

Fast starts

Captains coming

Stage: Early stage 1 upwards

Category: Whole class

Activity set-up

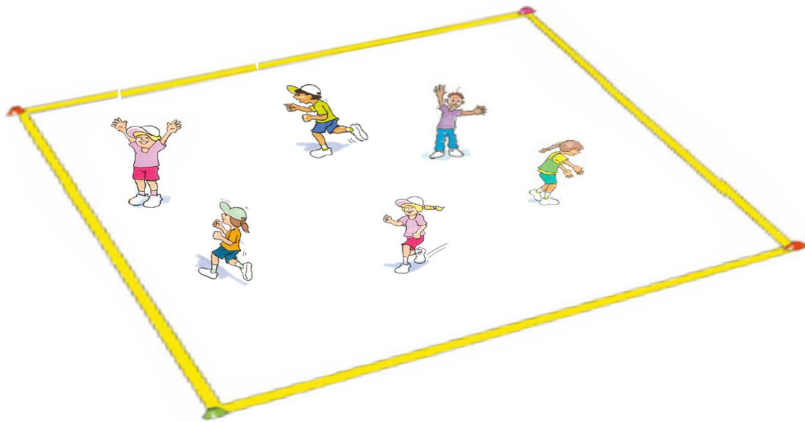
- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students begin by moving around the playing area in any direction.
- When the teacher calls out a range of 'ship commands', students perform the action for 5-10 seconds.
- Once complete, students resume jogging until the next command is called.

Ship commands

- Bow - students run to the front of the area and perform a static balance.
- Stern - run to the back and perform a static balance.
- Port - run to the left and perform a static balance.
- Starboard - run to the right and perform a static balance.
- Climb the rigging - action of climbing the rigging.
- Scrub the deck - down on one knee and scrub the floor.
- Captain's coming - stand to attention and salute.



Equipment

- 8 markers (to set out playing area).
- Ship commands printed on cards.

Increase/decrease challenge

- Define the types of static balance.
- Vary the 'ship command' movements.

Additional variations

- Replace static balance positions with movements (e.g. jumping jacks, high knees, squat jumps).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

Fast starts is a physical activity resource developed as a joint initiative between the NSW Department of Education and NSW Health.

Activity considerations

Qualities of a Fast Start activity

A fast start activity provides an opportunity to:

- engage in moderate to vigorous physical activity (huff 'n' puff) with minimal rules within 2 minutes
- explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
- reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.



Inclusion

All students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Considerations for teaching students from diverse backgrounds and sample adjustments can be accessed on the [Aboriginal education and communities](#), [High Potential and Gifted Education](#), [Multicultural education](#), [Disability, learning and support](#) and NESA's [Adjustments](#) pages.

Linking to other learning areas

Skills, concepts and topics from other learning areas may be embedded into activities to reinforce student learning. Examples include, counting while passing the ball, labelling movements or objects with nouns / verbs, The 'Thinking while moving' programs available on the [NSW School Sport Unit](#) website provide additional guidance of how to link physical activity with other key learning areas.

Safety considerations

Prior to the commencement of any physical activities, teachers must ensure that the following has been addressed.

Activity: ensure that the activity being undertaken is suitable for the age, maturity and experience of the students.

Student safety: ensure that students have:

- personal safety (see [sport safety guidelines](#))
- adequate protection from the sun (eg. hats and shaded areas where possible)
- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

Equipment: all playing equipment must be inspected and in good working order.

Playing area / surface: choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).