

Life Is a Highway

SOLs:

Physical Education

Skilled Movement

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
 - b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns).
 - c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Responsible Behaviors

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
 - a) Work productively and respectfully with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Health

Safety / Injury Prevention

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
 - j) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.
 - j) Explain the health consequences of not following safety practices for recreational activities.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
 - j) Promote safe participation in recreational activities.

Objectives/Goals

- I can explain the importance of appropriate protective gear when engaged in physical activities such as biking and skateboarding.
- I can list safety rules and procedures.
- I can explain the consequences of not following safety precautions when engaging in recreational activities.
- I can assess my habits and make a plan to incorporate safety precautions.

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 in recreational activities like biking and skateboarding.
- Explain the importance of making good choices to prevent injury (ex. wearing a helmet, tying shoelaces, appropriate areas to play, 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 or skateboarding.
- Ask students to create a plan to help prevent injuries when engaging in recreational activities. 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.
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.



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Created by Tammy Hanna
Dance Gr4-MSD-15
Fourth Grade

- 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