

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
First Grade	Volleyball	Coming and Going - Directions	Playground Balls, Rhythm instrument, Music, Stereo.

Objectives

The Students will:

1. Exercise the large muscles of their body while doing the fitness and ball handling stations.
2. Demonstrate the concept of coming and going, going toward and away.
3. Create a routine with a partner showing the relationship greeting and parting.
4. Verbally describe times when they might see coming and going.
5. Verbally describe the pattern they created to show coming and going.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	10	Ball Handling and Fitness Stations	
Part 2	10	<p>Introduction</p> <p>In many areas of life, it's helpful to be as comfortable moving backward as it is moving in a forward direction. Ask students to consider this in relation to driving, rowing a boat, or ice-skating. Consider more specialized uses such as players backpedaling on tennis or basketball courts, or on baseball or football fields; gymnasts on a balance beam; and tight-rope walkers on a high wire. Can your students think of any others?</p> <p>ON THEIR OWN</p> <p>Using a handclap or a drum beat out a moderate walking tempo. Students walk forward at this tempo until you call out a number. The students take that number of steps backward, at the same tempo, and then go forward again.</p> <p>Teaching Hints. Here are some suggestions for making this activity successful:</p> <ul style="list-style-type: none"> • Keep a steady tempo that doesn't increase or decrease. • You may want to repeat each number twice in a row so the children have two chances to succeed. • Because of the tempo, even numbers may be easier for the children at first. Similarly, higher numbers (i.e., four and above) may prove easier at first. <p>Increasing the challenge. Making adjustments in some of the points listed above (i.e., using odd or low numbers) makes this activity more difficult. Also, increasing the tempo of the beat, and calling out the numbers more quickly, will add to the challenge.</p>	The students should be spread out (and should look over their shoulders, if necessary) to reduce the possibility of collision.
Part 3	20	<p>Adding Equipment. Ask the students to try bouncing a ball or rolling a hoop while moving forward and backward!</p> <p>WITH A PARTNER</p> <p>Even such basic directions as forward and backward can become more complicated when another person is involved. Once students have paired off, explain that they're going to execute a variety of movements in a forward direction, linked to their partners in a variety of ways. Can they move as smoothly with a partner as they do on their own?</p> <p>Partners should experiment with at least four different locomotor skills, discovering at least four different side-by-side or front-and-back (with both partners moving forward) connections for each skill. Possible connections might include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Inside hands joined (option: hold a hoop in between partners) Inside arms linked • Right and left hands joined, with arms crossed Arms around each other's waists • Inside hands on each other's shoulders • Right hands joined with one partner's arm across the other partner's shoulders and left hands joined in front • Hands on the shoulders of the partner in front Hands on the waist of the partner in front <p>Once partners have explored the possibilities for moving forward, ask them to repeat the procedure moving backward.</p>	
Closure	2	Describe one of the patterns you made with the ball going forward to backward, or side to side. What pattern did you and your partner create?	