

Story 3

Kate was getting ready for school. She **RAN** up the stairs and **BENT** down to pick up her school bag. Kate **RAN** back down the stairs and **WAVED** goodbye to her Mum. It was snowing outside and while Kate was walking she had to **LIFT HER LEGS HIGH** out of the snow. At break time she played **TENNIS** with her friend Mary. They hit the ball **UP HIGH** and **DOWN LOW**. They had to **WALK** back up the steps to go back to school after break.

? Story Board Game ?

Aim

This game is to support the Physical Activity module. It is a great way of getting athletes moving. It incorporates a range of aerobic exercises for both upper and lower body. This is especially useful with younger athletes.

Materials

- Story
- Facilitator

Instructions

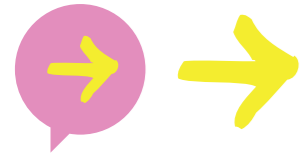
In this activity, you will be reading a story to the participants. The idea of this is when you see words that are in bold and capital letters you raise your voice and say the words louder than normal. Explain to the participants that when this happens they have to carry out this action e.g. Joan **WALKS** to the shop, the participants walk on the spot for ten seconds.





Instructions

1. At the beginning, facilitator explains to participants when he raises his voice during the story athletes have to carry out the action.
2. Try doing it once and give an example. E.g. Joan **WALKS** to the shop - get participants to walk on the spot.
3. So facilitator begins session by reading out the story.
4. On every action, raise your voice so participants know that they have to do it.
5. Let them do it for 10 seconds before carrying on with story.
6. When finished congratulate everyone for being part of the story.



Follow on Tips

- Break the participants into groups of three and allow them to make up their own stories.
- The facilitator can make up their own version of a story board.



Story 1

Mary was **WALKING** to the shop yesterday when she saw a puddle on the footpath. The only way to get around it is to **JUMP** over it. In the shop she dropped her money on the ground and had to **BEND** down to pick it up. She needed bread that was on the top shelf and she had to **REACH UP** to get it. When reaching for the bread she knocked over a jar and it spilled all over the floor. The shop keeper came and **WASHED** the floor. She took her groceries to the till and paid the shopkeeper for them. On the way out the door she **WAVED** goodbye to the shop keeper.

Story 2

John's Mum made a list of different jobs for John to do at the weekend. First of all she asked him to **MOW** the lawn. He had to go around the flower beds and up a down by the edges. While John was mowing the lawn, his mother started making him soup for his lunch. She asked him to keep **STIRRING** it while she cut the bread. This was a very big pot so he had to stir with his **RIGHT HAND** and then his **LEFT HAND**. After lunch, John's next job was to **WASH** the windows. He was very busy **STRETCHING UP** to the top and **BENDING DOWN** to the bottom to get into all the corners. He could see his own reflection when he was finished. When he had all his jobs done he **CLIMBED** up the stairs and fell into bed!