

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 8th Grade - Lesson 5 – *Weight Bearing Activities*

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> |
|---|---|-----------|--|
| Part A: Discussion | Yes | No | Comments and/or Changes |
| 1. Ask students to name physical activities they sometime do. • Before they reply, remind them of some common everyday activities like walking the dog, washing car, walking to school, etc. | | | |
| 2. Tell students to brainstorm health benefits of physical activity. Announce any of the following not named by students • Sleep better • More Energy • Less anxious • Maintain healthy weight • Etc. | | | |
| 3. Ask students to identify which body system each of the following belongs to: Heart, lungs, muscles, bones. • Inform students that all physical activities are beneficial, but some benefit these body systems more than others • Give swimming as an example that strengthens the heart, lungs, legs, and arms, but explain that it doesn't build bone mass • Ask students which body system benefits from doing sit-ups. | | | |
| 4. Project and discuss the Physical Activity Guidelines Transparency • Point out the additional information from the lesson as you go over each slide. | | | |

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|--|---|-----------|--|
| <p>5. Inform students that in this lesson they're going to focus on activities that strengthen bones. Point out that these activities are also weight bearing activities call WBA's for short.</p> <ul style="list-style-type: none"> • Tell them that in order to understand what "weight-bearing" means, they're going to do a demonstration • Lead them in the following: <ul style="list-style-type: none"> ○ Stretch in standing position for 30 seconds ○ Mach slowly in place for 30 seconds ○ Do jumping jacks for 30 seconds | | | |
| <p>6. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> • Think about a road that has had a very heavy traffic load on it for years. What condition is the road probably in right now? Finally, road crews work to rebuild the road, and after that it's stronger than it was in the beginning • Doing a physical activity that causes you to put a load, or impact, on your bones causes bones to be rebuilt. So, your bones are stronger than they were before – just like the road that was rebuilt – and they do a better job of supporting your body. | | | |
| <p>7. Tell students that some WBA's are higher-impact than others, which means they're better for strengthening bones.</p> <ul style="list-style-type: none"> • Ask students whether they would put more weight on their bones playing basketball or riding a bike. (Basketball) • Point out that since they put the most weight, or impact, on their bones when they jump, the sports, games, or other physical activities that involve jumping are the WBA's that are most beneficial to bones. • Ask students to give a few examples. | | | |
| Time Goal: 12 minutes | | | |
| Competition | Yes | No | Comments and/or Changes |
| <p>1. Divide students into teams and tell them they're going to compete to demonstrate their knowledge of WBA's. Either designate or tell groups to choose a leader for each team. Then state from the lesson or paraphrase the following:</p> | | | |

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| <ul style="list-style-type: none"> Each team will be given six cards with a WBA printed on each one. Everyone in the team will do five jumping jacks, then the leader will pick up one card. You'll repeat this until all six cards have been picked up. Next, team members will work together to put the WBA's on the cards into three pairs. In each pair a higher impact WBA should be on top. Give examples and demonstrate When your team has finished pairing the six cards, everyone on the team will do ten jumping jacks to signal that they're finished. | | | |
| 2. Give each team a set of six cards | | | |
| 3. As each team finishes, use the checklist from the lesson to check their pairings | | | |
| 4. As time permits (do as many as time allows): <ul style="list-style-type: none"> Instruct a few team leaders to announce their pairings Ask students which WBA's involve jumping Ask students which WBA's are everyday activities rather than sports or games. | | | |
| Time Goal: 8 minutes | | | |
| Part B: Opportunity Maps | Yes | No | Comments and/or Changes |
| 1. Ask students to define weight bearing activities and to explain why they're important <ul style="list-style-type: none"> Point out that it's especially important for teens to do WBA's because so much bone growth takes place during adolescence | | | |
| 2. Inform students that it will be easier to do more WBA's if they're aware of opportunities to do them. Then state from the lesson or paraphrase the following: <ul style="list-style-type: none"> You're going to work in groups to identify opportunities to do WBA's You'll do this by brainstorming WBA's you can do: <ul style="list-style-type: none"> 1. Inside, outside, or near your home or apartment 2. While at school, either in the gym or on the school grounds and playing fields 3. At other places in the community, such as parks The group recorder will write down what you brainstorm on an Opportunity Map | | | |

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| 3. Divide students into groups. Give each group and Opportunity Map handout <ul style="list-style-type: none"> Point out that the two rectangles on the lower right can represent other places in the community to do WBA's Designate a recorder for each group Let students know how much time they will have to brainstorm | | | |
| 4. After groups have finished, as time permits ask recorders to share a few of the opportunities their groups named. | | | |
| Time Goal: 15 minutes | | | |
| Project Lesson Assignment | | | |
| 1. Tell students they're going to do a project that will help them and other students do more WBA's by promoting WBA opportunities <ul style="list-style-type: none"> Explain that the project is to take photos of themselves in places where WBA's can be done and then visually present the photos | | | |
| 2. Based on the decisions you have made, explain to students how they will carry out the project assignment, the minimum number of photos they need to take, and the deadline for taking their photos <ul style="list-style-type: none"> Also explain how they will visually present and label their photos | | | |
| Time Goal: 5 minutes | | | |
| Extension Activity (Optional) | Yes | No | Comments and/or Changes |
| Tell students to work in groups to invent a new sport or game that involves jumping. Groups should share their ideas with the entire class and possible with PE teachers. | | | |
| Ask students to research the effects of weightlessness in space and astronauts' bones. Instruct them to discuss the connection between the topic and the importance of doing WBA's. | | | |
| 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