

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

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 1 – *Being Healthy is Fun!*

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	Comments and/or Changes	
<b>Activity 1: Story &amp; Discussion</b>				
A. Using the dialogue box from the curriculum, introduce the <i>Jump into Health</i> program: <ul style="list-style-type: none"> <li>• Let’s think about what it means to be healthy. What does “being healthy” mean to you?</li> <li>• How do you feel when you’re healthy?</li> <li>• What happens when kids aren’t healthy?</li> <li>• You’ve named some good reasons to be healthy. Since being healthy is so important you’re going to learn about things you can do to be healthy. You’ll learn them in a program called <i>Jump into Health</i>.</li> <li>• Let’s start the program with a story. You’re going to meet two characters: Gus Goodfood and Jumping Jacki               <ul style="list-style-type: none"> <li>○ Use optional puppets if available</li> </ul> </li> <li>• Gus and Jacki don’t live on our planet, Earth. They live on Planet Strongheart</li> <li>• Listen carefully to the story to see what Gus and Jacki say about things that kids can do to be healthy.</li> </ul>				
B. Read the Story: <i>Being Healthy is Fun!</i> <ul style="list-style-type: none"> <li>• Show the illustrations as indicated               <ul style="list-style-type: none"> <li>○ If puppets are available, show them whenever these characters talk or sing.</li> </ul> </li> </ul>				
C. The song in the story should be sung to the tune of “The Farmer and the Dell.”				

	<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>
D. After reading the story, ask the following questions: <ul style="list-style-type: none"> <li>• What was the snack Gus ate before he left his house?</li> <li>• Was this a healthy snack?</li> <li>• Where were Gus and Jacki going? What were they going to do there?</li> <li>• What are the two things Gus and Jacki told to students they should do every day to be health?</li> <li>• Doing these things will make you stronger and help you play longer and learn better!</li> </ul>			
Time Goal: 14 minutes			
<b>Activity 2: Song</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
A. Use the following dialogue box to tell students they are doing to sing a song: <ul style="list-style-type: none"> <li>• Let’s learn the song Gus taught the kids at the new school</li> <li>• The music part of the song might sound like something you’ve heard before. It’s the music to “The Farmer in the Dell” but we’re doing to sing different words to that music.</li> </ul>			
B. Teach students the song <ul style="list-style-type: none"> <li>• Have them do some type of movement, such as marching in place, as they sing <ul style="list-style-type: none"> <li>○ Use puppets if available to teach the song.</li> </ul> </li> </ul> <p><b>Song: Energy</b>  We want the energy  To learn and run and play  That’s why we mostly eat  Good healthy foods each day  We want the energy  To learn and run and play  That’s why we move our bodies  Almost every day</p>			
Time Goal: 7 minutes			
<b>Activity 3: Summary</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
A. Tell students that during the program they will play games, hear stories, sing songs, and make and eat snacks. <ul style="list-style-type: none"> <li>• Tell them that in the next lesson they are going to learn about healthy foods.</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>
B. Ask students to name the two things they learned today that they can do to be healthy. • Encourage them to do these things every day – or as often as they can.			
C. Tell students to imagine that Jacki and Gus are in their class and want to know how they are going to move their body that day. • As time allows, have each student name a physical activity • Encourage students to name something active ○ If puppets are available, have students “tell” the puppets what they plan to do.			
D. Tell Students that since the program is called <i>Jump into Health</i> they are going to finish the lesson by jumping, which is one way of moving their body. • Have them jump until they get tired, or as time allows.			
Time Goal: 4 minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.**