

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Pathways Lesson # 3 Date: Feb. 19, 2026
 Name: Tanya Blackall Subject: PHE Grade(s): 1

Rationale:

This lesson is important because it introduces the movement concept of pathways, building on students' prior exploration of body movement (Lesson 1) and tempo (Lesson 2). In this lesson, students begin to understand that movement is not only about how their bodies move, but also where their bodies travel in space.

At the Grade 1 level, students are developing spatial awareness and beginning to recognize how their movements relate to others and to the environment. Exploring pathways – such as straight, curved, and zigzag – helps students understand how to move safely and intentionally through shared space. This is a foundational component of dance and physical literacy.

Core Competencies:

Communication	Thinking	Personal & Social
	Thinking <i>Generating and Incubating</i> Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and	Personal awareness & responsibility <i>Self-regulating</i> Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.

	learning, as well as students' cultural legacies.	
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Big Ideas (Understand)

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Physical literacy <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities Social and community health <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others 	<ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Travel using straight, curved, and zigzag pathways. • Demonstrate spatial awareness while moving 	<ul style="list-style-type: none"> • Identifies pathway visually • Moves in correct pathway shape • Avoids collisions • Stops safely

Prerequisite Concepts and Skills:

- Walk safely in shared space
- Stop movement when given a signal (e.g., "freeze")
- Listening and follow 1–2 step directions
- Maintain personal space with reminders (special awareness)
- Demonstrate basic balance (standing, crouching) & locomotor skills
- Respond to verbal or visual cues
- Participate in whole-group activities
- Working cooperatively with peers
- Expressing themselves in a safe classroom community

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Taking care of ourselves in body and mind is an important skill throughout life to maintain our overall health as human beings. When students explore exercise, creative movement, and music, it enhances a state of calm and gives an outlet that many need to feel happy, relaxed, and productive. Happiness leads to mental health which is very important for all of us to have.

Universal Design for Learning (UDL):

- Multiple Means of Representation
- Choice of pattern movements

- Students can choose how big/small to perform movements
- Predictable Structure
- Repetitive dance patterns reduce anxiety
- Clear routines: warm-up → teach → practice → perform → cool down
- Freeze signal established before music begins
- High engagement through music
- Familiar, upbeat songs increase motivation
- Call-and-response format builds participation
- Whole-class performance promotes belonging

Multiple Means of Representation

- Teacher demonstrates every movement
- Exaggerated modeling for clarity
- Facing students first, then turning same direction
- Repetition builds muscle memory

Multiple Means of Action & Expression

- Students can clap instead of step
- Remove turns for balance challenges
- Observational participation
- Informal Assessment
- Students demonstrate learning through participation
- No written or memory-based tests

Differentiate Instruction (DI):

- Provide extra repetition before full sequence
- Ensure large personal space areas
- Allow movement breaks if overstimulated
- Allow step-out option if overwhelmed

For Students Needing Support:

- Remove turns
- Reduce steps (right + left only)
- Perform only upper-body movements
- Stand near teacher for modeling

For Students Ready for Challenge:

- Pick a pathway and one movement
- Travel across the gym doing those chosen

Materials and Resources

- Bluetooth speaker
- Cell phone with music (Spotify)
- Gym space
- Screen down to separate the space
- Music:
 - https://www.youtube.com/watch?v=h2BZTjBLNXk&list=RDh2BZTjBLNXk&start_radio=1
 - https://www.youtube.com/watch?v=ZbZSe6N_BXs&list=RDZbZSe6N_BXs&start_radio=1
 - https://www.youtube.com/watch?v=ZiR2L9SAyLQ&list=RDZiR2L9SayLQ&start_radio=1&t=75s

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Music = Chicken, banana The teacher will:</p> <ul style="list-style-type: none"> • Explain that today they will be travelling in different shapes • Review personal space rules • Hold up pictures of pathways one at a time (straight line) • Trace in the air with a finger so students can see what pathway is being described • Walk the pathway being described so students can visually see what pathway is being described • Get students to walk the pathways that are described for practice • Repeat for curved and zigzag shapes 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will walk the pathways with the teacher • Students will raise their hand if they have any questions 	<p>10 min.</p>
<p>Body: Guided practice Music = “Happy” by Pharrell Williams The teacher will:</p> <ul style="list-style-type: none"> • Hold up one pathway card at a time • Students move in that shape • After 20 seconds → stop music and yell “freeze!” • Switch shape (curved and zigzag) • Rotate 2–3 times each depending on time <p>Creative Challenge Students choose:</p> <ul style="list-style-type: none"> • One pathway • And one movement (march, tiptoe, sway) • Travel across the gym • Repeat if there is time to a different pathway and a different movement 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will follow instructions and attempt to follow the directions • Students will listen to the teacher • Students will chose a movement • Students will travel across the gym doing their chosen movement • Students will repeat if there is time 	<p>15 min.</p> <p>10 min.</p>
<p>Closure: Cool down and reflection Music = Classroom Music for Kids (instrumental) The teacher will:</p>	<ul style="list-style-type: none"> • Students will listen to the teacher 	<p>10 min.</p>

<ul style="list-style-type: none"> • Describe that they will be slow walking in curved lines and taking deep breaths • Model for the students • Students will copy and join • Ask students: "Which pathway was the easiest?" "Show me a slow zigzag pathway without talking." • Stretch arms etc. slowly 	<ul style="list-style-type: none"> • Students will join the teacher in the exercises • Students will raise their hand if they want to answer a question 	
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Organizational Strategies:

<ul style="list-style-type: none"> • Start with a circle before expanding into personal spaces • Use of clear stopping signals i.e. "Freeze!" and students freeze like a statue • Stating clear expectations for behaviour • Assign different students to different pathways to avoid collisions and silliness • Use of a structured lesson flow (warm-up through to cool down) • Teacher modelling • Minimal equipment needed • Safety reminders • Students not following directions or using unsafe behaviour will be sitting on a bench for a "time out"
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Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Clear expectations will be stated at the beginning • Positive reinforcement • Normalize mistakes • Use of structured turn taking • Visual & verbal cues i.e. "Zigzag!" • Use of calm redirection & correction
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Extensions:

<p>1) Add Levels to Pathways</p> <ul style="list-style-type: none"> • Students explore moving high, medium, or low while following their pathway. • Examples: Straight pathway, arms high Curved pathway, knees low <p>This integrates levels and pathways together for a richer movement experience.</p> <p>2) Pathway Shapes Challenge</p> <ul style="list-style-type: none"> • Students create their own pathway shapes in the space. • Examples: spiral, wavy, zigzag, loop. • Encourage them to explain their shape to the class before performing. • Builds creativity, spatial awareness, and descriptive language skills
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Reflections (if necessary, continue on separate sheet):

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