

**Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement**

Lesson Assessment Tool for —CATCH 6<sup>th</sup> Grade - Lesson 5 – *The Heart is a Muscle*

Educator Self-Assessment     Supervisor Assessment     Fidelity Team Assessment

Educator(s) Name (s): \_\_\_\_\_ Sub-Contractor: \_\_\_\_\_

Region: \_\_\_\_\_ County: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Program Setting (classroom/grade, food bank, clinic etc.):  
\_\_\_\_\_

Your review about this session is important. Your description of how the lesson was taught, in relation to the written curriculum, will help us strengthen our program. Please consider each part of the lesson below and indicate if you presented it using yes or no in the space provided. If no, details about why and how you adapted the lesson are important to continuous program improvement. Please complete the assessment tool by the end of the next working day from when lesson was taught.

	<b>Completed as Written</b> <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<b>Part A: Calculations and Counting Pulse</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Tell students that they are going to learn about how physical activity affects their heart rates <ul style="list-style-type: none"> <li>• Ask students to count how many times they can open and close their hands for 30 seconds after you say “Go”</li> <li>• Once they have that number multiply it by 2 to get the number of times they would have “pumped” their hands for 1 minute</li> <li>• Ask students how many of them pumped between 60 and 100 times?</li> <li>• Explain 60-100 is how many times their heart has pumped, and will pump, every minute of their life</li> </ul>			
2. State from the lesson or paraphrase the following concepts: <ul style="list-style-type: none"> <li>• 60-100 beats per minute is the <i>resting</i> heart rate for most people</li> <li>• Exercise increases your heart rate</li> <li>• Target heart rate is the range that should be maintained for 20 minutes of activity to get the maximum benefit for your heart</li> <li>• The heart is a muscle, just like any muscle, the more it is exercise the better it will work</li> <li>• Moderate to vigorous physical activity, will help achieve your target heart rate</li> <li>• In this lesson, we will calculate your target heart rate and find out how fit your heart is</li> </ul>			

	<b>Completed as Written</b> <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
3. Give each student a <i>Calculating Target Heart Rate</i> worksheet <ul style="list-style-type: none"> <li>Explain the target heart rate zone formula and demonstrate its application by going over an example</li> <li>Ask students to complete the problems and go over the correct answers</li> <li>Ask students to keep this worksheet because they will use it in the next lesson segment</li> </ul>			
4. Inform students that in the next segment they'll see how quickly their heart rates return to normal or resting after a few minutes of exercise <ul style="list-style-type: none"> <li>Explain that to do this they need to know how to take their pulse</li> <li>Explain how to take their pulse by stating or paraphrasing the statements in the lesson: <ul style="list-style-type: none"> <li>Place index and middle finger of one hand inside wrist of other hand</li> <li>Slide two finders towards the thumb side of your wrist</li> <li>Count the number of beats you feel in 15 seconds, multiply by 4 to get beats per minute</li> </ul> </li> </ul>			
5. Tell students that now they'll be ready to monitor their heart rate in the next lesson segment			
Time Goal: 20 minutes			
<b>Part B: Monitoring and Graphing Heart Rate</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Inform students that they're going to monitor their heart rate to see how quickly it returns to normal after doing exercise <ul style="list-style-type: none"> <li>Explain that they'll also find out why this is important</li> </ul>			
2. Give each student an <i>Exercise and Heart Rate</i> worksheet <ul style="list-style-type: none"> <li>Briefly go over directions and ask students to complete question 1</li> </ul>			
3. Lead students in finding their resting heart rate <ul style="list-style-type: none"> <li>Time them for 15 seconds while they count their pulse</li> <li>Multiply by 4 to get beats per minute and have them fill out the chart on their worksheet</li> </ul>			

	<b>Completed as Written</b> <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
4. Lead students in a physical activity for 2 minutes <ul style="list-style-type: none"> <li>You can use own your own method or use suggestions from lesson <ul style="list-style-type: none"> <li>Optional – Do a practice run of the physical activity for 15 seconds to make sure all students understand the activity and can hear you when you say “Stop”</li> </ul> </li> </ul>			
5. After 2 minutes of physical activity is finished have students wait 15 seconds, then instruct them to take their pulse when you say “Go” <ul style="list-style-type: none"> <li>Ask students to record their findings on their worksheet</li> <li>Ask students to wait to do the calculations until after all beats have been counted</li> </ul>			
6. Have students continue this pattern of waiting 15 seconds, counting their pulse, and recording the number of beats, until number is the same as their resting heart rate or until the column is filled – whichever comes first			
7. Instruct students to now do the calculations in the third column of their worksheet <ul style="list-style-type: none"> <li>Ask students to complete the <i>Heart Rate Graph</i></li> <li>Ask students to answer questions 1-3 below the graph</li> </ul>			
Time Goal: 16 minutes			
<b>Conclusion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. As time permits, ask a few students to share their answers to questions 1-3			
2. State from the lesson or paraphrase the following concepts: <ul style="list-style-type: none"> <li>During exercise a healthy heart quickly rises within its target range</li> <li>The better shape a heart is in, the faster the heart rate will return to normal or resting</li> <li>People who exercise regularly tend to have low resting heart rates</li> <li>This is because their hearts are stronger and pump more blood each time it contracts</li> <li>The heart is a muscle and muscles need to be exercised to stay strong</li> <li>To have a healthy heart it is important to do at least 60 minutes of physical activity that puts your heart in its target range for at least 20 minutes</li> </ul>			
Time Goal: 4 minutes			

	<b>Completed as Written</b> <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<b>Extension Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Coordinate with PE teacher to assign students to take their heart rate while participating in PE class <ul style="list-style-type: none"> <li>• Students should take their heart rates at the beginning, middle, and end of class</li> <li>• Ask students to report their findings in the classroom and graph the results on a <i>Heart Rate Graph</i> handout</li> </ul>			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Used Materials and supplies <ul style="list-style-type: none"> <li>-Visual Aids</li> <li>-Posters</li> <li>-Teaching Supplies</li> </ul>			

**Please respond to the following questions. It's important we know the successes and challenges of the lessons you teach.**

1. What went well?

2. What challenges did you have?

3. What timing issues did you face?

4. Other (Please add any other remarks or feedback you have)

***Please contact Maggie Grate at [maggie.grate@WSU.edu](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.***

March 14, 2018