

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade-Level Outcomes

- Travels in three different pathways (S2.E2.K)
- Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)

Lesson Objectives

The learner will:

- Identify the three pathways: straight, curved, zigzag
- Move in each of the designated pathways

Materials and Equipment

- Drum
- Scarves or streamers (optional)
- Music for locomotors (optional)
- Obstacle course materials: props for straight, curved, and zigzag (wands, jump ropes, and so on)

Introduction

Today, we are going to learn the three movement pathways and move in each of them. These pathways will be used later to create offensive and defensive strategies for games and sports, to add excitement in gymnastics floor patterns, and to express ideas in creative dance.

Link pathways to students' everyday experiences, such as going home to share exciting news versus going home with a not-so-good note from the teacher or walking home when a favorite friend or relative is waiting versus walking home with nothing to do.

LEARNING EXPERIENCE: PATHWAYS IN SELF-SPACE

With students seated in self-space, have them move in the following pathways as you model the action:

Straight

- Move hands in straight pathways up and down.
- Move hands side to side.
- Make straight pathways in the air with feet and legs while resting on bottoms and hands; move feet and legs in straight pathways up and down.

Curved

- Move hands in curved pathways—up, down, all around—making smooth curves.
- Make curved pathways in the air with feet and legs—up, down, all around.

Zigzag

- Zigzag hands side to side in the air. Zigzag them up and down.
- Zigzag feet and legs while resting on bottoms and hands in self-space.

Children enjoy exploring pathways in self-space with streamers or scarves.

Assessment

Tell a partner the three pathways you have moved today.

LEARNING EXPERIENCE: PATHWAYS IN GENERAL SPACE

With students standing in their personal spaces (check the “bubbles”), allow sufficient time for them to explore pathways while traveling in general space.

Straight

Walk in a straight pathway in general space. What will you do when you come to the boundary of our work space or when you meet another person?

(For example, backward walking, tunnel for partner to go through or over and under)

- Straight pathways, forward travel only. Boundary or person, jump and turn to continue straight pathway forward.
- Straight pathways forward. On the signal, pause, do a one-quarter turn and continue in a straight pathway forward. (This one is great fun for students as the frequency of the signal increases.)

Curved

Move in general space, making curved pathways with your feet, not your arms.

Make large, curved pathways and small, curved pathways.

- Move in curved pathways with the body stretched high in the air.
- Move in curved pathways with the body close to the floor.
- Move your arms as if you are a glider plane or a soaring bird.

Remember that your feet make the pathway on the floor as you travel.

What pathway would you make if the curve stayed in one direction (to your right) only? Make a circle pathway as you travel.

Zigzag

Move in general space making a zigzag pathway as you travel.

(The letter Z on the floor)

- Jump like a rabbit, side to side; glide like an ice skater. (Emphasize the sharpness of the corners for the zigzag.)
- Zigzag backward—zag then zig!

LEARNING EXPERIENCE: MY PERSONAL PATHWAY (GRADES K, 1)

The letters of the alphabet (capital letters) are formed with combinations of straight, curved, and zigzag pathways. Have students travel the pathways throughout general space from one side of the work space to the opposite side. (Ask the classroom teacher what letters kindergarteners are studying.)

Assessment

You have moved in three different pathways: straight, curved, zigzag. When I name a pathway, show me that pathway as you travel in general space. When you hear the signal, stop and listen for the next pathway for your movement.

LEARNING EXPERIENCE: PATHWAYS WITH ROPES

Give each student a jump rope, preferably a cloth one. Have students place the rope on the floor in a straight, curved, or zigzag pathway.

- Have students walk beside their rope, matching the pathway created.
- As a class, decide what locomotor movement will match each pathway, such as hopping for straight, galloping for curved, and jumping for zigzag. Challenge students to travel their jump rope with the chosen locomotor.
- Just for fun, have students create new locomotors for the pathway, such as slithering, crawling, or doing cartwheels.

Grade 1

Students travel in general space, matching locomotors to pathways for all the jump ropes on the floor.

LEARNING EXPERIENCE: OBSTACLE PATHWAYS (GRADE 2)

With the equipment provided for pathways (jump ropes, wands, and so on), have students select two or three pieces of equipment to create a pathway of their choice on the floor. Have each student connect his or her series of pathways with another student's pathways to form an obstacle course.

As a class, decide the locomotor actions to be used for travel through the obstacle course, such as walk the straight pathways, hop the curved pathways, and jump over the zigzag pathways (S4.E6, embedded teaching with the use of equipment and necessary safety).

LEARNING EXPERIENCE: PATHWAY SEQUENCE (GRADE 2)

Have students select a partner (S4.E4). Each partner creates a pathway sequence consisting of the three pathways studied in the lesson; each student decides the order of the pathways for his or her travel. Partner A performs his or her sequence, and partner B observes for correct demonstration of the pathways as well as correct order of the sequence.

- Following completion of the sequence, the partner observing provides feedback on correct execution as well as memorization of the sequence. The students repeat the sequence for partner B.
- Challenge the observer to replicate the partner's sequence after he or she observes and gives feedback. (Increase the complexity of the sequence by adding concepts, such as directions and levels, a focus on locomotors, and a beginning and ending shape.)

Assessment

Assessment opportunities for both peer and teacher observation are provided within the learning experiences. Pathway Sequence, grade 2, is an informal peer assessment. It can easily become a formal assessment with the addition of paper and pencil recording of the sequence and established criteria.

Closure

- What was the focus of our lesson today?
- What are the three pathways of movement?
- Where in the room (outdoor area) do you see straight pathways, curved, zigzag?

Grade 2

- Why are pathways important in games and sports?
- What pathway does a basketball player use to dribble to the basket if no defenders are between the player and the basket?
- What pathway does a football player use to avoid a tackle?
- What pathway does a soccer player use when dribbling the soccer ball through the defense?

Reflection

- Do the students have a cognitive understanding of the various pathways?
- Were they able to move in each of the designated pathways?

Link to the Classroom

Show the class posters that illustrate pathways and the letters of the alphabet. Ask individual students to find the pathway on the poster that you name. Ask individual students to find the capital letter of their first name; ask the student what pathway the letter represents. Choose different letters to illustrate the three pathways and combinations of pathways.

