

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

Lesson Assessment Tool for —CATCH 7<sup>th</sup> Grade - Lesson 1 – A Balanced Life

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: Discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Ask students what type of physical activity they do and where they do them <ul style="list-style-type: none"> <li>If students need prompting, encourage them to think of physical activity in terms of the following categories <ul style="list-style-type: none"> <li>Alone, with friends, chores, PE class, sports, interactive video games, etc.</li> </ul> </li> </ul>			
2. Prompt students to name health benefits of physical activity by stating from lesson or paraphrasing the following: <ul style="list-style-type: none"> <li>Physical activity takes effort, and you can get sweaty and tired from doing it. Why would people your age want to even do it?</li> <li>State the following if not named by students <ul style="list-style-type: none"> <li>Sleep better, more energy, better attitude, stress management, build strength and endurance, body gets toned, less anxious, maintain healthy weigh, self-esteem and self confidence</li> </ul> </li> </ul>			
3. Either introduce or elaborate on additional benefits of physical activity – namely, its role in energy balance <ul style="list-style-type: none"> <li>Write the following on a chalkboard or transparency: <ul style="list-style-type: none"> <li>ENERGY IN = ENERGY OUT</li> </ul> </li> <li>State from the lesson or paraphrase the following: <ul style="list-style-type: none"> <li>Calories are food energy</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>○ ENERGY IN is the calories you eat from food and drink</li> <li>○ What is ENERGY OUT?</li> <li>○ Discuss eating a bag of chips, how much brisk walking would it take to burn off those calories? Walking is ENERGY OUT</li> <li>○ What it over time ENERGY IN is greater than ENERGY OUT? (probably gain weight)</li> <li>○ The amount of ENERGY OUT is very important for keeping your body in energy balance</li> </ul>			
Time Goal: 8 minutes			
<b>Small Group Work</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>1. Write the following on a chalkboard or transparency:</p> <ul style="list-style-type: none"> <li>• Heart, Lungs, Muscles, Bones</li> <li>• Ask students to identify which body system each of these belongs to (circulatory, respiratory, muscular, skeletal)</li> </ul>			
<p>2. Tell students that all physical activities are beneficial, but some don't benefit the body systems equally</p> <ul style="list-style-type: none"> <li>• Give example of bike riding – builds all body systems but bones</li> <li>• Ask students which body systems benefit from doing pull-ups (muscular, circulatory, respiratory if done quickly)</li> </ul>			
<p>3. Project and discuss the <i>Physical Activity Guidelines</i> transparency. Point out the following additional information as you go over each guideline:</p> <ul style="list-style-type: none"> <li>• <u>Guideline 1</u> – MVPA strengthens heart and lungs. How can you tell if a physical activity is moderate or vigorous? (Body cues, breathing, heart rate, etc.)</li> <li>• <u>Guideline 2</u> – Some physical activities are almost always vigorous, while some can be either moderate or vigorous depending on how you do them</li> <li>• <u>Guideline 4</u> – You are at a crucial age for building bone mass. Now is a great time to do bone-strengthening activities</li> <li>• <u>Guidelines 1-4</u> – Do you see activities that are listed more than once? Doing activities that meet more than one guideline help more than one body system at a time!</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. Tell students that it may be easier for them to do the amount of physical activity recommended if they're more aware of things they can do. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> <li>• Each student is going to get a list of physical activities organized in two categories</li> <li>• Work in groups to go over the list then add other physical activities to the categories</li> <li>• Each student should fill in their own sheet with ideas named from the group</li> <li>• The complete list should contain activities that benefit each of the body systems</li> </ul>			
5. Give each student a <i>Brainstorming: Physical Activities</i> worksheet <ul style="list-style-type: none"> <li>• Divide students into groups and let them know how much time they have to complete the activity</li> </ul>			
6. Tell students to keep their completed worksheet since they will use it in the next lesson segment			
Time Goal: 12 minutes			
<b>Part B: Small Group Discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Project the <i>Physical Activity Guidelines</i> transparency and briefly go over the information again <ul style="list-style-type: none"> <li>• Ask students whether it is easy or difficult for them to do this amount of physical activity</li> <li>• Point out that different barriers can prevent people from doing the recommended amount</li> </ul>			
2. Tell students to take out the <i>Brainstorming: Physical Activities</i> worksheet from the last lesson segment <ul style="list-style-type: none"> <li>• Divide students into the same groups and state from the lesson or paraphrase the following:</li> <li>• Discuss possible barriers to doing the physical activities on your list</li> <li>• Make a list of six or more barriers, then for at least three of those, think of a way to overcome them</li> </ul>			
3. For each group, designate a recorder to take notes on a separate sheet of paper <ul style="list-style-type: none"> <li>• Let groups know how much time they have to complete the discussion</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. As time permits, ask recorders to share one or two barriers and ways that the group named to get around them			
Time Goal: 16 minutes			
<b>Project Lesson Assignment</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Inform students that they are going to compete in teams to see which team can collectively do the most minutes of physical activity <ul style="list-style-type: none"> <li>Explain that each student must engage in at least 60 minutes at least 3 out of 7 days</li> <li>The more they do about this, the more likely they are to win the competition</li> </ul> Give each student a <i>Physical Activity Log</i> <ul style="list-style-type: none"> <li>Ask them to fill in their name and read the instructions</li> <li>Go over the example column and tell them to write the due date on their logs</li> <li>Stress the importance of completing and returning the log since they will use it in their next lesson segment</li> </ul>			
2. Assign students to teams <ul style="list-style-type: none"> <li>Encourage students to do activities they have brainstormed that include all the different types of activities</li> </ul>			
Time Goal: 4 minutes			
<b>Extension Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask students to create posters using the results of their discussion on barriers to doing physical activity and ways to overcome these barriers <ul style="list-style-type: none"> <li>The posters can be displayed in the classroom, halls, or the cafeteria</li> </ul>			
Tell students to go to <a href="http://ChooseMyPlate.gov/SuperTracker">ChooseMyPlate.gov/SuperTracker</a> to assess their level of physical activity			
<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