, 'orange light' to move in slow motion. Anyone caught moving on red goes back to start. First to the finish line wins.

Question prompts:

- What was the hardest colour to react to and why?
- How did it feel when you had to stop suddenly?
- What helps you 'freeze' your body when you need to calm down quickly?

Resources: Cones for start/finish lines.

Ball Drop Reflex

Catch or miss — pure reaction speed.

Setup: Pair up boys facing each other, one holding a tennis ball at shoulder height above their partner's open hand.

How it works: Holder drops the ball without warning; the partner tries to catch it before it hits the ground. Swap roles after 5 drops each and compare catch rates.

Question prompts:

- What did you notice helped you react faster?
- How did it feel to miss a catch — what did you do next?
- Where else in life do you need quick reactions like this?

Resources: One tennis ball per pair.

Number Scatter

Sprint to the called number or colour.

Setup: Scatter numbered cones (1–10) or coloured spots randomly around the space.

How it works: Call a number or colour; boys sprint to touch it and return to a central point. Increase difficulty by calling two in a row, or maths sums whose answer is the target number.

Question prompts:

- What helped you find the right cone quickly?
- Did you make any mistakes — what caused them?
- How did your focus change as the game got harder?

Resources: 10 numbered or coloured cones/spots.

7. Grounding Sprints

Short, physically active ways to bring the body back to a regulated state — ideal after high-energy games or before returning to class. Ties in well with Zones of Regulation.

5-4-3-2-1 Sprint

Physical sprints paired with sensory grounding.

Setup: Mark 5 cones in a line, 3–5m apart.

How it works: Boys jog to each cone in turn. At each cone, they call out one thing linked to a sense: 5 things they can see, 4 they can hear, 3 they can feel, 2 they can smell, 1 they can taste/are grateful for — then jog to the next cone.

Question prompts:

- What was easiest to notice, and what took more thought?
- How does your body feel now compared to before we started?
- Which Zone do you think you're in right now?

Resources: 5 cones.

Heavy Work Reset

Push, pull and carry tasks to settle the nervous system after high energy.

Setup: Set up 3 simple heavy-work tasks: wall push (push against a wall for 20 seconds), carry a weighted bag 10m and back, and a slow bear crawl lap.

How it works: Boys move through the 3 tasks slowly and deliberately, with instructions to move 'as if in slow motion' to bring pace down.

Question prompts:

- What does your body feel like right now — heavier, lighter, calmer?
- How does moving slowly feel different from the fast games we played earlier?
- What's one word for how you feel walking back into class?

Resources: A weighted bag or a couple of books in a rucksack, open wall space.

Box Breath Shuttle

Combines a short shuttle run with box breathing at each end.

Setup: Mark two lines 8–10m apart.

How it works: Boys jog to the far line, then do box breathing (in for 4, hold for 4, out for 4, hold for 4) once before jogging back and repeating for 3–4 rounds.

Question prompts:

- Did the breathing feel easier or harder after moving — why do you think that is?
- What number of rounds felt right for you today?
- How could you use this breathing technique somewhere other than here?

Resources: Cones for the two lines.

8. Escape Challenges

Puzzle-and-clue based challenges that build teamwork and problem-solving — 'escape room' framing has strong appeal.

Locked Box Escape

A simple physical lock puzzle to 'break the team out'.

Setup: Put a small prize or the next activity's instructions inside a box with a combination padlock. Hide 3 clues around the room, each revealing one digit of the code.

How it works: Teams search for and decode the 3 clues (simple riddles, a maths sum, a word search) to build the 3-digit code and open the box within a time limit (e.g. 8 minutes).

Question prompts:

- Which clue took the longest to crack, and why?
- How did your team divide up the searching and thinking?
- What did you do when you felt stuck?

Resources: Combination padlock, box, 3 clue cards, timer.

Code Breaker Relay

Physical relay combined with a cipher to crack.

Setup: Give each team a simple substitution cipher (e.g. A=1, B=2) and a coded phrase. Place the cipher key at a station across the room.

How it works: One team member at a time runs to the cipher key, memorises part of it, runs back, and relays it to the group who work out the coded phrase together.

Question prompts:

- What made memorising and relaying information tricky?
- How did your team check each other's work for mistakes?
- What was the moment you realised you'd cracked it?

Resources: Cipher key card, coded phrase cards, cones to mark the run distance.

Human Knot Escape

A tangled group must 'escape' by untangling themselves.

Setup: Group of 6–8 stands in a circle, reaches across and grabs two different hands (not the person next to them) to form a tangled knot.

How it works: Without letting go of hands, the group must untangle itself back into a circle, working out who needs to step over or under whom.

Question prompts:

- What did you have to communicate to solve this?
- Did anyone take a lead role — how did that help or not help?
- How did it feel when the group finally untangled?

Resources: None needed — open space.

9. Obstacle Courses

Multi-stage physical courses that combine several skills in one flowing challenge.

Ninja Warrior Course

A themed obstacle course styled on the TV show.

Setup: Set up 5–6 stations in a loop: cone weave, crawl under a bench/rope, balance walk along a line/bench, jump over low hurdles (cones/hoops), bear crawl section, finish with a star jump or high-five 'buzzer'.

How it works: Boys go through individually against the clock, or in a relay team. Time each run and let boys try to beat their own time on a second attempt.

Question prompts:

- Which obstacle did you find hardest, and what did you do to get through it?
- How does your time now compare to your first go?
- What's one thing you'd tell a friend to help them get through this course?

Resources: Cones, a bench or rope, hoops or low hurdles, stopwatch.

Blindfolded Trust Course

One partner guides a blindfolded teammate through a simple obstacle course using only verbal instructions.

Setup: Set up a short, safe course with a few simple obstacles (step over a rope, walk around a cone, crawl under a table).

How it works: One boy is blindfolded (or closes eyes) and their partner gives verbal directions only — no touching — to guide them through the course.

Question prompts:

- What made instructions clear or confusing?
- How did it feel to trust your partner completely?
- What would you do differently if you swapped roles?

Resources: Blindfolds or eye masks (optional — closed eyes work too), simple obstacles.

Build-Your-Own Course Challenge

Boys design and then run their own obstacle course.

Setup: Provide a pile of loose equipment: cones, hoops, benches, ropes, crates.

How it works: Split into small teams and give 10 minutes to design and build a short course, then have teams swap and try each other's courses.

Question prompts:

- What choices did your team make when designing the course, and why?
- What was it like trying someone else's design?
- What would you change about your course if you built it again?

Resources: A mix of loose equipment (cones, hoops, benches, ropes, crates).

10. Relay Puzzles

Combines running with problem-solving — good for groups that need to burn energy while also working together mentally.

Jigsaw Relay

Race to collect and assemble a puzzle piece by piece.

Setup: Cut a simple picture or word into 6–8 pieces and hide them around the space (or place them at a distant station).

How it works: One team member at a time runs to collect one piece and brings it back; the team assembles the puzzle as pieces arrive. First team to complete it wins.

Question prompts:

- How did your team decide the running order?
- What did you do while waiting for your turn to run?
- How did the team work together once the pieces started coming in?

Resources: A picture or word cut into 6–8 pieces per team, cones to mark the running distance.

Word Builder Relay

Sprint to collect letters and build the longest word or a set phrase.

Setup: Scatter laminated letters across the far end of the space.

How it works: Runners bring back one letter at a time; the team arranges letters to spell a target word/phrase, or the longest word possible within a time limit.

Question prompts:

- What strategy did your team use to pick letters?
- How did you handle it if a teammate brought back a letter you didn't need?
- What's something you're good at building or figuring out?

Resources: Laminated letter cards, cones to mark the distance.

Question Relay

Run, answer, run again — quiz meets fitness.

Setup: Place a set of question cards (fun facts, riddles, wellbeing-related questions) at a far station.

How it works: Runners sprint to collect one question, bring it back to their team to answer together, then run it back to collect the next. Track how many the team answers correctly.

Question prompts:

- Which question made your team think the hardest?
- How did you work out answers you weren't sure about?
- What's a question you'd add to this game?

Resources: Question cards, cones to mark the running distance.

11. Treasure Hunts & Scavenger Hunts

Exploratory challenges that reward curiosity and initiative — easy to theme around wellbeing, nature or the school grounds.

Clue Trail Treasure Hunt

A classic trail of clues leading to a hidden prize.

Setup: Write 5–6 clues, each leading to the location of the next, with the final clue leading to a hidden 'treasure' (stickers, a certificate, first choice of next activity).

How it works: Give teams the first clue and set them off to follow the trail, solving each clue to find the next location.

Question prompts:

- Which clue was trickiest to work out, and how did you solve it?
- How did your team stay on track when a clue was confusing?
- What was it like finally finding the treasure?

Resources: 5–6 written clue cards, hiding spots, a small prize.

Nature Scavenger Hunt

Outdoor hunt for natural objects, tied to wellbeing themes.

Setup: Prepare a checklist of natural items (a leaf with 5 points, something smooth, something that makes a sound, something a specific colour, evidence of an animal).

How it works: Teams explore the outdoor space within a time limit, ticking off items on their list (photograph or collect, depending on rules).

Question prompts:

- What did you notice outside that you don't usually pay attention to?
- Which item was hardest to find, and why?
- How did being outside and moving around make you feel?

Resources: Checklist per team, pencils, optional camera/tablet for photo evidence.

Why it lands with boys: *The outdoor exploration and 'hunting' framing suits boys who enjoy movement and discovery over sitting tasks.*

Photo Scavenger Hunt

Teams race to capture photos of specific challenges or items.

Setup: Create a list of 8–10 photo challenges (e.g. 'the whole team jumping', 'something that makes you smile', 'a wellbeing poster in school', 'your team doing a star jump').

How it works: Teams use a camera/tablet to complete as many photo challenges as possible within the time limit, then share favourites with the group at the end.

Question prompts:

- Which photo are you most proud of, and why?
- How did your team decide what counted as completing a challenge?
- What was the funniest moment of the hunt?

Resources: A camera or tablet per team, printed challenge list.

Additional Ideas

Dodgeball Variants

Classic dodgeball, or 'one-touch' where a single tag/hit is out, played with soft balls. Always a high-energy favourite; can be adapted into teams of any size.

Den/Fort Building

Give teams a time limit and loose materials (crates, sheets, benches) to build the sturdiest or most creative den. Taps into building and problem-solving instincts.

Territory Capture (Capture the Flag)

Two-team game to capture the opposing team's flag/cone from their territory without being tagged. Combines strategy, running and teamwork.

Lego/Marble Run Speed Build

A short, timed building challenge (fastest tower, longest marble run). Good as a calmer alternative that still has a competitive/timed edge.

'Beat Your Best' Personal Record Wall

Keep a simple chart of personal bests (plank time, skips, press-ups) that boys can attempt to beat across several sessions — appeals to the desire for visible self-improvement over time.

For a balanced 30–40 minute session, pick one from each:

- Opener (2–5 min): a Reaction Game to bring focus and energy up
- Main event (15–20 min): a Mini Circuit, Obstacle Course, Escape Challenge or Relay Puzzle
- Cool-down (5 min): a Grounding Sprint
- Reflection (2–3 min): pick 1–2 question prompts from the main event to close with as a group