

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 2 – *A Balanced Life: Project Lesson*

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.

	Completed as Written <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>
	Yes	No	
Small Group Discussion			Comments and/or Changes
1. Group students in the physical activity competition teams from the previous lesson <ul style="list-style-type: none"> • Designate a recorder for each team • Return students' <i>Physical Activity Logs</i> 			
2. Announce the two tasks the teams have to complete: <ul style="list-style-type: none"> • 1 – Calculate total number of minutes of physical activity that team members collectively did • 2 – Answer debriefing questions about the physical activities they did Either give each group the <i>Physical Activity Competition: Debriefing</i> worksheet or project the worksheet transparency for recorders to write responses on a separate sheet of paper <ul style="list-style-type: none"> • Let students know how much time they have to complete the calculations and discussion 			
3. As teams are answering the debriefing questions, check the accuracy of their calculations			
4. Announce the winning team. You may also want to do one or more of the following: <ul style="list-style-type: none"> • Give winning team members a reward • Give recognition or reward to student who did the greatest variety and/or convinced the greatest number of family/friends to do physical activity 			

	Completed as Written <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>
5. As time permits, ask recorders to share the results of their team's discussion			
Time Goal: 17 minutes			
Conclusion	Yes	No	Comments and/or Changes
1. Congratulate students on their participation in the competition <ul style="list-style-type: none"> Encourage students who didn't do at least 60 minutes of physical activity on at least 3 out of 7 days to work towards this as a future goal 			
2. Point out that the physical activity guidelines recommend more than what students were assigned to do for the competition <ul style="list-style-type: none"> Ask a few students to specify the guidelines 			
3. Ask a student to briefly explain "energy balance" <ul style="list-style-type: none"> Encourage students to keep energy balance in mind as they make decisions that involve food and physical activity 			
Time Goal: 3 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Give students an assignment to determine the "energy out" required to burn the total calories in three or four fast food items, snack foods, soft drinks, or other sugar sweetened beverage <ul style="list-style-type: none"> Ask students to estimate how much time they would have to walk briskly or play basketball to burn off the total number of calories 			
Assign students to work in groups to invent a new sport or game that involves moderate-intensity or vigorous-intensity physical activities <ul style="list-style-type: none"> Groups should share their ideas with the entire class and possibly with the PE teachers 			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies			

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 or at 253-445-4529 if you have any questions about the completion of this form.

March 14, 2018