

# Pathways of Travel:

## Welcome to Pathway City!

LESSON #3 EXPLORATORY TEACHING STYLE

1<sup>ST</sup> GRADE



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PED 306 SECTION #1

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## **Research**

### **Definition:**

A pathway is a path, route, course or way. It is a route to access, reach or achieve something. To travel is to go from one place to another or to proceed or advance in any way. Therefore, pathways of travel would mean to take a path, route or course to go from one place to another.

### **Rationale:**

Pathways of travel are very important for students to learn, understand and be able to use. If we did not use pathways of travel in life, we would be stuck in one place all of the time. We would not be able to get from place to place. We would not know when to use a curve, zig zag, straight or circular path, all of which help us in our everyday lives. Typically we walk in a straight path, but if there are obstacles or people we need to get around, we may have to dodge these people and use a more zig zag or curved path. We use circular paths to turn completely around. Learning pathways in elementary physical education is very important so children know how to move about in their world, every day, in the most meaningful way.

## Assessing a Movement Concept

### **Objectives for Pathways of Travel:**

#### **Psychomotor domain:**

In response to teacher questions, the students will demonstrate pathways of travel by:

- Moving in a straight line for a straight pathway
- Performing sharp turns for a zig zag pathway
- Performing smooth, curving lines for a curved pathway
- Moving in a circle for a circular pathway

#### **Cognitive domain:**

In response to teacher questions at the lesson closure, the students will demonstrate their knowledge of the pathways of travel by:

- Telling which pathway is on the poster
- Describing the pathway on the poster

#### **Affective Domain:**

While playing an applied activity called “Pathway City”, the students will demonstrate personal responsibility by:

- Following the teacher’s directions
- Staying in his or her own personal space during exploration
- Using the equipment properly during and after exploration

**Rubric for assessing “pathways of travel”:**

Student Names	Psychomotor (4 pts)				Cognitive (4 pts)	Affective (4 pts)		TOTAL
	Straight (1 pt)	ZigZag (1pt)	Curved (1 pt)	Circular (1 pt)		Follows Instructions (equip use) (2 pts)	Maintains own space (2 pts)	
					Verbally describes pathways (4 pts)			<b>12 pts</b>
<b>Allyson</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	12
<b>Abbi</b>	1	0	1	1	3	2	2	10
<b>Bryan</b>	1	1	1	1	0	0	0	4

**The rubric is scored in the following way:**

4= student consistently demonstrates the skill, knowledge or behavior

3= student more often than not demonstrates the skill, knowledge or behavior

2= student sometimes demonstrates the skill, knowledge or behavior

1/0= student rarely/never demonstrates the skill, knowledge or behavior

### LESSON CONTEXTUAL INFORMATION

<b>Lesson Title:</b> Pathways of Travel: Welcome to Pathway City!		<b>Grade:</b> 1 <sup>st</sup> Grade
<b>Skill Level:</b> Developmental Level I	<b>Time Required:</b> 10 minutes	<b>Day in Unit:</b> 2 <sup>nd</sup> Day in Unit
<b>Content Standards addressed within this lesson:</b>  Standard 1: Demonstrates competency in motor skills and movement patters needed to perform a variety of physical activities  Standard 2: Demonstrates understanding of movement concepts, principles and tactics as they apply to the learning and performance of physical activities  Standard 3: Participates regularly in physical activity  Standard 4: Achieves and maintains a health enhancing level of physical fitness  Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity  Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction		
<b>Lesson Objectives:</b> <ul style="list-style-type: none"><li>• <b>Psychomotor-</b> <u>Learn level:</u><ul style="list-style-type: none"><li>▪ In response to teacher prompts, the students will give examples of where they may see these pathways or shapes in their environment and will discover and demonstrate these different pathways of travel in their own space.</li></ul></li> <li><u>Do level:</u><ul style="list-style-type: none"><li>▪ After learning the different pathways of travel, the students will discover and demonstrate the different pathways of travel while also incorporating different directions of travel as well.</li></ul></li> <li><u>Use Level:</u><ul style="list-style-type: none"><li>▪ In response to teacher prompts and while using a variety of previously learned locomotor skills such as skipping, sliding, running, galloping and walking, students will demonstrate the straight, zig zag, curved and circular pathways of travel by moving in the following ways:<ul style="list-style-type: none"><li>○ In a straight line for straight</li><li>○ Sharp turns for zig zag</li><li>○ Smooth, curving lines for curved</li><li>○ In a circle for circular</li></ul></li></ul></li></ul>		

- **Cognitive-**

When asked during the lesson closure, the students will identify, describe or show the meaning of the concept of pathways that are shown to them on the poster.

- **Affective-**

The students will demonstrate personal responsibility by:

- Following teacher's directions
- Staying in his or her own personal space during exploration
- Using the equipment properly during and after exploration

**Student Characteristics:**

- Psychomotor:
  - It is important to remember that each child has different abilities and strengths. It is easy for children to get discouraged while performing or trying to comprehend new skills. Children like to participate in activities that involve reinforcement and need to feel successful.
- Cognitive:
  - At this grade level, students are being introduced to many new movement skills and patterns. Since these skills are new to students at this grade level, it may be hard for them to incorporate the skill into various settings. That is why this is an exploratory lesson where students can explore what they know and what they need to work on.
- Affective:
  - Sometimes it is hard for young students to maintain their own personal space and have good body awareness. Make sure to constantly reinforce students to stay within their "hula hoop".

**Pre-Requisite skills or knowledge needed for success:**

- The pre-requisite skills 1<sup>st</sup> graders will need for success to perform pathways of travel in this lesson are body management skills, space awareness and body awareness. Also, locomotor movements and directions in which you can travel are pre-requisites and knowledge needed for this lesson. I will review the directions of travel for students prior to learning the pathways .

**Adaptations and/or extensions to accommodate individuals in this lesson:**

- For students with disabilities, the visual cue posters I will have to teach the lesson will help them learn the concepts to go along with my verbal cues. If students have physical disabilities allow for extra time to explore and try performing the skill. A student or teacher may need to come closer to the student and help them understand the concept more clearly, maybe by showing the poster cards to re-show the concepts.

**Management issues for this lesson:**

- Students will remember and use all of the management cues we went over on the first day of class:
  - Partner up when they hear: "Toe to toe"

- Stop when they hear: “Freeze”
- Once students freeze: “Hands on knees, eyes on me”
- “When I say go” (go)
- Students will get into groups, and each group will have a “garage for their cars” to start off the activity and end the activity.

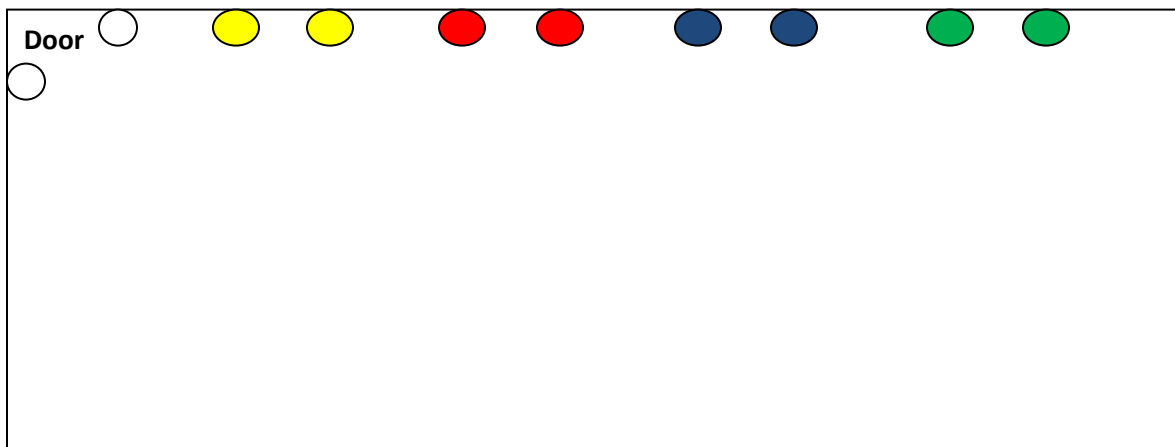
**Safety issues for this lesson:**

- Students will need to be aware of personal space and stay within their “bubble” or “hula hoop” so they do not run into each other since they will be moving in all different directions.
- Students will need to be aware of the cones so they do not trip and be told to hang onto their “steering wheel” so students do not get hit with them or they will have to pretend to be a car without a steering wheel.

**Equipment and/or supplies needed:**

- 8 cones (2 red, 2 blue, 2 green, 2 yellow)
- 8 dome cones (2 red, 2 blue, 2 green, 2 yellow)
- Poster cards

**Facility set-up needed:**



**Notes to self:**

- Make sure to remember this is an exploratory lesson not direct. Do not direct what the students do. Instead, ask them questions and to show you what you are looking for.
- Have an open mind and if students do not understand properly, adjust and refresh the students minds by re-showing them the poster cards with the pathways on them.
- Make sure to have the students learn, followed by doing the skill, then using the skill in an activity.

**Physical Education: Traveling Unit**

**Pathways of Travel**

**1<sup>st</sup> Grade**

<b>Time:</b>	<b>Instruction:</b>	<b>Management/Cues:</b>
<b><u>30 sec</u></b>	<b>Welcome and overview:</b>  Welcome boys and girls! I am so glad you are all here this morning. Today we are going to explore different pathways that we can take to travel from place to place. Is everyone ready? Ok, when I say go you are all going to skip over to the learning circle and stand facing me. Go!	-Make sure I have the students attention  -"When I say go" will help students transfer into the exploratory activities  -Make sure to go over safety issues. -Cones -Shoes tied
	<b>Warm-up activity:</b>  N/A	N/A
	<b>Fitness activity:</b>  N/A	N/A
<b>Lesson focus:</b>		
<b><u>30 sec</u></b>	<b>Anticipatory set:</b>  Thank you for following directions so nicely and quietly boys and girls. Today we are going to explore pathways that we travel in every day and review the directions we travel in as well. I will show you what these pathways of movement are and then I will have you explore them and do an activity.	-Students will be standing on the circular line facing me.  -I will give them an overview of what they will explore today  -Explain why pathways are important to learn
<b><u>1 min</u></b>	<b>Review if needed:</b>  Last class period we learned the directions we travel in. These directions were forward, backward, sideways, upward and downward. I am going to show you a poster with a direction on it. I would like you to tell me which direction is being shown. Then I would	-Have the directions on posters so the students have a visual review of what was learned in the last class period.  -Review (ask students) which direction is listed on the poster



	like you to show me how you would perform that direction.	and where you use that pathway or how the pathway is performed  -For each direction that I show have students spread out in the learning area and ask them to show me how to perform that direction of movement.
<b><u>1-2 min</u></b>	<b>Instruction/demonstration and/or explanation:</b>  Very well done boys and girls! Now, if you could have a seat, I am going to show you pathways in which you can travel and use every day.	-Show them each of the pathways: -Straight -Zig Zag -Curved -Circular -Ask the students what these pathways are when I show them the poster and what there is in our environment that show these pathways or shapes Examples: - <u>Straight</u> : Tree Truck, Flag Pole, Pencil - <u>Zig Zag</u> : Stairs - <u>Curved</u> : Road, snake, letter S - <u>Circular</u> : Ball, Sun, Clock, Door Knob
<b><u>1-2 min</u></b>	<b>Guided exploration:</b>  Now, when I say go I would like you to gallop around the gym. Go! Freeze. Now we are going to explore the pathways we just learned.	-Simply ask students to show you a straight, zig zag, curved and circular path, all separately throughout the space.  -Make sure to address personal space and use management cues in between each pathway asked.  -If students are not quite understanding what you are asking them to show you, review the posters again.
<b><u>1-2 min</u></b>	<b>Individual/partner/group exploration and/or practice of the concept:</b>  Ok boys and girls, now we are going to combine the pathways and directions that we have learned in the last couple of class periods.	-To start off, ask them if they can show you a combination of one pathway and one direction together. Keep asking and giving combinations for them to explore and work on.

		<p>-Make sure to use management cues in between each combination for a smooth transition.</p> <p>-If students seem like they are not grasping the concepts of the pathways or directions, remind them by showing them the posters again.</p>
<p><b>3 min</b></p>	<p><b>Applied activity:</b>  Now we are going to take the pathways and directions we learned and do an activity where we are different types of cars. When I say go, I would like you to get toe to toe with the person closest to you. Now each group of partners is going to be a different type of car. When I say go I would like you and your partner to jog over to a color of cones and wait quietly for further instruction. Go!  Ok, the group next to the red cones are fire trucks, the group next to the blue cones are police cars, the group next to the yellow cones are school buses and the group next to the green cones are tractors. The cones you are standing in between represent your garage where you park your car, truck, bus or tractor. I would like you to pick up a dome cone sitting next to you. This will be your steering wheel. When I say go, I am going to ask you to perform a pathway, direction and locomotor movement all together and you will leave your garage and come out and drive your vehicle in Pathway City (the gym space).</p>	<p>-Group the students by using toe to toe</p> <p>-Use management cues to transition the students</p> <p>-Make sure they know what everything represents so they can use their imagination:  -Cones: Garage  -Dome Cones: Steering Wheel  - Gym space: Pathway City</p> <p>-Be sure to ask combinations of pathways, directions and locomotor skills that will work together.</p> <p>Examples:  -Zig Zag, Forward, Running  -Straight, Backward, Walking  -Curved, Sideways, Side Slide  -Circular, Forward, Galloping  -Straight, Up and down, Walking  -Curved, Backward, Hopping  -Zig Zag, Forward, Jumping</p>
	<p><b>Equipment management:</b></p> <p><b>Before:</b> Address that there are cones laying around and to watch out for them so they do not trip.  <b>During:</b> Leave cones where they are for garages and use dome cones for their steering wheels, and when finished lay them down next to their cone color.  <b>After:</b> Make sure each group lays their dome cones next to their cone color when finished.</p>	<p>After the activity is done and the students have returned to their garages, have them sit on the end line for the class closure</p>

<p><b><u>1 min</u></b></p>	<p><b>Lesson closure:</b></p> <p>Very good job today boys and girls! When I say go, I would like you to drive your cars, police cars, buses and fire trucks into your correct garage and park them by walking backwards in a curved pathway. Go! Thank you boys and girls for following directions. You did a great job exploring the pathways of travel that we learned today! Did you have fun? Now I am going to show you one of the posters and I would like you to tell me what type of pathway it is by raising your hand and me calling on you. Then I would like you to show me how to perform that pathway.</p> <p>If you could all please line up in a single file line, Mrs. Davis is ready to take you back to your classroom! Have a great day! 😊</p> <p>(Review-Remind-Recognize-Reinforce-Reward)</p>	<p>Make sure each student has their own personal space to show me a brief performance of the pathway.</p>
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### **References**

Best, E. (2004, April 7). *Lesson Ideas: Space City*. Retrieved October 23, 2010, from <http://pecentral.com/lessonideas/searchresults.asp?category=51>

Pangrazi, R. P., & Beighle, A. (2010). *Dynamic Physical Education for Elementary School Children* (16th ed., pp. 302, 309). San Francisco: Benjamin Cummings.

