

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 6 – Move to a Beat

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
Activity 1: Discussion			
A. Remind students that in the first lesson they learned that eating healthy food and moving their body are two things they can do to be healthy.			
B. Ask students which kinds of foods helps their body stay the healthiest. <ul style="list-style-type: none"> • Ask them to raise their hand if they have been eating more GO goods lately. • Give positive feedback to students who raise their hand. 			
C. Tell students that foods give their body the energy it needs to move. <ul style="list-style-type: none"> • Point out that when they move their body they are doing physical activities. • Ask a few students to name other physical activities. 			
D. Use the dialogue box to explain the role of the lungs and the heart during physical activity. <ul style="list-style-type: none"> • Name parts of the body used when doing physical activity. • Talk about two other parts of the body that help you do physical activities: the heart and the lungs. • Put your hand on your ribcage. Take a deep breath and hold it in. Did you feel your rib 			

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<p>cage move out? The air you just breathed in has filled up your lungs.</p> <ul style="list-style-type: none"> • Every time you breathe, you take in oxygen from the air. Oxygen first goes into your lungs, then into your blood. • Another part of your body that helps you do physical activity is your heart. Put your hand on your chest where you feel your heart beating the strongest. Every time your heart beats, it pumps blood to your muscles. • First oxygen goes into your lungs, then into your blood. When your heart beats and pumps blood to the muscles, the oxygen in your blood is going to your muscles. Oxygen is the energy your muscles use to move. 			
E. Tell students that now they know why their heart and lungs are important for moving and doing physical activities.			
Time Goal: 10 minutes			
Activity 2: Game	Yes	No	Comments and/or Changes
A. Review with students that oxygen in their blood is the energy their muscles use to move and do physical activities. Tell them they are about to use some of that energy to play a game.			
<p>B. Direct students to stand, with space between them, around the perimeter of the classroom. Use the dialogue box to explain the game:</p> <ul style="list-style-type: none"> • Lets make-believe that we're all astronauts. We're doing to go on a space adventure with Gus and Jacki. Our classroom is now the universe. • I'll be at the head of our group of astronauts, and you'll follow me and do what I say and do. • Whenever I beat the drum one time, we'll walk when we do something in the universe. Whenever I beat the drum twice, we'll skip. Whenever I beat it three times, we'll gallop. (Demonstrate the drumbeats and associated movements.) • As we travel, be careful not to run into astronauts in front of you. 			

	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>
C. Read or paraphrase a Game Script: A Space Adventure and have students respond appropriately. <ul style="list-style-type: none"> • If Gus and Jacki puppets are available, have them “say” the lines in the script. 			
D. After you finish the script, immediately direct the students to put their hand on their heart and pay attention to their breathing. <ul style="list-style-type: none"> • Ask a few students to describe what they are feeling. 			
E. As a cool-down, have students slowly walk in place for about a minute. <ul style="list-style-type: none"> • While they do this, explain what “GO activities” are using the dialogue box: • Think about what it feels like to tiptoe slowly around a room. Now think about what it feels like to run as fast as you can outside. • When you do both of these things, you’re moving your body. But which one will make your heart beat faster and make you breathe faster? • When you do a physical activity that makes these things happen, that is a “GO activity.” Go activities are the best kind for making your heart, lungs, and muscles work better and be stronger. • When your heart, lungs, and muscles are stronger, you can run faster, learn better and play longer. 			
Time Goal: 12 minutes			
Activity 3: Summary	Yes	No	Comments and/or Changes
A. Remind students that oxygen is the energy their muscles use to move. <ul style="list-style-type: none"> • Point out that their muscles were using oxygen while they walked, skipped, and galloped during their space adventure around the universe. 			
B. Ask students to name the two parts of their body that help oxygen get to their muscles when they move.			

	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>
<ul style="list-style-type: none"> • Ask them if they think they should do activities that make their heart and lungs work better. • Ask them which kinds of activities will help the heart and lungs work better. 			
C. Ask students to name the two changes in their body that they noticed after their space adventure was finished. <ul style="list-style-type: none"> • Point out that they will probably feel these changes whenever they do GO activities, even though they might not feel them right away. 			
D. Ask students to raise their hand if they are going to do more GO activities. <ul style="list-style-type: none"> • Reinforce participants for a positive response. • If time allows, ask them to name one GO activity they will try to do. 			
Time Goal: 3 minutes			
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.

June 18, 18