

Access the Joy

Celebrating 10 years of
Joy of moving in the UK



The Joy of moving methodology

The Joy of moving programme is based on a unique methodology, developed by independent parties, including Foro Italico (Rome University) and the Italian Olympic Committee (CONI). The methodology is designed to inspire children to move through play and captures the fun approach, which is key. It enables children to develop skills in four major areas in a joyful way: physical fitness, motor coordination, cognitive functions, and life skills.

The methodology was created by Dr. Caterina Pesce and her team in the department of Human and Sport's Movement of the Foro Italico University, and developed in collaboration with the MIUR (Italian Ministry of Education, Universities and Research), the Piedmont Regional Office of Education and the Italian National Olympic Committee (CONI).

The Joy of moving methodology has been shown to improve key skills like physical fitness, motor coordination, cognitive functions and life skills. One of the unique elements of the methodology is its replicability. The methodology's comprehensive features and scientific credibility allow it to be replicated in schools and programmes across different countries.

The methodology has also been scientifically validated as an educational model in physical activity with innovative features; it was included among the best transferable practices in the 2019 Guidelines on physical activity in school settings, issued by the Italian Ministry of Health, and in 2020, the methodology was included among the European best practices promoted by HEPAS 2020 (Healthy and Physically Active Schools in Europe).

In the UK, the unique Joy of moving methodology underpins all elements of the programme, from the Joy of moving Project and Joy of moving Festivals, which take place in schools, to the many games that are developed for the freely accessible online Resource Hub to help families get active at home.

The methodology also forms the basis of the supertrainer programme in the UK. To date, 12 supertrainers from across the EFL in the Community and SPFL Trust network have learnt all about the methodology from Ferrero's global Joy of moving team. The supertrainers share this knowledge with the coaches in the wider club network who deliver the programme to children across the UK.



Physical fitness



Motor co-ordination



Cognitive functions



Life skills



The unique methodology is designed to inspire children to move through play and captures the fun approach, which is key. It enables children to develop skills in four major areas in a joyful way: physical fitness, motor coordination, cognitive functions, and life skills.



Foreword

from Professor John Reilly, Strathclyde University



Professor John Reilly
Physical Activity & Health, Strathclyde University

When we talk about physical activity, we mean movement of any kind: from structured activities such as sports clubs and physical education lessons, through to unstructured, spontaneous playtime, and then active transportation or incidental activity such as taking the stairs rather than a lift.

We know many children in the UK (53%) still do not meet the Chief Medical Officer guidelines of taking part in sport and physical activity for at least 60 minutes per day (Source: Sport England 2023).

With research showing that Moderate to Vigorous Physical Activity (MVPA) should be promoted from childhood, more must be done to create opportunities for children to access such activity.

Physical activity in childhood and adolescence has many benefits- both physically and mentally, social and emotional development, and learning.

This is exactly why programmes like Joy of moving, which centres around getting children active through play, are so important for communities in the UK. Placing the child at the heart of its unique methodology helps to develop key skills that research has shown to have fallen, such as physical fitness, motor skills, cognitive functions, and life skills.

It is clear that physical activity is key for the overall wellbeing of the younger generation, and, working with the new government, we must take the opportunity to come together and act now to get children moving.

Introduction

Getting kids moving

Across the UK, there is still work to be done to get children active overall.

More must be done to inspire a fun and motivating approach to moving from a young age to help them develop sustained positive habits for adulthood.

So how do we encourage children to embrace behaviours which perhaps don't come as naturally to them anymore? When playing and having fun, children don't even realise they're moving. And that's the basis upon which the Joy of moving programme is built.

In the UK, Ferrero's unbranded Joy of moving programme, which consists of two elements: the **Joy of moving Project** and the **Joy of moving Festivals**, is delivered in schools through the EFL in the Community and SPFL Trust's network of Football Clubs across the country.

The **Joy of moving Project** is a six-week programme delivered within schools to children aged between 9 and 10. It is a mixture of classroom and activity-based learning, where each child gets 9 additional hours of dedicated learning about the importance of getting active through fun games and activities inspired by the Joy of moving methodology.

The **Joy of moving Festivals**, which are similar to sports days, encourage children of all ages and abilities to learn through play with simple and fun games during a half or whole day during the summer term. At the Festivals, children play specially-designed Joy of moving games and activities which help them develop key skills including communication, empathy and teamwork.

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About this report

To celebrate the 10th anniversary of Joy of moving, Ferrero commissioned new research to understand the state of the nation's activity levels in children. This report delves into **current childhood activity levels in the UK, barriers to getting them moving, and attitudes to play, as well as the programmes and initiatives that can help to get more children moving in the future. It also shines a light on what needs to be done from companies, governments, and charity organisations alike in continuing to inspire activity.**



THE KEY FINDINGS WE DISCOVERED:

81%
of parents think there should be more opportunities for children to get active through play at school

36%
lack confidence to do exercise

85%
want the Government to do more to make activity more accessible for children

38%
of children find exercise physically challenging

77%
of parents are looking at schools for help in making children more active

35%
of children feel embarrassed when doing exercise

65%
of parents would like extra help to get their child to be more active.

34%
of parents think fun and play-based activity can help make their child more active

The Findings

PART ONE – HOW KIDS PLAY TODAY

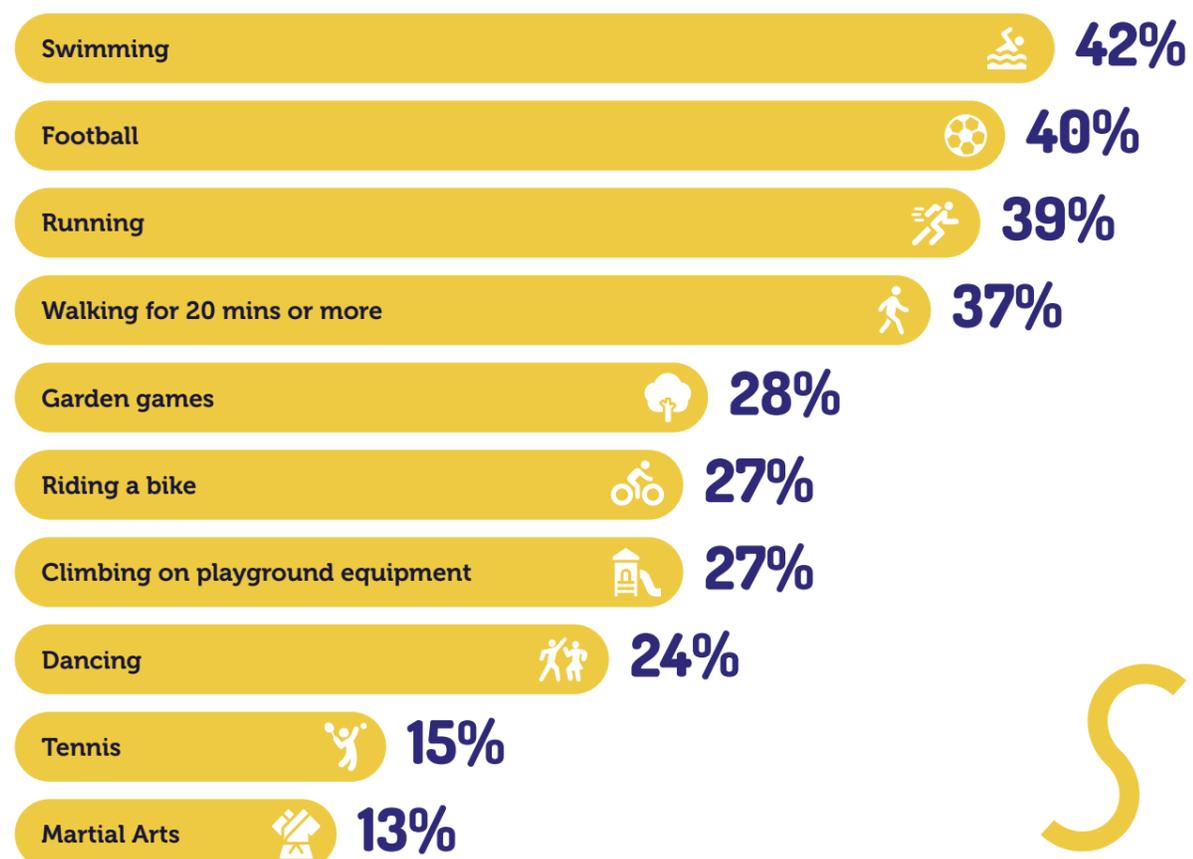
It is key to first understand the way kids are playing today; where, when, and which activities they like taking part in.

The research found that children are most likely to take part in energetic physical activity either at school, or while doing extra-curricular activities, such as during lunchtime or after-school exercise sessions or clubs.

Swimming was the activity children tended to do most regularly (42%), closely followed by football (40%) and running (39%).

But frequency and enjoyment are two distinct elements. When we asked parents what activities their children liked doing best, football was the top option (28%), followed by swimming (19%) and running (14%) in second and third place.

TOP TEN PHYSICAL ACTIVITIES FOR CHILDREN:



PART TWO – ARE CHILDREN ACTIVE ENOUGH?

But are children in the UK active enough? Unfortunately, the answer is no.

The research found that the average child in the UK gets less than three hours of physical activity a week – significantly lower than the Government's recommended 60 minutes per day. Furthermore, over half (51%) of children are only actually active for 45 minutes or less a day.

And a stark generational difference seems to have emerged. While an incredible 90% of parents think physical activity is important, a third believe activity levels have fallen since they were younger, saying they were more active than their children at the same age.

This is not one to take lightly, especially as 70% of parents worry their child's physical wellbeing could be affected by not being active enough. These concerns were seen across Scotland, Wales, the South East, South West and North West of England, where all parents (100%) were worried about the impact a lack of exercise would have on their children.

We need to encourage physical activity among children from a young age with a fun and motivating approach to exercise. This will be critical in helping them develop sustained positive habits for adulthood.



"Football is one of the most popular activities for children, but not all children enjoy competitive sport. It's our responsibility to engage those who don't. By making moving fun, we can encourage more kids to be active and feel better.

"A child's first experience can impact their relationship with physical activity for life - positively or negatively. Early life habits can last a lifetime, and we aim to give every child a great start. We want them to enjoy the benefits of an active lifestyle. Play is the key.

"Over the first ten years of Joy of moving, we have inspired hundreds of thousands of children and their families to enjoy moving. 94% of participating children tell us they have gained new ideas and motivation for getting active, which is our goal."



Adrian Bradley
Head of Healthier
Communities,
EFL in the Community



PART THREE – BARRIERS TO EXERCISE

So why aren't children getting enough physical activity? When it came to barriers to exercise, parents acknowledged a variety of factors that are stopping their children from being as active as they should be.

Beyond some of the more apparent barriers, such as cost, perhaps unsurprisingly, the weather was given as the top barrier by parents, with over a third (34%) citing it as the reason why their children do not get more active.

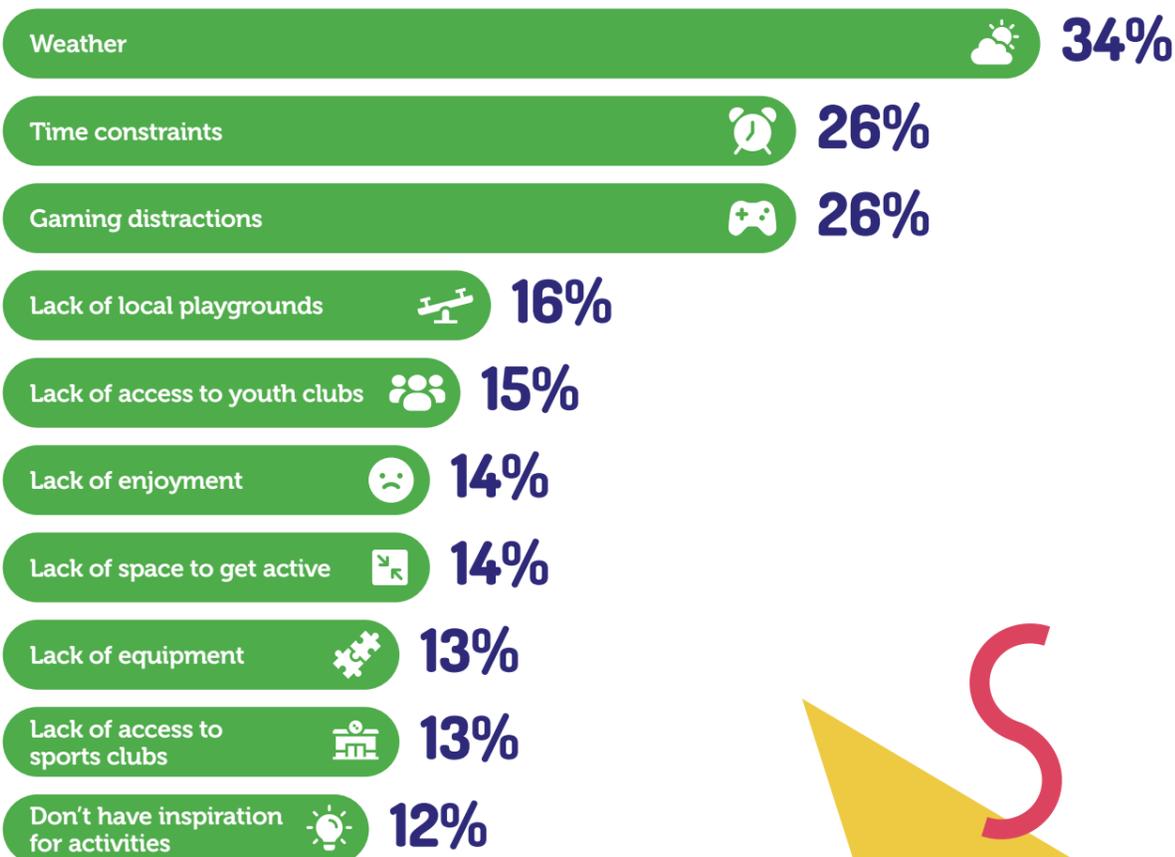
This clearly shows a need for more easily accessible indoor activities and facilities for children to get active, regardless of the often-unpredictable British weather. Joy of moving does just this with the many games and activities available on the online Resource Hub that can be played indoors, using only common household items as equipment.



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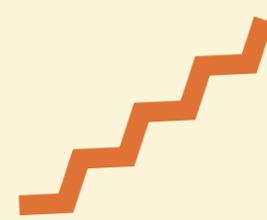
THE FULL TOP TEN LIST OF BARRIERS TO PHYSICAL ACTIVITY ARE:



Parents also revealed that both they and their children struggle to find the time to either play or take part in physical activities. Time constraints was given as the second most popular barrier to children taking part in exercise (26%). The benefit of the Joy of moving games available freely on the Resource Hub is that any game can be played in as little or as much time as needed – even in a short period of time, families can play a Joy of moving game which not only encourages children to get active through play, it also helps them to develop key skills. A little time is all families need to inspire this playful activity. All the games can be played together as a family or for children to lead as individuals.

Concerningly, over a tenth (14%) of parents said a lack of enjoyment was a critical barrier that is stopping their children from getting active. When asked why, 38% said their children find it physically challenging, while 36% lack confidence. Additionally, a further third (35%) even said their children feel embarrassed when doing exercise, while over a quarter (29%) find it too competitive. Joy of moving, which removes the competitive element from playing and getting active, can help children to overcome this barrier.

In fact, over half (52%) of parents said they would like to use play time at home to help their children be more active, but 48% said that they either don't know how to use play to get their kids moving or aren't involved in their kids' play time. Joy of moving, which centres around taking a 'fun' approach to moving can help parents with inspiration on how getting physically active can be manifested through playing a game.



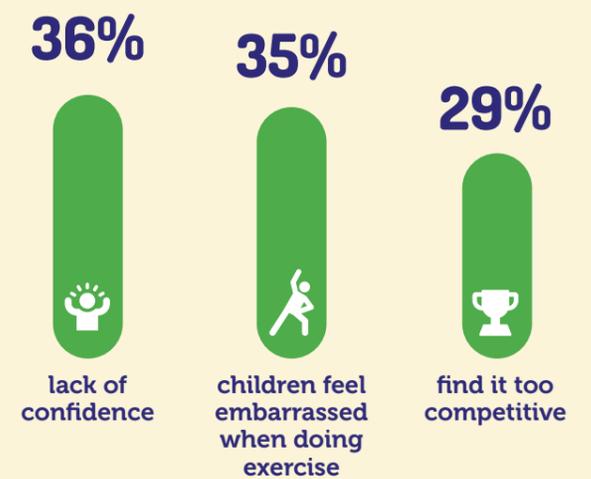
"It's clear from the research that achieving 60 minutes of physical activity in a day is not easy in the modern world. While there is no 'magic bullet' which will help children and adolescents get 60 minutes of MVPA per day, using play-based methods that are credible and scientifically-backed, such as the Joy of moving programme, are an innovative way of inspiring children to get active without forcing movement into their lives.

This wide scope for encouraging more physical activity means that we are all responsible for increasing levels: from children themselves, to their families, schools, communities, local and national government, non-governmental organisations and private companies – it's all about collaboration."



Professor John Reilly,
Strathclyde University

WHY DON'T CHILDREN WANT TO EXERCISE?:



PART FOUR – HELPING CHILDREN GET MORE ACTIVE

So, what are the tangible things that could be offered to help make children more active?

Over a third (34%) of parents agree that fun and play-based activity can help to get their child more active. Programmes such as Joy of moving, which uses play-based methods that are credible and scientifically-backed, are an innovative way of inspiring children to get active without forcing the movement into children's lives.

In addition, nearly two fifths (39%) of parents would like more after-school options, while a further 39% want more child-friendly playgrounds. Nearly a third (29%) would like access to the right equipment.

Over a quarter (28%) also would like access to free materials that give them ideas for activities. The free Joy of moving online Resource Hub is the perfect tool for parents, as it provides inspiration for families to get active through playing simple games that also help children to develop key skills.

Additionally, it encourages the use of common household items as equipment, alleviating the need for parents to buy new equipment in order to play the games.

"Getting children moving can have a positive impact and encourage them to lead active lifestyles in the future. By moving more children, we want to make a positive difference to how they feel about physical activity and hope to inspire long-term lifestyle habits – evidence shows that those who experience an active childhood are more likely to become active adults.

We're so proud that over the last 10 years, our Joy of moving social responsibility programme has helped to inspire a joyful approach to moving in over 600,000 children and delivered over three million hours of additional learning in schools.

By harnessing the power of 'fun' and 'playing', children don't even realise they're moving, and that is the beauty of a play-based programme like Joy of moving. As we say at Ferrero – "whatever the game, let joy win."



Charlie Cayton
Director of Corporate Affairs and Communications at Ferrero UK

TOP FIVE THINGS PARENTS WOULD LIKE TO HELP THEIR CHILDREN BE MORE ACTIVE:



PART FIVE – PARENTS WANT TO GET INVOLVED

Parents acknowledge that they too have a role in encouraging their children to do more exercise. Nearly two thirds (65%) of parents said they would like help to get their children more active themselves.

The vast majority (82%) of parents are open to exploring the concept of play to make their child more active, and a further three quarters (79%) said they would find it helpful to learn more about free and easily accessible guidance online which provides them with inspiration and games they can play with their children to inspire them to move.

The Joy of moving programme and the free online Resource Hub is the perfect solution for parents looking for play-based activity to get their children active.

"Programmes like Joy of moving, which uses play and fun to inspire activity, and that have been embedded for years in communities up and down the country, can really make a difference.

It's also the perseverance from companies, Government and charity organisations in continuing to inspire activity that can help to change things and continue to reverse the trend of declining activity."



Professor John Reilly
Strathclyde University

85%

feel the Government should do more to help make activity more accessible for children



What's next?

The research identifies a clear need for multiple parties to collaborate to inspire an increase in children's activity levels, and that is why we are calling for play-based movement to become part of the school curriculum to help inspire active lifestyles in children and to help them develop positive habits for adulthood.

With 85% of parents surveyed wanting the government to do more to make activity more accessible for children, this is a key moment for a collaborative effort from many stakeholders, including companies, schools, parents and other organisations to work together with the new government to help children embrace more physical activity.

To drive real progress, this needs to focus on promoting the benefits of getting active and providing activities that are easily accessible to all children and this can start right from home. Parents and guardians, here are some top tips below on how you can get your family active today.

FOR SCHOOLS

- ✓ Put play at the heart of school life.
- ✓ Promote active learning in schools utilising Joy of moving ideas and games.
- ✓ Involve children in decisions and listen to their voice.
- ✓ Recognise that sport is not for every child. Promote play and joyful ways to move and be active.
- ✓ Encourage children to be play leaders to support other children to be active.
- ✓ Encourage and support parents and children to walk, cycle, or scoot to school.
- ✓ Promote awareness of the Chief Medical Officer's physical activity guidance for children.
- ✓ Educate coaches and teachers in ways to adopt child-centred play-based approaches.
- ✓ Build collaboration between schools, charities such as EFL in the Community, and other organisations that promote child-centred play.

FOR PARENTS AND FAMILIES

- ✓ Encourage your children to be active by setting a good example and being active yourself.
- ✓ Find things that work for you and your family. Even small changes can make a big difference (e.g. a 15 minute stop-off at the park on the way home from school).
- ✓ Get active and outside as much as possible – find out where the green spaces are near you (parks, playgrounds, walks, cycle tracks).
- ✓ Find out about opportunities, facilities and places where you can be active as a family or where your children can enjoy physical activities.
- ✓ Encourage child-led activity for the family - the Joy of moving games are designed to help children lead the activity time, helping to grow confidence and excitement.
- ✓ Help older children and teenagers find enjoyable ways to be active – they can act as positive and encouraging role models for younger children.
- ✓ Find ways to be active indoors or when there is bad weather - there are lots of activities on the [Joy of moving Resource Hub](#) that can be played in small spaces at home.



10-year anniversary: 10 special edition games

"What's great about the Joy of moving methodology is that it is centred on deliberate play, linking spontaneous play and deliberate sport practice. What this means is that, at first glance, the play may seem unstructured, but it is actually based on rules that can be managed by an adult or by the children themselves.

The method gives the children lots of room for free exploration on 'how' to play and is designed to make learning through getting active fun and joyful – hence the Joy of moving!

We're really proud to be launching these ten new special edition games for our tenth anniversary. Each has been developed with the above in mind. We hope they provide fresh inspiration for parents who want to get their children moving while having fun at home."



Diego Latora
Joy of moving global
supertrainer, Ferrero



Ages 3+ | Family based | 2 players+ | Motor Coordination

1, 2, 3 Run



AIM OF THE GAME

Try to score goals by hitting the ball through the other player's legs



EQUIPMENT NEEDED

A selection of different balls



HOW TO PLAY



- Players stand facing each other at opposite ends of the playing area. The bigger the distance, the harder the game.
- The first player with the ball rolls, kicks, or throws the ball towards the player who is standing with their legs apart.
- Work with the other player to try and score as many points as possible.
- A point is scored if the ball goes through the opposite player's legs. They can then turn around as quickly as possible to collect the ball before it goes out of the playing area or past an end line. If the ball goes past this line or out of the playing area before it is collected, no point is scored.
- Keep count and shout out the number of times the ball passes through the players legs.
- Once the third point has been scored, players switch ends and the game restarts. Players can restart with 1, 2, 3 run, or keep counting and run on multiples of 3.

GAME VARIATIONS



1. Players change their position or shape of target. This could be by leaning forward or back onto their hands. If the ball passes through their arms and legs, the other player gets a point.	Physical Fitness
2. Change the counting to other numbers and their multiples. For example, 1, 2, 3, 4 and then multiple of 4's.	Cognitive Functions
3. Change the size of the ball which is used to roll, kick, or bounce through target	Motor Coordination
4. Player one selects the method of sending the ball through the target (throw, roll, kick). Player two must use the same method (throw, roll, kick), but use the opposite hand or foot that player one used.	Cognitive Functions
5. Rather than working together, play against each other by stopping the ball going through your legs. This can be done by using one hand to block the However, players must use the opposite hand the player rolling or throwing the ball used.	Cognitive Functions
6. If in a group of 4, pairs on either side go back-to-back. The partners facing towards the oncoming ball cannot touch the ball but must communicate with their partner behind them to say when to bend down and stop the ball passing through their legs and across the end line or out of the playing area. If the ball crosses the line, or goes out of play, the other pair gets a point.	Life Skills

Ages 5+ | Family based | 2 players+ | Cognitive Functions

3 in a Line



AIM OF THE GAME

Relay race to get three in a Line

EQUIPMENT NEEDED

Pencil and paper, one ball per player or team, toys or objects of the same colour, size or theme

HOW TO PLAY



- Place a piece of paper and pencil at one end of the playing area with a 3 by 3 grid marked out on the paper. Both players start at the opposite end of the playing area with a ball each on the floor.
- Starting on the shout of 'go' by one of the players, they both dribble the ball with their feet towards the paper. The first player who gets there and stops the ball under control has the first go at drawing their initials or name in one of the boxes.
- The other player then has their go before both returning to the start line to repeat again.
- Switch over who shouts "go" to start each time.
- The first player to write their initials three in a line wins the game and gets one point. Play to see who can be first to five points.

GAME VARIATIONS



1. Change the start positions of players at the beginning of the relay. For example, going from standing to sitting on the floor, having your legs crossed, laying on your back or on your tummy.	Physical Fitness
2. Make the grid larger or mark it out on the floor. <ul style="list-style-type: none"> Start with the same coloured or themed objects at the starting line and travel with them to the grid. Once at finish line, players throw their objects into the area. If they miss, they take their throw again. Try to use objects that don't bounce too much, so they stay in same position (rolled up socks, different colour per player or team). 	Motor co-ordination
3. Increase the area size to a 4 by 4 or 5 by 5 grid. Players must then get 4 or 5 in a row.	Cognitive Functions
4. If your object lands in the same grid area as the other player or teams, then the opposite team must go and remove their object and throw again. This means players can steal an area from the other team during the game.	Cognitive Functions
5. Each player or team has one "Switch" call per game. When "Switch" is called, players must switch the objects they are using and then adapt to the objects already on the board!	Life Skills

Ages 5+ | Individual or Family based | 8 players max | Motor Coordination

Hot Air Balloons



AIM OF THE GAME

Keep the balloons up in the air as long as possible

EQUIPMENT NEEDED

Balloons of different colours (ask an adult to inflate balloons)

HOW TO PLAY



- Within a safe area, start by throwing one balloon up in the air
- Using any part of your body, try to keep the balloon up in the air as long as possible, making it fly like a Hot Air Balloon
- Shout out the number of times the balloon is hit. If the balloon touches the ground, the game starts over.

OTHER NOTES

- You can also play the game with soft, light balls or rolled up socks. The heavier the object the harder the game.

GAME VARIATIONS



1. Only use certain body parts to keep the balloon up, recording your scores for each. For example, only using right or left hands, only using the back of your hand or use any part of your body except your hands.	Motor Coordination
2. Try a combination of body movements and aim for the longest streak possible, changing a body part after every tap. For example, hand, nose, foot, heel etc.	Cognitive Functions
3. Add in more balloons, attempting to keep each balloon up for as long as possible. One point for every tap up of each balloon.	Physical Fitness
4. Add a challenge to specific balloons. For example, the red balloon can only be kept up with a body part on the right side of the body, and a blue balloon can only be kept up with a body part on your left hand side.	Cognitive Functions
5. Perform additional tasks after each time you hit the balloon. For example, clap your hands, stamp your feet, or even touch the floor with your hand or knee, before hitting the balloon.	Cognitive Functions
6. If playing as a pair or group, try to keep up the same number of balloons as players. For example, if there are three players, use three balloons. However, each player must touch a different balloon each time.	Life Skills

Ages 4+ | Family based | 2 players+ | Physical fitness



Pirate Boats

AIM OF THE GAME

Pirates to steal treasure from each other's boats

EQUIPMENT NEEDED

Hoops, clothes or cushions to make Pirate Ships and lots of balls or toys to act as treasure

HOW TO PLAY



- Set up 'Pirate Boats' using hoops, clothes or cushions within the playing area. Dividing the 'treasure' up evenly, place them in the boats.
- Players work as two teams or as individual pirates who have ships between them or individually.
- Each pirate must visit another ship and steal one piece of treasure at a time, returning it to their ship, before going to steal another.
- Set a time limit of one minute and see who has the most treasure in their boats.
- After each round, pirates can sail or move their boats to another location within the playing area.

GAME VARIATIONS



1. Different colour, size or items of 'treasure' are worth different points.	Cognitive Functions
2. Players must complete an action with the treasure while carrying it (e.g. throwing their treasure up and down, balancing the treasure, etc).	Motor Coordination
3. Add a tagging rule – if you are tagged while carrying treasure, you must return it to where you got it from.	Physical Fitness
4. Place spots or cushions on the floor in between the pirate boats as desert islands. Players can use these islands to stand and rest on without being tagged.	Cognitive Functions
5. If playing in teams, each pirate must always be physically making contact with a teammate whilst moving.	Life Skills

Ages 5+ | Family based | 2 players+ | Physical fitness



Shield Yourself

AIM OF THE GAME

Shield your body from being hit by the soft balls or socks

EQUIPMENT NEEDED

Soft balls or rolled up socks, a pillow or cushion

HOW TO PLAY



- Playing against each other, one player is the thrower, and the other is the defender.
- The thrower throws 10 balls or rolled up socks at the defender who aims to block them away from their body using a pillow or cushion to shield themselves.
- The defender starts on 10 points and loses a point each time the ball or rolled up socks hit their body.
- After all the balls have been thrown, players swap roles and see who has the most points left at the end.

GAME VARIATIONS



1. Defender plays by standing on one leg, or kneeling on their knees without their feet touching the floor for balance	Physical Fitness
2. Defender can only block using only their hands (no pillow or cushion). The aim is still to stop their body being hit.	Motor Coordination
3. Using different coloured balls or socks, the defender must catch one colour (e.g. white) and block or defend the other colour (e.g. blue) as they are thrown towards them.	Cognitive Functions
4. Thrower to shout 'Catch' or 'Defend' as the balls are thrown. After a while, the commands are reversed and catch means defend, and defend means catch.	Cognitive Functions
5. Defender to set targets to try to achieve. Points lost for being hit, bonus point for catching.	Life Skills
6. Play in groups of three or more and allow for the balls to be thrown from different angles	Motor Coordination

Ages 6+ | Family based | 4 players+ | Cognitive Functions



The Maze

AIM OF THE GAME

To move across and through the maze to reach the other side.

EQUIPMENT NEEDED

Hoops, clothes or cushions to make Pirate Ships and lots of balls or toys to act as treasure

HOW TO PLAY



- Two teams or players play the game against each other.
- Start by setting up a maze using any equipment such as cones, soft toys, skipping ropes or clothes. If playing outside maybe use chalk to mark out a maze. The maze should have a route from one side of the playing area to another.
- Once the maze is set up, each team starts at opposite ends.
- A player from each team starts at the same time, trying to get to the other side of the maze.
- The first player through the maze gets a point for their team.
- If players meet each other in the maze, they play a game of Rock, Paper, Scissors to determine who carries on and who returns to their starting point.
- If your teammate loses the game of Rock, Paper, Scissors then you set off straight away to stop the opposing player getting too close to your end of the maze.

GAME VARIATIONS



1. Adapt the maze course, changing its shape, size and adding dead ends. Teams can do this together, or one team sets up the maze without the other team looking as it is getting built. Try to make it as hard as possible for the other team to find a route through.	Cognitive Functions
2. Add obstacles to the maze, such as cones or soft toys that players need to jump or hop over, or crawl on hands and feet or tummy.	Physical Fitness
3. Players try to travel with an object, such as a ball using their feet, or balancing a beanbag or soft toy on their head or shoulders.	Motor Coordination
4. Instead of using Rock, Paper or Scissor, each player shows a number on their hand (showing this using their fingers). The first player to add the numbers together and shout the correct answer can move on.	Cognitive Functions
5. Same as above but instead of adding numbers together, players minus or times the numbers together. Players could even challenge each other further by using two hands rather than one. This would mean there are now four numbers to add up or takeaway, making the sums harder.	Cognitive Functions
6. Players from the same team go together as one team at the same time and must move through maze together by holding hands.	Life Skills

Ages 5+ | Family based | 4 players+ | Physical fitness



Power Ball

AIM OF THE GAME

To avoid being tagged by opposing players

EQUIPMENT NEEDED

Different sized balls/rolled up socks or soft toys

HOW TO PLAY



- Set up a safe space for players to run and move around in, free of obstacles.
- One player starts off as the chaser and must run to tag as many of the other players as they can.
- Another player holds a ball known as the 'Power Ball'. This player can't be tagged and is the only player who can free any tagged players.
- Players who get caught by the chaser crouch down on the floor with one knee touching the ground. The only way they can be freed is for the player with the 'Power Ball' to throw and catch with the player who has been caught.
- Play for 1 minute, then swap roles.

GAME VARIATIONS



1. Tagged players choose a different shape each time they get caught where the 'Power Ball' can be rolled through or under. For example, players could stand with their legs apart, in a bridge position with their hands and feet on the ground, or like a tabletop with tummy facing up	Physical Fitness
2. When the player with the "Power Ball" throws to a tagged player, the now freed player keeps the ball and is given the special powers.	Cognitive Functions
3. For the powers to be transferred, the ball must be thrown and caught three times between the players.	Motor Coordination
4. Play in pairs with each pair getting a turn at being the taggers. They can either try to tag other players separately or must do so holding hands and remaining joined together as a pair.	Life Skills
5. If playing in larger groups, each pair has their own 'Power Ball'. The player with the ball can't be tagged, but they can only hold it for five seconds before they pass it to their teammate. If they get tagged to be freed, they must make five passes.	Cognitive Functions

Ages 5+ | Family based | 2 players | Physical fitness



Knee Tag

AIM OF THE GAME

To try and tag your partner without being caught yourself

EQUIPMENT NEEDED

Safe space to play, long socks or pieces of ribbon, and a timer

HOW TO PLAY



- Playing in pairs face each other at arm's length apart. Players must keep facing each other during the game. If one player turns away, the game is stopped.
- Use a timer set to 30 seconds.
- Within the playing time, each player tries to touch or tag their opponents knees as many times as possible. Each tag scores a point for that player.
- Players can only tag the outside of their opponent's knees.

GAME VARIATIONS



1. Tag other parts of the opponent's bodies i.e. hips or shoulders, shouting out the number of points they have scored i.e. 1 point, 2 points etc..	Motor Coordination
2. Use socks hanging out of players' waistbands. Players can choose where they position them. Points are scored by removing the sock.	Motor Coordination
3. Increase the timer to 1 minute or 90 seconds. Try to beat your previous score in the following games	Life Skills
4. Play with one hand behind your back. You can then only tag with one hand.	Motor Coordination
5. Players must alternate which knee or body part they tag and score each time. For example, players can't tag their opponent's right knee twice in a row.	Cognitive Functions
6. Players decide on an agreed sequence to tag. They then challenge each other to tag one another in that order	Cognitive Functions

Ages 6+ | Family based | 2 players+ | Motor Coordination



One Bounce

AIM OF THE GAME

Bounce and catch the ball into a target

EQUIPMENT NEEDED

Bouncy balls and a hoop or chalk for marking area

HOW TO PLAY



- Lay out the hoop or mark a circle on the floor, the larger the circle the easier the game.
- Players stand outside the circle opposite each other. The further away from the circle the player stands, the harder the game. If playing with more than two players, spread yourselves out around the circle.
- Player 1 throws the ball into the hoop, with the second player needing to catch the ball after the ball has bounced once in the circle.
- Points are scored for every pass that has one bounce in the target circle and caught. You may want to use more than 1 ball if in groups of 4 or if there are more players per hoop or circle.
- If playing as a larger family or group, you may want to use additional hoops or circles and play multiple games at the same time in pairs.

GAME VARIATIONS



1. Change the size of the circle and the distances players stand from the target circle.	Motor Coordination
2. Throw using left, right or both hands into the circle; the player catching must copy and catch the ball using the same method.	Cognitive Functions
3. Play with everyone having a ball, with all balls bounced at the same time.	Life Skills
4. Play against each other, with points awarded for a successful bounce into the target circle that isn't caught by the opposite player. If in groups, ensure they know whose turn it is to catch.	Physical Fitness
5. Play in teams against each other and using multiple target circles that players can choose to move towards and bounce their ball in.	Cognitive Functions

Ages 4+ | Family based | 2 players+ | Cognitive Functions



Game Zone

AIM OF THE GAME

Use your skills to move to different zones without being detected or caught

EQUIPMENT NEEDED

Cones or markers, one ball per player and socks or t-shirt to use as a blindfold, or players can cover eyes with their hands

HOW TO PLAY

- Within a safe space, set up four different zones at different locations. If playing in a room, you can use corners or pieces of furniture as a reference to the zone. If outside, you can use cones or markers to set up different coloured or themed areas. Make sure each zone has a name or reference.
- One player is chosen to be the detective and looks away from the playing area, covers their eyes, or is blindfolded so they can't see other players.
- All the other players start in the middle of the playing area.
- The game starts with the detective counting to 10 as loud as they can so everyone can hear them whilst they still look away from the playing area or remain blindfolded.
- During this time, players must choose and move to one of the zones
- When the detective gets to 10, still looking away or blindfolded, they choose one of the playing zones
- If a player's zone is chosen, they perform a physical challenge like five star jumps or squats.
- The game is repeated for 3 rounds before another player is chosen to be blindfolded.

GAME VARIATIONS

1. 1. Players move around the area whilst the detective is counting, bouncing, dribbling or throwing and catching their ball. If a player zone is chosen by the detective, they perform five bounces or throw-and-catches with a ball.	Motor Coordination
2. 2. Players are trying to reach a target of three points, one point scored for each time they choose a zone that the detective doesn't call out. Play for a maximum of five rounds.	Cognitive Functions
3. If a zone is called out by detective players in that zone, you can still gain a point or avoid a physical challenge forfeit by running to a different zone as fast as possible. The last player to reach new zone doesn't get a point or has to do the challenge.	Physical Fitness
4. 4 Add a 'move again' variation. This time when the detective chooses a zone, players have to move to this zone as quickly as they can. Players already in the zone remain where they are. This can then change to doing the opposite of a selected zone. For example, red and blue, yellow and green. When the detective shouts red, players need to be at the blue zone	Cognitive Functions
5. 5 Play the game with the detective trying to catch all players within five rounds and players try to remain in the game. If their zone is chosen, they are out of that game or lose a life.	Life Skills



ABOUT THE RESEARCH

OnePoll.com was commissioned to conduct a survey of 1,000 UK parents of children between the ages of 5-12. A combination of quantitative and qualitative data was used to capture insights from parents on the way their children are currently getting physically active..

The research took place as an online questionnaire, with answers gathered between the end of April and start of May 2024.

ABOUT FERRERO

Present in the UK since 1966, Ferrero is a leading family-owned global company. Today, the Ferrero Group is present throughout the world with more than 47,000 employees globally.

What has never changed is its respect for people and the planet, passion for creativity and excellence, and for bringing moments of joy.

