

Life Is a Highway

SOLs:

Physical Education

Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.
 - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
 - b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.

Responsible Behaviors

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

Health

Safety / Injury Prevention

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.
 - h) Explain the importance of assuming responsibility for personal safety.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
 - h) Identify ways that students can take responsibility for personal safety at home, at school, and in the community.
- 2.3 The student will describe the influences and factors that impact health and wellness.
 - h) Identify emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.

Objectives/Goals

- I can explain how my choices impact my safety.
- I can identify situations where I can take responsibility for my personal safety at school, home or in the community.
- I can identify emergency resources available to me at school, at home and in the community.

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 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.).
- Discuss school and community emergency resources, services, and healthcare professionals in the community that influence health, safety, and wellness.

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.
- Ask students to give examples of ways in which to be safe at school and at home.
- Ask students to recall school and community members that can aid in emergency situations.

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.



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr2-MSD-12
Second Grade

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