

# Life Is a Highway

## **SOLs:**

### **Physical Education**

#### Skilled Movement

- 5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.
  - c) Perform different types of rhythm/dance sequences including American and international dances.

#### Movement Principles and Concepts

- 5.2 The student will understand and apply movement principles and concepts in complex movement activities.
  - c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
  - d) Use feedback, including available technology, to improve performance.

#### Personal Fitness

- 5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

#### Responsible Behaviors

- 5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.
  - a) Work independently and with others to improve learning during physical activity.
  - b) Display appropriate cooperative and competitive behaviors.

## **Health**

### **Safety / Injury Prevention**

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
  - k) Analyze why people choose to follow or not follow safety rules at school.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
  - k) Examine one's role and the role of others in causing or preventing injuries at school.

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.
  - k) Promote safety procedures school-wide.

### Objectives/Goals

- I can identify reasons why people choose to follow or not follow safety rules and procedures.
- I can explain my responsibility in preventing injuries at school.
- I can explain the consequences of not following safety precautions when engaging in recreational activities.
- I can create ways to promote safety procedures for my school and how to encourage others to follow them.

### 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 engaging when at school. Discuss areas and activities that require rules and procedures to keep all safe from injury.
- Explain the importance of the entire student body adhering to rules and procedures for effectiveness.
- Discuss the consequences of not following class and school rules as an individual and as a school community.

#### *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 on school campus.

- Ask students to brainstorm about areas on school campus that have lower rates of safety rule compliance, and create a plan to help promote safe practices for students in a positive way.

### 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](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](https://www.doe.virginia.gov/instruction/physed/bicycle_safety/index.shtml)