



**Active for Life Year 5
Guide for Lesson Observations**

Date	
Researcher	
Teacher	
School	
AFLY5 Lesson Number	

Basic observations

Number of children in attendance	
Number of additional staff/helpers in attendance	
Location of lesson (e.g. classroom/hall/playground etc) If outside, describe weather conditions	
Time lesson started	
Time lesson completed	
Children's behaviour during lesson	Good <input type="checkbox"/> Acceptable <input type="checkbox"/> Poor <input type="checkbox"/>
Children's attention to the lesson	Good <input type="checkbox"/> Acceptable <input type="checkbox"/> Poor <input type="checkbox"/>
Level of interest/enthusiasm shown by children toward lesson	High <input type="checkbox"/> Indifferent <input type="checkbox"/> Low <input type="checkbox"/>

The following headings should be used as a guide only:
Children's behaviour and engagement

Suitability of content for ability of group

Aspects of lesson that worked well/less well

Teacher's understanding of subject area

Delivery style of teacher

Input from other staff members

Lesson taught as per lesson plan

Lesson specific observations

There would be 16 versions of this form, each with the relevant section of the following:

Lesson 1: Fit Check 1

Resources	
Fitcheck journals given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 used (example of completing fit check journal)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 used (example of completing fit check graph)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children informed of recommended levels of activity	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around goal setting and appropriate goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around ideas for increasing activity/reducing sedentary behaviour	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 2: Fit Check 2

Resources	
Fitcheck journals given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 used (example of completing fit check journal)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 used (example of completing fit check graph)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children asked to review previous weeks goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around progress in meeting goals, and setting appropriate goals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children aware that they will be revisiting their goals at the end of the project	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 3: The Safe Workout

Resources	
Safe workout sentence strips used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Safe workout discussion cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children learn to identify the 5 components of a safe workout	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children discuss and demonstrate each component as a group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 4: The Balance of Good Health

Resources	
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food group chart	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Help! You're the Doctor worksheet	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Discussion around healthy living (not limited to diet & exercise, also sleep, social, cleanliness, environment, mental well-being etc)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children introduced to Eatwell plate and discuss 5 main food groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Cooking at Home' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 5: Five Foods Countdown

Resources	
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Endurance fitness explained and children practice finding an endurance pace	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to name 5 foods from each food group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students review 'eatwell plate' and create balanced meal from picture cards, high in fruit/veg and bread/cereal/potato groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 6: Five Food Groups

Resources	
Worksheet 2 (blank Eatwell Plate) used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet/acetate ('Which group') used 1	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children introduced to concept of carbohydrate, fat & protein, and how our bodies use each of these	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn that carbohydrate is our prime energy source	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn to recognise whether a food is a source of carb, fat or protein, and are able to put it in the relevant section of the Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'5 Food Groups' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 7: Musical Fare

Resources	
Food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Eatwell plate	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion around 5 food groups (Eatwell plate) and how much of each group should be eaten	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to name 5 foods from each group ('5 food countdown')	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 8: Keeping the Balance

Resources	
Eatwell plate transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('Food, nutrients & you') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 2 ('A runner's story') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 3 ('Now you create a balanced meal') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Students understand the term 'balanced diet', and discuss how this means eating a variety of foods from all groups	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students can name the different sections of the Eatwell plate and know the recommended servings of each food group	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are introduced to the 6 types of nutrients, their function & food sources	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students can design a balanced meal and identify the nutrients in each component	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Bingo' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 9: Three Kinds of Fitness Fun

Resources	
Fitness cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students discuss the 3 components of fitness (strength, endurance, flexibility) and the different exercises that improve each	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to carry out named exercises and can recognise which category of fitness they belong to	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students identify exercises that may work well at home	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 10: Freeze My TV

Resources	
Freeze My TV journal given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
TV guides/section of newspaper	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 1 ('couch potato') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency 2 ('instead of watching TV I could') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Parent leaflet ('Freeze my TV information for parents') given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children are able to prioritise their TV viewing by listing their favourites and selecting one programme per day to 'freeze'	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding the health implications of watching a lot of TV	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to think of alternative activities to watching TV	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are aware that they have been challenged to give up 30 mins of TV per day, and that they will discuss progress in class	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Freeze my TV' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 11: Snack Attack

Resources	
Eatwell plate transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Reading food labels transparency	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('food labels') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 2 ('design your own food label') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Students review Eatwell plate and are able to put snack foods in the appropriate section	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding the fat content of each of the snack foods listed. Students learn importance of selecting low-fat snacks. High fat snacks are 'sometimes' foods.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that reading food labels allows us to determine the nutrient content of the food we eat	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to find calorie, fat, salt and sugar information from the labels	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Snack Attack' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 12: Bowling for Snacks

Resources	
Food pictures (including pictures from magazines, newspapers, food packaging etc)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Bowling balls	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Discussion regarding 'snacking' and to which food groups healthy snacks belong	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Idea and importance of pacing yourself in 'endurance' exercise reviewed	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students identify and choose healthy snacks from food pictures	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students understand difference between healthy nutrient dense snacks, and empty calorie snacks	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Bowling for Snacks' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 13: Think About Your Drink

Resources	
Worksheet 1 (sugar count)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Sugar/teaspoons	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Recap Eatwell plate. Discussion over size of purple (sugar/fat) section compared to the others, importance of only eating small amounts	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students use food labels on drinks to calculate amount of sugar per serving	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that they should minimise the sugary drinks consumed and instead drink water, milk or 100% fruit juice (in moderation)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students learn that calcium is an added benefit of drinking milk	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Extension exercise completed	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Think about your drink' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 14: Veggiemanía

Resources	
Food words (or pictures) of all food items including fruit and vegetables	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
4 sets of '5 A DAY' cards	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
5 aspects of a safe workout covered (warm-up, dynamic stretch, fitness activity, cool-down, cool-down stretch)	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are reminded of the importance of endurance activities and encouraged to do these 3-4 days a week, 20-30 minutes	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Students are able to identify the importance of eating 5 fruit and vegetables a day	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'5 a Day' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 15: Brilliant Breakfast

Resources	
Food label transparencies used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Worksheet 1 ('breakfast club') used	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children understand the meaning of the term 'break-fast' and the importance of this meal in terms of blood sugar level and keeping going until lunch	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Using concept of 'Eatwell plate' children learn that ideally breakfast contains mainly carbohydrate and some protein	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children learn that breakfasts high in simple sugars, cause a rise and fall in blood sugar levels.	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are able to design nutritious energising breakfast menus	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Omissions from the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Additions to the lesson plan	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Homework	
'Brilliant breakfast' homework given out	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:

Lesson 16: Fit Check Review

Resources	
Fit Check journals	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Transparency showing how to complete fit check week 3	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Key outcomes	
Children review goals from week 2 and discuss whether goals were achievable and what made them easier/difficult to achieve	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children review levels of activity & TV viewing over the 3 weeks and think about what they need to do in the future	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments:
Children are aware of the 60 minute aim for activity, and the <120 minute aim for screen time	Yes <input type="checkbox"/> No <input type="checkbox"/> Comments: