

Path-Maze

TIME: 30 minutes

GROUPING: pairs,
community

MATERIALS: masking tape

DEVELOPMENTAL TASKS:

Social Competency
Problem Solving

OPTION

This activity may be used to reinforce subject related content material. Students enjoy making the path more difficult by having “language of the discipline” vocabulary words written in the grid squares. The students must define the words in order to proceed. With subject related material, allow team members to discuss the answers before they make a decision.

OBJECTIVES

1. To help pairs begin to experience the stage of influence
2. To develop non-verbal problem solving skills
3. To energize students and build community
4. To reinforce subject related content material

INSTRUCTIONS

1. Use masking tape to draw a giant grid on the floor. Make the grid approximately 10 feet wide by 12½ feet long. Use the tape to make 4 squares across and 5 squares long. Each square is approximately 2½ feet by 2½ feet in size.
2. On a piece of scratch paper, draw the grid and trace an imaginary path through the grid.
3. Have the students line up on one side of the grid and tell them that you have traced an imaginary pathway through the grid from one end to the other. However, let them know that you are the only one who knows the secret pathway. It is their job to find out for themselves the secret path. The students can work individually (intrapersonally) or with a partner (interpersonally) to see if they can find the secret path, however, they cannot talk to each other. If they step on a square that is on the secret path, they will hear (teacher will say) a “ding,” which means they are correct. If they step in a square that is not on the secret path, they will hear an “errrrr,” which means they are incorrect. If they hear the ding, they can proceed on. If they hear the “errrr,” they must go to the end of the line and start over.
4. The next pair in the line must remember the path from the previous pairs’ trials and errors as they attempt to find the path through the maze.
5. When an individual or team has found the secret path, the group may talk about the experience.

SUGGESTED REFLECTION QUESTIONS

CONTENT (COGNITIVE LEARNING)

- How is this grid like being a new student in a classroom or school?
- What multiple intelligences might be useful to solve this puzzle?
- How is this activity like “life?”

COLLABORATIVE (SOCIAL LEARNING)

- How did you learn to negotiate with your partner when you weren’t allowed to use words?
- How did you and your partner help each other?

DISCOVERING GIFTS (PERSONAL LEARNING)

- How would you change your approach to solving the puzzle?
- What skills did you use to solve the puzzle?
- What new gifts did you discover about yourself?