

Life Is a Highway

SOLs:

Physical Education

Skilled Movement

- 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
 - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence).

Movement Principles and Concepts

- 3.2 The student will apply movement principles in increasingly complex movement activities.
 - a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills.

Personal Fitness

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

Responsible Behaviors

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
 - a) Demonstrate independence and good use of time while engaging in physical activity.
 - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - c) Work cooperatively with peers.

Health

Safety / Injury Prevention

- 3.1 The student will explain that health habits and practices impact personal growth and development.
 - j) Explain safety rules at home and when riding in a motor vehicle.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

- j) Explain the importance of following safety rules at home and when riding in a motor vehicle.
- 3.3 The student will promote health and safety at school and at home.
 - j) Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle.

Objectives/Goals

- I can describe safe behaviors when riding in a motor vehicle.
- I can list safety rules and procedures.
- I can create a plan to help prevent injuries when riding in a motor vehicle.

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 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 riding in a car or bus.
- Ask students to create a plan to help prevent injuries when riding in a motor vehicle. Reflect on current practices, areas of strength and areas that need improvement.

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.



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Third 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