

## Prepare for Class Version

**Grade Level: Grades 4-5**

**Activity: “Captain’s Orders”**

<p><b>Introduction</b></p>	<p>This activity will support students in demonstrating the motor skills and movement patterns needed to perform a variety of physical activities (Gr 4, Standard 1). Students will sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities (Gr 5, Standard 3.7).</p>
<p><b>Description</b></p>	<p>Students will demonstrate motor skills and movement patterns while sustaining continuous movement during an activity called “Captain’s Orders” which is played in an open space such as a basketball court or school gym. The object of the game is to keep up with the captain’s orders while engaging in moderate to vigorous physical activity.</p>
<p><b>How to Introduce the Activity to Students</b></p>	<p>“Today you will practice movement skills that will help you to perform a variety of physical activities. You will participate in moderate physical activity by following different directions in an open space. Before we get started, we need a signal for when everyone needs to freeze and sit crisscross on the ground. This will help keep us safe and focused.” (Share the word or sound signal you will use to get the students’ attention.)</p> <p>“Your goal today in our ‘Captain’s Orders’ activity is to keep up with the Captain’s orders and move in a safe way without touching any other participant.” (Pick a new captain after 5 orders are given.)</p>
<p><b>Directions for the Activity to Share with Students</b></p>	<p>The teacher starts as the Captain. All other players are the Crew and line up facing the Captain. The Captain gives commands for the crew to complete. The Crew must try and keep up with the Captain’s orders. It is important to move safely and in your own space so we don’t bump into each other. The faster the Captain gives command actions to the crew, the more fun the game becomes.</p> <p>Captain’s Commands:</p> <ul style="list-style-type: none"> <li>● “To the island” (run to the left boundary line)</li> <li>● “To the sea” (run to the right boundary line)</li> <li>● “Climb the ladder” (pretend to climb a ladder by stretching up high and alternating foot movements as if climbing a rope ladder)</li> <li>● “Scrub the deck” (crouch down and pretend to scrub the floor using both arms)</li> <li>● “Hit the deck” (get into plank position with a straight back-Be sure not to ask students to hold the plank for too long.)</li> <li>● “Captain is coming” (Stand up straight at attention and freeze)</li> <li>● “Abandon ship” (find a partner, sit down, and pretend to row a lifeboat)</li> </ul>
<p><b>Feedback to Share with Students</b></p>	<p>Specific feedback helps keep students focused and engaged while reinforcing appropriate and safe physical activity. Some examples of specific feedback include:</p> <ul style="list-style-type: none"> <li>● “I like the way you quickly changed direction to get from the island to the sea without bumping into any other crew members.”</li> <li>● “I like the way you safely jumped into and out of the plank position to hit the deck.”</li> <li>● “After scrubbing the deck you were able to freeze and stand at attention when the Captain was coming. Well done!”</li> <li>● “I like how you found the closest partner quickly and worked together to row your lifeboat!”</li> </ul> <p>Encouraging feedback that values process and growth may sound like:</p> <ul style="list-style-type: none"> <li>● “You are following directions well! Thank you for your attention!”</li> <li>● “Your ladder climbing form has improved! I can see you reaching farther and alternating feet correctly!”</li> <li>● “You are really getting your heart pumping!”</li> </ul>
<p><b>How to do Closure with Students</b></p>	<p>Asking some reflective questions helps students to focus on their understanding of why they engaged in the activity as well as what growth they experienced. Consider asking: “Why is it important to practice these movement skills?” or “Think about today’s activity. What did you do that helps you to get stronger?”</p>
	<p>Here are some things to look out for:</p>

<b>Notes for the Guest Teacher</b>	<ul style="list-style-type: none"> <li>● Have a signal word or sound to note when all movement stops and students sit down</li> <li>● If students need to review how to move safely, don't hesitate to stop and reiterate the importance of safety</li> </ul>
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## Take to Class Version

**Grade Level: Grades 4-5**

**Activity: "Captain's Orders"**

<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Demonstrate motor skills and movement patterns needed to perform a variety of physical activities (Gr 4, Standard 1).</li> <li>● Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities (Gr 5, Standard 3.7).</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>● "Captain's Orders" is played in an open space such as a basketball court or school gym.</li> <li>● The object of the game is to keep up with Captain's orders while engaging in moderate to vigorous physical activity.</li> </ul>
<b>Introduce the Activity</b>	<ul style="list-style-type: none"> <li>● "Today you will practice motor skills and movement patterns that will help you to perform a variety of physical activities. You will participate in moderate physical activity by following different directions in an open space."</li> <li>● Share the word or sound signal you will use to get the students' attention.</li> <li>● "Your goal today in our 'Captain's Orders' activity is to keep up with the Captain's orders and move in a safe way without touching any other participant."</li> </ul>
<b>Give Directions for the Activity</b>	<ul style="list-style-type: none"> <li>▪ Teacher starts as the Captain. All other players are the Crew and line up facing the Captain.</li> <li>▪ Choose a new captain after every 5 orders/commands.</li> <li>▪ The Crew must try and keep up with the Captain's orders.</li> </ul> <p>Captain's Commands:</p> <ul style="list-style-type: none"> <li>● "To the island" (run to the left boundary line)</li> <li>● "To the sea" (run to the right boundary line)</li> <li>● "Climb the ladder" (pretend to climb a ladder by stretching up high and alternating foot movements as if climbing a rope ladder)</li> <li>● "Scrub the deck" (crouch down and pretend to scrub the floor using both arms)</li> <li>● "Hit the deck" (get into plank position with a straight back – Be sure not to ask students to hold the position for too long.)</li> <li>● "Captain is coming" (Stand up straight at attention and freeze)</li> <li>● "Abandon ship" (find a partner, sit down, and pretend to row a lifeboat)</li> </ul>
<b>Feedback for Students</b>	<ul style="list-style-type: none"> <li>● "I like the way you quickly changed direction to get from the island to the sea without bumping into any other crew members."</li> <li>● "I like the way you safely jumped into and out of the plank position to hit the deck."</li> <li>● "After scrubbing the deck you were able to freeze and stand at attention when the Captain was coming. Well done!"</li> <li>● "I like how you found the closest partner quickly and worked together to row your lifeboat!"</li> <li>● "You are following directions well! Thank you for your attention!"</li> <li>● "Your ladder climbing form has improved! I can see you reaching farther and alternating feet correctly!"</li> <li>● "You are really getting your heart pumping!"</li> </ul>

<b>Closure</b>	<ul style="list-style-type: none"><li>● “Why is it important to practice motor skills and movement patterns?”</li><li>● “Think about today’s activity. What did you do that helps you to get stronger?”</li></ul>
<b>Notes for the Teacher</b>	<ul style="list-style-type: none"><li>● Have a signal word or sound to note when all movement stops and students sit down</li><li>● If students need to review how to move safely, don’t hesitate to stop and reiterate the importance of safety</li></ul>