

MINI Observation: Fitness Core

DATE: _____ PROVIDER NAME: _____ SITE NAME: _____

OBSERVER NAME (Print): _____

PART I: CONDUCT THE OBSERVATION

Instructions: Observe one fitness group for the full 30 minutes.

Start Time	End Time	Name of staff member leading activity	# of children in activity	# of pieces of equipment (if equipment used)*	Ratio of children to equipment (calculated)

* Ideally, student/equipment ratio should not exceed 3 to 1 during skill practice (e.g., practicing dribbling and passing in small groups of 3) or 6 to 1 during game play (e.g., playing basketball in several small groups), though this is not a rigid requirement. Equipment should be in good condition. This item should be used to advise providers about obtaining additional physical activity equipment.

AEROBIC INTENSITY "POTENTIAL" OF PRIMARY (>50% of time) ACTIVITY CHOSEN (PERTAINS ONLY TO POTENTIAL- NOT WHAT YOU ACTUALLY OBSERVE)					
	Unacceptable (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
<i>Name of Activity:</i>	Not demanding; aerobic activity would not be required for this activity' only minimal movement is possible (e.g., practicing foul shots, hitting ball off tee- if this was ONLY activity chosen. Activity "as designed" requires frequent waiting and/or standing still as a major part of the activity	Strong aerobic effort would be rare due to nature of activity (e.g., stretching, slow dribbling basketball while standing still); only minimal change in heart rate would be possible	Intermittently demanding; moderate intensity movement is possible, but activity as presented allows only brief activity followed by resting intervals (e.g., softball, kickball)	Activity allows almost all children moderate-high intensity activity 50-90% of the time; only minimal waiting is typical in the activity	Activity designed to be aerobically intense and requires sustained, simultaneous movement of almost all children (e.g., running, sprinting, basketball, soccer); constant motion required by all children; continuous play
<i>Describe Activity:</i>					

GENERAL ACTIVITY LEVEL

Activity Observation			NO FITNESS ACTIVITY	INACTIVE (i.e., sitting/laying down)	STANDING STILL (i.e., waiting in line, waiting for next play to begin)	ACTIVE/ Low to Moderate Intensity (i.e., walking, moving from one area to another)	ACTIVE/ High Intensity (i.e., jogging, running, jumping, lifting)	Physical activity expected at that time?	
Instructions: Observe and record behavior of 5 randomly selected children precisely when the timer reaches each minute (Use cell phone timer to cue recording at min. 5, 10, 15, 20, & 25). Record an "X" in the box that best describes the child's activity level at that moment. {Note: During low-moderate activity kids can talk, during intense activity they can talk but with some difficulty or effort}								Y	N
Minute 5	Child: purple shoes	Activity: n/a						Y	N
Minute 10	Child: yellow shirt	Activity: n/a						Y	N
Minute 15	Child: pink glasses	Activity:						Y	N
Minute 20	Child: blue socks	Activity:						Y	N
Minute 25	Child: boy in turquoise shirt	Activity:						Y	N
Sum/Tally for each Activity Level									

*Moderate-to-vigorous physical activity (MVPA) includes walking and running, or anything that **increases the heart rate**

PART II: COMPLETE SECTION A (Activity Level), B (Preparation & Planning), C (Staff Communication) & D (Staff-Child Interaction)

Instructions: PLACE AN “X” IN THE BOX MOST CLOSELY DESCRIBING THE STAFF PERSON’S/CHILD ACTIONS DURING YOUR OBSERVATION ONLY.

A: “ACTUAL” ACTIVITY LEVEL OF CHILDREN *Must Apply to 50% of more of children to rate at highest levels (4 or 5)					
	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)*	EXCELLENT (5)*
1	Aerobic activity not observed; little or no movement observed (e.g., activity did not occur or sitting around)	Some low-moderate intensity movement observed (10-30% of the time) but mostly low intensity movement observed (e.g., practicing foul shots, hitting ball off tee); long waits between activity (>10 minutes)	Intermittent; moderate intensity movement observed 30-70% of the time; followed by resting intervals (football, softball) or significant waiting (>5 min) within activity	Frequent; moderate intensity movement observed 70-100% of the time; minimal waiting (<2 minutes)	ACTIVITY LEVEL Frequent; very demanding; extremely aerobically intense movement observed 70-100% of the time; sustained movement required (e.g., running, sprinting, basketball, soccer); near constant motion required
B: STAFF PREPARATION & PLANNING					
2	<i>Unprepared</i> for activities [e.g., equipment was unavailable for youth activities; equipment was in unusable or unsafe condition; field in poor condition for activities chosen; or activity started very late (>15 min or cancelled) due to poor preparation/staff availability]	<i>Poorly prepared</i> for activities [e.g., equipment was insufficient in number; equipment was in poor condition for activities chosen; staff uncertain about activity; or activity started late (5-10 min.) due to poor preparation/staff availability]	<i>Adequately prepared</i> for activities [e.g., staff/ most materials ready for activities but additional equipment was needed, searched for, and found during lesson; staff seemed mostly clear on how to do activity; or activity started late (<5 minutes) due to poor planning/staff availability]	<i>Well-prepared</i> for activities [e.g., materials available; no missing materials; equipment in good condition; staff member clearly knows how to run activity; brief set up required and/or minor delays due to set up or staff availability (<2 minutes)]	STAFF PREPARATION Staff member <i>fully prepared</i> for the activities [e.g., equipment was set out and in good condition; all available well before start of lesson time; boundaries were set; staff member knows activity, anticipates problems, delegates authority to address and overcome obstacles; minimal time spent transitioning in activity (i.e., changing sides, etc.)]
3	Activities/games chosen required almost all children to stand in line/sit on bench; only one child active at a time; children eliminated/ waiting for turns must wait more than 10 minutes to resume activity	Activities/games chosen allowed only a few children (3-5) to be active simultaneously (e.g., most children standing in line); children eliminated/waiting for turns must wait 5-10 minutes to resume	Activities/games chosen allowed many children (33%-66%) to be active simultaneously; children eliminated/waiting have to wait less than 5 minutes to resume activity	Activities/games chosen or modified that allowed most children (>66%) to be active simultaneously; children eliminated/waiting have to wait no more than 2 minutes to resume activity	ACTIVITY MODIFICATIONS Activities/games chosen or modified allowed all children to be active nearly all the time (i.e., no standing in line; nobody on bench); no children left out or eliminated from any games
C: STAFF COMMUNICATION					
	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
4	No instructions given to children; no use of stop/start signals. Neither children nor staff appear to know what to do.	Infrequent/unclear instructions given to children; staff silent or giving inconsistent guidance to students; confusion is the rule rather than exception.	Instructions given that were mostly clear; stop/start signals used more often than not, but some children appear confused about what to do	Instructions given that were generally clear; stop/start signals typically used, or clear that kids had been given instruction or reviewed rules before	COMMUNICATION (CLARITY) Instructions were clear, brief, and concise; clear stop/start signals used (e.g., whistle, music, or key words), if needed, or obvious from response of staff/children that rules/routines had been established
5	Frequent harsh or impatient language/tone used when explaining instructions or responding to misbehavior	Occasional harsh or impatient language/tone used when explaining instructions or responding to misbehavior	Tone of instructions was generally neutral, not harsh or impatient, but rarely positive, just “ok”	Tone was neutral, and sometimes positive and firm, but never harsh or impatient.	COMMUNICATION (TONE) Tone was generally positive and firm, as appropriate; staff supportively and enthusiastically explained the activity to children who did not know what to do. Tone “inspired” high level of activity.

D: STAFF-CHILD INTERACTION					
	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
6	Staff member was “disengaged”; no attention paid to activity (e.g., no demonstration of activity/no coaching; staff focused on other activities; children told to play while staff sat out)	Staff member participated or coached 25%-50% of the activity period (e.g., showed some enthusiasm when demonstrating activity, but did not remain engaged)	Staff member participated in or coached 50%-75% of the activity period (e.g., moderately enthusiastic; intermittent participation)	Staff member actively participated or coached 75%-90% of the time (e.g., enthusiastic demonstration of activity and frequent engagement with children during activity)	STAFF PARTICIPATION Staff member was “fully engaged”; consistently participated 90% or more of the time [e.g., demonstrated strong enthusiasm (as a player or active coach) for physical activity throughout the lesson]
7	Praise NEVER observed (0x)	More critical feedback than praise observed	Equal praise and critical feedback observed (1:1)	At least 2 praise statements* for every 1 critical feedback observed (2:1) *Praise can also be nonverbal in form of clapping, pat on back, or thumbs up, high five, etc.	RATIO OF PRAISE TO CRITICAL FEEDBACK* Positive/specific feedback was provided to students at a ratio of at least 3 to 1 over critical/negative feedback (e.g., staff praised for children’s efforts, accomplishments, or skills in the activities; encouraged youth to be physically active during the lesson) <i>*Can be combined with Behavior Management observation.</i>
Section A: Actual Activity Level (add item 1)					
Section B: Staff Preparation & Planning (add items 2 & 3)					
Section C: Staff Communication (add items 4 & 5)					
Section D: Staff-Child Interaction (add items 6 & 7)					
Total Score (add A thru D)					

Scoring Interpretation Guide: Scores averaging 3 or better (i.e., 21 or more) should be considered acceptable at this time. Scores averaging 2 or less (i.e., 14 or less) should be addressed with consultation to appropriate support services pending discussion with Site Director or other supervisory personnel.

PART III: FITNESS LEVEL AWARENESS

Information to request from staff leading the physical activity group: Do you know the number of children identified at each level of the Healthy Fitness Zone (HFZ), per the PACER results? If yes, please provide the data below.

Healthy Fitness Zone (HFZ)*			
Data Available:			
	Yes	No	
	Need Improvement:		Achieved HFZ
	High Risk		Some Risk
# of children			

* PACER norms are available only for youth who are 10 years and older due to the large variability in aerobic capacity/VO₂ max in younger children. These norms provide a range of scores that indicate the level of fitness, or **Healthy Fitness Zone (HFZ)**, according to age and gender. Although this item is not a critical item, exceptional physical activity leaders are able to identify the children who have and have not achieved the HFZ in order to target focused support. Note that the ‘Needs Improvement’ categories were recently released and program staff might only know if a student has achieved the HFZ or not. This is acceptable during the transition to the updated model. The HFZ is taught during the PACER administration training. **If ALL children are less than 10-years-old, then write Not Applicable “NA”. If some children are over 10, this item applies only to those children 10 years of age or older.**

Comments: