

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 7 – GO Activities Are Fun Anywhere!

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. Ask students to name the two changes in their body they will probably feel when they do a GO activity. <ul style="list-style-type: none"> Ask them to raise their hand if they have been doing more GO activities lately. Give positive feedback to students who raise their hand. Ask them if they were breathing faster and felt their heart beating faster when they did the GO activities. 			
B. Remind students that GO activities helps their heat, lungs, and muscles work better and be stronger – and that this helps them run faster, learn better, and play longer. <ul style="list-style-type: none"> Ask them how long they think they should do GO activities. Have a few students respond, then use the dialogue box to explain the correct answer: It is best to do GO activities for at leave 60 min every day. If you do more than 60 min that’s even better! Let’s see how longs 60 min is. (Help students understand this length by relating it to a class period or one or more tv shows etc.) 			

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<ul style="list-style-type: none"> You don't have to do all of the 60 min at one time. You can break it up into smaller chunks that equal 60 min. 			
C. Help students think of another combination of GO activities they could do for a total of 60 min a day.			
D. Use the dialogue box to discuss doing GO activities indoors: <ul style="list-style-type: none"> You should do GO activities for 60 minutes every day. But what if you can't go outside because it's raining? Or it's too hot or too cold? How can you still do GO activities for 60 min if you can't go outside that day? Let's play a game. This game will show you that you can do physical activities indoors that will make your heart beat faster and make you breathe faster – just like running outdoors does. 			
Time Goal: 8 minutes			
Activity 2: Game	Yes	No	Comments and/or Changes
A. Use the dialogue box to explain the game: <ul style="list-style-type: none"> The game is called "What If?" When I ask you a "What If?" question, I want you to show me what you would do. This is a make-believe game. You'll move your body while staying next to your desk. But you'll <i>pretend</i> that you're moving around the room. When I say go, stand up next to your desk and get ready for your first challenge. Be careful not to lose your balance while you show me what you would do. 			
B. Tell students to stand. Ask the following questions. Have students perform each action for about 30 seconds: What if you were....: <ul style="list-style-type: none"> Walking through thick mud that reached all the way up to your knees? Swimming through a sea of puddle? Reaching up and grabbing balloons in the air? Popcorn being popped? A wet dog shaking off water? 			

	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"> • A paintbrush attached to your head and someone was using you to paint a house? • Being chased by a big, angry black bear? • Tree with a strong wind blowing around you? 			
<p>C. Immediately direct students to put their right hand over their heart and to pay attention to their breathing.</p> <ul style="list-style-type: none"> • Ask a few students to describe what they were feeling. 			
<p>D. Tell them to cool down by slowly walking in place for about a minute.</p> <ul style="list-style-type: none"> • As they cool down, point out that they did a fun GO activity indoors. 			
<p>E. Ask students to name other GO activities they can do indoors. As needed, supply some or all of the following activities:</p> <ul style="list-style-type: none"> • Dancing, karate, pushup, jumping jacks, jump rope, to touches, marching, gymnastics, interactive video games, etc. 			
<p>F. Ask students to name GO activities they can do outdoors. As needed supply some of all of the following activities:</p> <ul style="list-style-type: none"> • Jumping rope, hopscotch, kickball, hiking, walking, soccer, bike riding, tag, softball, frisbee, etc. 			
Time Goal: 9 minutes			
Activity 3: Homework	Yes	No	Comments and/or Changes
<p>A. Tell students they are going to get another Family Tip Sheet to take home, but that first you want to talk about Family Tip Sheet #1.</p> <ul style="list-style-type: none"> • Use the dialogue box to do this: • Raise your hand if you read the tip sheet called “V is for Veggies” with a grown-up? • Did you and a grown-up play the game to see how many vegetables of each color you could name? • Did you and a grown-up achieve the goal you set? 			
<p>B. Distribute Family Tip Sheet 2: Let’s Move!</p> <ul style="list-style-type: none"> • Tell students that in this tip sheet they will do an indoor GO activity together, set some goals, and find out fun GO activities to do indoors and outdoors. 			

	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>
Time Goal: 3 minutes			
Activity 4: Summary	Yes	No	Comments and/or Changes
A. Ask students how much they should do GO activities. • Remind them that it's even better if they do GO activities for more than 60 min.			
B. Ask students if they have to do all 60 min of the GO activity at one time.			
C. Ask students if GO activities can only be done outdoors?			
D. Have students recite the following rhyme: • GO activities are fun, fun, fun - No matter where they're done, done, done!			
E. Ask students to raise their hand if they are going to do a GO activity indoors soon. • Reinforce participants for a positive response. • If time allows, ask them to name one GO activity they will try and do.			
F. Remind students to do the Family Tip Sheet with a grown up at home as soon as possible.			
Time Goal: 5 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.