**Copy and laminate (if possible) the six**[**pathway cards**](http://artsonline2.tki.org.nz/resources/units/dancing_towards_respect/respect_for_yourself/doc/pathway_cards.doc) (Word). Show the students one of the cards.

**Questions:**

* Describe this pathway
* If you were moving along a pathway like this, what might you be feeling?
* How do you know?
* What movements could you be using?
* How fast would you be travelling?
* What could be a reason for you to be feeling this way?
* What is going to happen when you arrive at the end of the pathway?

Repeat with the other cards.

Explore travelling across the dance space following each of the pathways.

Explore creating each of the pathways in the air using different body parts.  
What types of movements could we use when we are: angry; sad; happy; in love; surprised or embarrassed?

Work in pairs or groups and explore movements that could be associated with each of the above emotions.

Working alone or in pairs, the students are to select any two emotions, two floor pathways (or one floor pathway and one air pathway) and two different locomotor or non-locomotor movements related to their selected emotions.

Compose a short movement sequence combining the pathways and locomotor/non-locomotor movements.

Rehearse and perform for another pair.

**Questions:**

What did you see?

What emotions were being expressed?

How did you know?

**Assessment Opportunity:**  
LO3: Students can create movement along air and floor pathways to represent emotions