

Life Is a Highway

SOLs:

Physical Education

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
 - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.
 - a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.

Personal Fitness

- 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.

Responsible Behaviors

- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
 - a) Work cooperatively with peers for short periods of time.
 - b) Incorporate safety rules learned in physical education.

Health

Safety / Injury Prevention

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.

- h) Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
- 1.2 The student will explain that good health is related to healthy decisions.
 - h) Explain why it is important to follow safety rules and guidelines for personal safety.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - h) Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.

Objectives/Goals

- I can describe safe pedestrian, bus, car or playground behaviors.
- I can list safety rules and procedures.
- I can explain how my choices impact my safety.

Materials

- Video of Dance *Life is a Highway*, by Tammy Hanna - [LINK](#)
- Music of *Life Is A Highway* by Rascal Flatts, from *Cars* soundtrack
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional
- Flipgrid - optional

Lesson Steps:

Step 1 Introduction & Connections to Health Content

- Provide discussion with students regarding rules and procedures that help to keep us safe when walking, playing on the playground, riding a bike, or traveling in a bus or car.
- Explain the importance of making good choices to prevent injury (ex. wearing a helmet, tying shoelaces, using seat belts and safety seats, sitting in the back seat of vehicles with airbags, etc.).

Step 2 Basic Steps

- Use the linked video to lead students in learning dance.

Step 3 Practice

- Allow students to follow the practice section of the video.

Step 4 Closure

- Review the importance of safe practices when biking, walking, riding in a car or bus, and playing on the playground.
- Ask students to give examples of ways in which to be safe at school and at home.

Assessments

- Student performance, both formative and summative, can be measured using a rubric. The instructor may comprise their own rubric using a likert scale, the rubrics provided or rubrics in *PE Metrics*.
 - Pre - have students learn the dance with the instruction section of the video, then watch and video record students practicing.
 - Allow students to use the practice segment of the video as a warm-up or part of future lessons in your Nutrition unit.
 - After several practice sessions of the dance, record and post assess student performance
- Video recording is a valuable tool in assessment, especially when the class size is large and viewing all students at the same time is difficult. The instructor may review at their own pace, allowing for more accurate scoring.
- Creating a Flipgrid platform for students to submit performances is also another option. This is ideal for assessment when providing virtual or asynchronous instruction.
 - Create a free account with Flipgrid.com
 - Make an individual “Group” for each class. (This will help you to keep classes organized.)
 - Within the “Group” create a “Topic” for your Pre Test, and Create another “Topic” for your Post Test. Once you have created the instructions and details for one class you can use that as a template for all others to save time.
 - Application of Flipgrid can be used in class if computers are available (ex. a center or station activity), virtually or as homework asynchronously.
- Peer assessment is also another option. This can be done in student pairs with attention to specific criteria.
 - Each student has a paper that a partner completes on their performance of the dance. Partners take turns in watching the each other and complete the *Dance Peer Assessment* form
- Self assessment at the end of practice is also an option for quick feedback of student competency and affect.
 - Each student uses the *Dance Personal Assessment* form to reflect on their own performance of the dance.

Accommodations & Extensions

- During initial instruction, have students face only forward and mirror the video.
 - For novice or unconfident movers, continue to perform the dance phrase only facing forward (do not make the quarter turn counterclockwise to face a new wall).
 - When students are more confident, add the quarter turn counterclockwise to face a new wall each time.
 - Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. With this formation, when the dance turns to face a new direction skilled leaders will be in front to guide the group.
 - Reduce the dance phrase to only the first 6 sets of 8-counts if students are having difficulty in following the whole dance phrase.
- Once competency is reached, the instructor may have students perform this dance at a special event (ex. PTO night, school performance, etc.).
- For student creativity and expression, have students give input on:
 - Class formation - design of dancer placement in the dance space. (ex. straight lines vertically, straight lines horizontally, staggering lines with windows, pyramid, circle, square, etc.)
 - Substitute one or two dance moves in the phrase, replace with other movements that the students choose. You can provide choices from existing moves they already know (ex. Fortnite, jazz, line dance, etc.) or they can make their own.

Resources/References

- Notation of the Dance
Life Is A Highway, Choreography by Tammy Hanna
(Begin after 2 sets of 8 counts.)
4-wall dance that repeats
Toes out, heels out, heels in, toes in (counts 1, 2, 3, 4)
Right foot kick, cross tap, kick, foot down (counts 5, 6, 7, 8)
Left foot kick, cross tap, kick, foot down (counts 1, 2, 3, 4)
Toes out, heels out, heels in, toes in (counts 5, 6, 7, 8)
Right diagonal front, left diagonal back, right foot rock back, right foot two stomps
(counts 1&2, 3&4, 5, 6, 7, 8)
Right grapevine, left grapevine (counts 1, 2, 3, 4, 5, 6, 7, 8)
Left diagonal front, right diagonal back, left foot rock back, left foot two stomps (counts 1&2, 3&4, 5, 6, 7, 8)



Left grapevine, right grapevine (counts 1, 2, 3, 4, 5, 6, 7, 8)

Left step front, rock back, rock front, rock back (1-2, 3-4, 5-6, 7-8)

Clap, clap, pat, pat, foot slap, grab, point (1&2&3&4&)

Four right foot stomps as your turn quarter left (5, 6, 7, 8)

Repeat the 8 sets of 8-count phrase until end of song.

NOTE: Music has extra counts in 2 places in the song. During this just stand and clap 4 times. 1. At the end of 4th full phrase, and 2. In the 5th phrase after the left side grapevine, before the rock & roll.

Repeat 8 sets of 8-count phrase until end of song.

- *PE METRICS: Assessing Student Performance Using the National Standards & Grade Level Outcomes K-12 for Physical Education*, SHAPE America, Human Kinetics, ISBN: 9781492526667
- Peer Assessment - [LINK](#)
- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>
- Walk Smart, Virginia! - https://www.doe.virginia.gov/instruction/physed/walk_smart/index.shtml
- Virginia Department of Education Bike Safety - https://www.doe.virginia.gov/instruction/physed/bicycle_safety/index.shtml