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# Authority Enthusiasm and its Importance as a Teaching Tool in the Team Up for Healthy Living Intervention Program.

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**Authority Enthusiasm and its Importance as a Teaching Tool in the Team Up for Healthy Living  
Intervention Program**

Thesis submitted in partial fulfillment of Honors

By

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The Honors College

Midway Honors Program

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November 21, 2012

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## **Introduction**

Peer facilitating is a tool that continues to grow in popularity in various societal settings. Support groups, therapy groups, and increasingly prevalent, school systems utilize the commonly overlooked tool of peer facilitating to help individuals in various situations overcome obstacles within their lives. There is an extensive amount of research exploiting this valuable tool in various settings, but there is a minimal amount of research looking at the effect that these support groups have on the facilitators themselves. Since peer facilitators are considered teachers to some degree, research looking at the effectiveness of certain skills teachers possess played an important role in this project. The degree of teacher enthusiasm and the effects that it has on the students' learning levels is an increasingly popular research topic, and is a tool being utilized by many instructors. Although this is a topic that is being researched, there is still not an extensive amount of studies on how enthusiasm affects each level of the teaching hierarchy, and in turn, affects the students. The purpose of this thesis is to review the impact of teacher enthusiasm in the classroom, assess the impact of enthusiasm of the teachers over one peer facilitator during the Team Up for Healthy Living program on the facilitator herself, how the students responded, and how this could be applied to creating a more effective teaching environment. This was completed through analysis of prior literature review, as well as personal experience and journal keeping during the intervention.

## **Literature Review**

### *A Facilitator Defined*

Peer led groups have been used in a variety of settings and for a variety of purposes. Peer facilitators are often used in prevention programs but are not limited to just this genre. A peer facilitator is not simply a teacher who happens to be a peer, but is someone whose role is much more extensive. A true peer facilitator is not focused on giving advice or prioritizing problem solving, but rather is someone who is willing to discuss the thoughts and feelings of an individual in need (Myrick & Erney, 2000). Peer facilitators encourage the individual to explore themselves and find their own answers instead of being

told what they should do, and in so doing help individuals reach a conclusion that best fits their personal needs and desires. These facilitators can be used across a variety of age groups, but regardless of age, the facilitators maintain the objective of helping individuals experience growth within him or herself through encouraging self-searching and reaching responsible and well thought out verdicts (Myrick & Erney, 2000).

### *Settings of Peer Facilitated Programs*

The use of peer facilitators is certainly not limited to just one venue. Group-treatment using peers, which is also commonly referred to as “Positive Peer Culture,” works to provide vulnerable peers with a group to identify with (Quigley, 2004). There are four categories of peer facilitating; teacher/counselor, tutor, special friend, and small group leader. Though the facilitator’s roles will vary to some degree with each category, primary role of the facilitator remains the same (Tobias & Myrick, 1999).

The use of peer facilitators initially gained popularity during the 1960’s where they were originally used in programs of high schools and colleges (Tobias & Myrick, 1999). Though this was their original setting, the use of peer facilitators today is neither limited to this age group nor any educational setting. Various examples of the application as well as the effective manner of peer facilitated groups have been seen in numerous published studies.

There have been several studies using peer facilitators to increase the prevalence of completing ideal amounts of physical activity. One study in particular used older adults with a mean age of 68.7 as peer facilitators for a 35-week workout program targeting a different group of older adults. The findings of the study suggested that the use of peer facilitators in this setting had a positive effect since those individuals exposed to the peer facilitative group showed significant improvements (Dorgo, King, Bader, & Limon, 2011).

Peer led groups have also been used in helping individuals obtain certain developmental stages or overcome problem-behavior. In an article written by Richard Quigley, the effectiveness of using peers as

facilitators is reviewed, considering that even using the peers as nothing more than an example of desired behavior can still have an impact on those who are observing it. Peer facilitators have great potential, for the teenage population, and most especially for those youth who are in particularly fragile and vulnerable situations (Quigley, 2004). Another study used peers to assist in the correction of students with behavioral problems in middle schools in Florida, with a significant improvement in the test group in when compared to the control group of students (Tobias & Myrick, 1999). It is important to note that improper use or inadequate supervision of peer facilitated groups can also lead to less desirable effects. One study looked at the use of peer facilitators who were implemented in a suicide reduction program in school systems. A large percentage of these suicide programs were being overseen by non-counseling professionals, which has the potential to provide a poor facilitating experience for those seeking help due to the maturity level of the peer helpers as well as the cognitive requirements for handling situations as in depth as suicidal desires. In the study many of the peer helpers themselves were troubled individuals who were attracted to a role that was similar to their situations; for instance, two of the suicides reported during data collection were committed by two of the peer helpers. While the use of facilitators is very effective and other variables may have contributed to the suicide, this illustrates the importance of proper training (Lewis, 1996).

Peer facilitators have also been used in several studies regarding the implementation of proper nutrition. Various peer led programs, such as the use of Community Health Workers (CHW) or the Expanded Food and Nutrition Education Program (EFNEP), utilize peer examples to improve the diet of program participants; the effectiveness of these programs require further verification (Pérez-Escamilla, Hromi-Fiedler, Vega-López, Bermúdez-Millán, & Segura-Pérez, 2008). Randomized trials using peers to implement educational programs to help increase the amount of fruits and vegetables consumed have also shown very promising results. Other studies focusing on using peer education as a means of increasing fruit and vegetable intake has proven to be an effective method to accomplish this goal (Buller, et al., 1999). One study, focusing on lower socioeconomic, multicultural labor workers saw an improvement in

fruit and vegetable intake not only during the intervention (which lasted a total of nine months) but also after a six month follow up survey after the actual intervention had been completed (Buller, et al., 1999). Though the effectiveness of many peer education groups is yet to be evaluated, using this method as a means to increase proper nutrition awareness as well as improve nutrition seems to be promising.

### *Peer Facilitators as Research Focus*

Though there appears to be a reasonable amount of published research utilizing the valuable tool of peer teaching, there is only a limited amount of research involving the interpretation of the programs from the peer facilitator's perspective, and the effects the programs have on them. The use of peer teaching is becoming more prevalent not only in areas of nutrition, mental health, and physical fitness, but also in studies dealing with a wide array of other health topics such as smoking, alcohol and substance abuse, and reproductive health (Ebreo, Feist-Price, Siewe, & Zimmerman, 2002). HIV/AIDS prevention programs have often used peer educators to administer information relevant to prevention. Though these programs often use peer facilitators, it is still being debated whether or not peers are the best method to administer this information. Only several published studies have shown programs led by peer facilitators to prevent HIV/STDs as being an effective means of prevention (Ebreo, Feist-Price, Siewe, & Zimmerman, 2002). In a study conducted by Cline and Engel, it was discovered that college students preferred to receive any information concerning AIDS not from a peer, but from health care professionals instead (Cline & Engel, 1991). Another study found that adolescents often did not trust the information presented to them by peer facilitators, but would trust information from health care professionals and would often seek the same information from them for confirmation (Helgersen & Peterson, 1988). This being said, a study conducted on the use of peers in educating other peers on HIV/AIDS did review the effects that the intervention program had on the peers serving as the facilitators for this program. The study found that the amount the peers were invested in the program was directly related to the outcome of the peers they were educating. Post intervention, the peer educators were found to be more likely to talk to their parents about the use of alcohol and the occurrences of unwanted sex due to intoxication (Ebreo, Feist-Price,

Siewe, & Zimmerman, 2002). Though the results of this particular intervention did not favor the use of peer facilitators to present this type of information, it did shed some light on the effects an intervention program can have on the facilitators themselves.

### *Team Up for Healthy Living: Program Overview*

Team Up For Healthy Living is a grant fund research project developed at East Tennessee State University by a team of researchers to be implemented at local rural high schools. The grant addresses the growing issue of childhood obesity in northeast Tennessee, which shows trends that continue to ascend (Obesity, 2012). Currently, there are not many programs implemented at the high school level dealing with obesity prevention; this is the age group that Team Up focused on. Two important components of this grant project were the development and delivery of the curriculum and data collection.

The curriculum, which was developed by experts at ETSU, consisted of eight weeks of material. The topics for this curriculum included Nutrition Awareness, Eating Styles and Portion Control, Active Living, Effective Communication, Weight Bias, and Leadership, all of which were developed by respected experts. Each lesson, which lasted approximately 40 minutes, provided education on the above issues as well as encouraged the students to use communication, teamwork, and some higher level thinking skills during discussions for the class. Many of the weeks also included challenges or in class activities the students completed as groups, and as a result team building and cooperation played a critical role in this intervention. These lessons were taught in Health and Wellness classes in high schools in rural Eastern Tennessee. During these lessons the teachers typically residing over the class were expected to be present in the classroom and assist in classroom management during the Team Up for Healthy Living lessons.

Data collection was the second fundamental part of this intervention. Two Phases of this intervention were conducted, one being in the spring of 2012 and one in the fall of 2012. Both phases consisted of an equal number of schools, one group that served as control schools and the other as

intervention schools; schools were randomly assigned to one of these conditions. For both phases, student baseline data for body mass index (BMI), knowledge, attitudes, and behaviors related to physical activity and proper nutrition, as well as social support, weight teasing experience, and peer norm perceptions were assessed before the intervention began. Student assessments were also conducted three months and one year post intervention in both the control and intervention groups.

### *Becoming a Peer Facilitator*

Peer facilitators used to implement this program consisted of undergraduate students from one of three departments at East Tennessee State University. These departments include the Department of Public Health, Department of Kinesiology, Leisure, and Sport Sciences, or the Department of Nutrition. The first wave of the intervention utilized nine peer facilitators, while the second wave used eight, two of which were returning facilitators from the first wave. For each wave of the intervention, peer facilitators were taught the eight weeks of the intervention material that they would be teaching to the high school students. Additionally, peer facilitators were thoroughly trained on how to become a successful peer facilitator and also completed required reading on in depth nutritional standards, physical activity standards and suggestions, and psychological aspects related to the program material for Team Up for Healthy Living. During the course of the training, the facilitators had to present each week of the material to their fellow facilitators as well as some of the various researchers that worked on the intervention. Each practice session was video recorded, and facilitators had to watch themselves on video and critique their performance as a teacher. A reflection for each video was then written on the facilitators' strong areas as well as the areas they could improve. For each lesson taught in the actual school setting, two to three facilitators would teach at a time, taking turns and working together as a team to present the material. During the lessons a recorder was used to keep an audio record of each lesson for assessing treatment fidelity.

The peer facilitators gained similar or more advanced knowledge during the course of their training as did the students who were acting as participants of the program. Over the first wave of intervention, the peer facilitators completed the same activities that the students were asked to do for various challenges, such as record the servings of fruits and vegetables eaten for three days, or wear a pedometer and record the number of steps taken for three days. Facilitators also signed consent forms and completed self-efficacy questionnaires during both the first wave and the second wave of the intervention. During the second wave of the intervention, the peer facilitators actually completed the same extensive questionnaires and assessments that the intervention students did for data collection (though the peer facilitators only completed these pre and post intervention, instead of the additional three months out and one year after intervention).

For each lesson completed, peer facilitators filled out an evaluation of their feelings towards the lesson and how well the class material was received by the students, and if there was anything that they or the program could do to improve upon the lesson and learning experience for the students. These logs served as critical data collection for the implementation of the program as well as the response the students had to the week's lesson. A copy of my personal logs from both waves of the intervention can be viewed beginning on page 37. Each week a debriefing meeting was held among the facilitators with the project coordinator as well as various other researchers that had contributed to the Team Up for Healthy Living Project. These meetings were used to discuss the aspects of the weekly lessons that had gone well for the classes taught and to discuss the aspects that had not gone according to plan. Time was then taken out to brainstorm ways to address the problems that arose, many of which were improved for the second wave of the intervention.

### *Teacher Enthusiasm*

Teacher enthusiasm has been identified as a key component in effective instructional methods by numerous studies (Kunter, et al., 2008). Although it has been well established that a high level of teacher

enthusiasm has a tremendous impact on the students' level of comfort in the classroom (Chesebro & McCroskey, 2001) as well as having a significant impact on students' comprehensive gain scores (Solomon, Rosenberg, & Bezdek, 1964), actually defining what enthusiasm means from a teaching standpoint proves to be a slightly difficult undertaking.

By definition in common language, enthusiasm refers to enjoyment and excitement that comes from engaging oneself in a certain task or event. Teacher enthusiasm is hard to pinpoint from a research standpoint because it takes into account numerous factors that contribute to this feeling of "enthusiasm," not just excitement over the material but also things such as gestures and tone of voice. It is important to note that teacher enthusiasm has been examined in several different frameworks, all of which have a slightly varying idea of what teacher enthusiasm entails (Kunter, et al., 2008).

From an instructional quality of research, teacher enthusiasm is typically deduced from observations of the teacher during instructional moments in class. This framework focuses on the teacher's ability to enable the students to grasp the essential information or value of learning. This facet of teacher enthusiasm typically evokes good class participation and student engagement (Kunter, et al., 2008).

Teacher evaluation research looks at the response that students have to the teacher's enthusiasm level through use of questionnaires. This is typically correlated to the teacher's energy level and the ability of the instructor to be expressive in an effective manner. The students, in turn, often give the professors they deem enthusiastic a higher teacher rating than those they do not, regardless of the quality of their teaching methods (Kunter, et al., 2008).

There has also been a small amount of research conducted on differing levels of teacher enthusiasm and the effect that it has on student motivation and learning behaviors. These studies are typically conducted in a controlled instructional setting, and have shown that those instructors who have a high level of enthusiasm typically have a positive effect on their students. This positive effect on the

students overall often led to the development of higher motivational levels in the students attributed to the teacher's enthusiasm (Kunter, et al., 2008).

Obviously there is a reasonable amount of research on teacher enthusiasm and the effects that it has on the students, but there is not an equal amount of information on those factors which make a teacher capable of displaying enthusiasm. Some research has suggested a strong correlation between a teacher's interest in their subject and their ability to portray their lessons in an enthusiastic manner due to willingness on the teacher's part to research topics related to their area of study. It has also been suggested that the ability to teach in an enthusiastic manner may be due to personal traits that vary from instructor to instructor (Kunter, et al., 2008).

#### *Teacher Immediacy and Receiver Apprehension*

Teacher enthusiasm is also linked to the concepts of teacher immediacy and receiver apprehension. Both of these concepts, as well as teacher enthusiasm on its own, have been linked to student learning and performance levels, and the relationships they share are important components to be investigated.

Teacher immediacy refers to the ability of a teacher to present the feeling of closeness or involvement with their students. This idea creates an environment for the students in which they feel safe and capable of learning, which in turn helps improve their learning experience. There are both nonverbal and verbal components of teacher immediacy, though the nonverbal components are typically the focus. Nonverbal components are based on the concept that individuals respond to stimuli that they find rewarding, and avoid those that are the opposite or those that involve punishment. Through this concept, teachers can use immediacy by means of communication, which can be viewed as rewarding behaviors for the children. Essentially, these behaviors can lead to a gain in feedback and interactions from the students (Allen, Witt, & Wheelless, 2007).

Teacher immediacy has been shown to correlate with student learning, although it correlates more strongly with affective learning as opposed to cognitive learning. Cognitive learning gains are typically

measured through abilities to recall and recognize information recall, whereas affective learning is seen through measures of students' attitudes towards the teacher and course, as well as the likelihood of enrolling in a course similar to the one being assessed. Measuring the students' perceived learning has been used as another indication of how immediacy correlates with learning. Perceived learning looks at how much the student believes they have learned, and acts on such things as how much the student felt they learned in the course. Even though this is not an indicator used to determine the amount the student learned in reality, it does give insight into the students' attitudes toward their learning experience and whether or not it was beneficial (Allen, Witt, & Wheelless, 2007).

Teacher immediacy has also been observed as a motivational tool to use on students in the classroom setting. It has been observed that teachers who portray aspects of immediacy are typically viewed as positive by their students. This gives the students the idea that the instructor cares not only about the material, but also about the students themselves, resulting in the heightening of the students' efforts toward learning the material as well as their level of motivation and interest in the class (Allen, Witt, & Wheelless, 2007).

Receiver apprehension has been identified as another important component to a student's learning experience, and is strongly associated with teacher enthusiasm. Receiver apprehension refers to the feelings of anxiety individuals experience when receiving or sending messages, due to fear of "misinterpreting, inadequately processing, and/or not being able to adjust psychologically to messages sent by others" (Chesebro & McCroskey, 2001). It is clear this would be an experience many students may experience in the classroom setting due to the interactions needed to learn and take part in classroom activities. There have been several negative impacts researchers have identified related to receiver apprehension, such as a reduction in ability to listen or process information effectively. These negative aspects have been shown to lower students' test scores on certain achievement tests, as well as have an effect on the students' learning experience as a whole (Chesebro & McCroskey, 2001).

### *Teacher Clarity*

Teacher clarity is closely associated with proper instructional method, as well as the ability of students to learn effectively. Teacher clarity looks at the ability of the teacher to present information effectively, and their ability to stimulate the underlying message of the course content. This is often examined through investigation of the structure of the teacher's presentation as well as the way the teacher verbally communicates the lesson. Some aspects of teacher clarity research include vagueness, fluency, note taking, organization, and transitional qualities of the teacher (Chesebro & McCroskey, 2001).

### *Instructional Method*

There are many components of teacher instruction related to the student's overall experience in class as well as their ability to learn. Teacher behaviors, such as the use of hand gestures, using eye contact, moving around the classroom, and using pleasant tones and the proper vocal variation have all been documented as having a positive outcome on the effectiveness of their teaching methods (Chesebro & McCroskey, 2001). The use of these nonverbal communication cues have been shown to increase the students feeling of control over their environment. This feeling then creates a sense of security and reduction of anxiety for the students, and they in turn are able to reduce their receiver apprehension. This then enables the students to have a better learning experience, and in many cases, make greater gains in knowledge and performance. There are also several negative nonverbal cues that have been associated with an increase in student anxiety and receiver apprehension, such as boring lectures, criticizing remarks from teachers, teachers acting nervously, or a poor range of vocal variation from teachers (Chesebro & McCroskey, 2001).

An effective means of instruction in the classroom setting is a key component to student learning and classroom experience. The instructional quality of a facilitator is characterized as the ability to create a challenging learning environment while at the same time assisting students through the learning process. There are three aspects of instructional method that effective teachers should focus on. The first is the

ability to create an environment for their students where the disturbances are kept to a minimum and classroom time is used in an effective and efficient manner. Secondly, the teacher must be able to present classroom activities that provide students with the opportunities to develop a higher level of cognitive thinking and a better understanding based on the knowledge the students already have. Lastly, teachers must have the ability to generate an environment in which there is social support and the students can receive advice and feel as though they are valued. Through these methods teachers are better able to provide an environment that is supportive of enhanced learning abilities (Kunter, et al., 2008).

Another important component of teacher instructional method that has been linked to student achievement is the teacher instruction time. This area of instruction has been further divided into presentation time, monitoring time, and performance feedback time. Previous research has shown that instructors who were described as more enthusiastic had a greater tendency to spend more time during presentation as well as feedback, the latter being in the form of positive feedback. There have also been a substantial number of studies that show a correlation between the time a teacher spent on presenting and giving positive feedback and the students' achievement levels (Kunter, et al., 2008). Though there has been a substantial amount of research showing relations between positive feedback and presentation time with student achievement, there is not a strong amount of evidence to show an increase in student achievement levels and teacher enthusiasm with and monitoring time. However, it is important to point out that in these studies the teachers that were considered enthusiastic spent considerably less time in silent monitoring (Kunter, et al., 2008).

## **Analysis of Team Up for Healthy Living**

### *First Wave vs. Second Wave Intervention Differences*

Personal participation in both the first wave and second wave of the Team Up for Healthy Living intervention program provided an opportunity to observe noticeable differences between the two waves, of which there were several. It is important to note that a total of three schools were under my own

personal observation, two schools differing from the first wave and the second wave and one school being observed for both waves of the intervention. The group of students between wave one and wave two as well as between different schools were diverse even though the intervention was based in a freshman level course.

The most notable difference between the first wave and second wave of students was the level of respect shown by the students themselves. The first wave of students were very respectful toward us as the facilitators, being more compliant with practices such as raising their hands to speak and answering our questions with appropriate, reflective comments. The students were much quieter during our lessons and respected our floor time, and completed the activities they were given in class in a much timelier fashion. There were, of course, some individuals who chose to be disrespectful (as there always are in classrooms), but overall for all classes taught at both schools during the first wave of the intervention the students were much more engaged than the second wave.

The level of student interest during the first wave of the intervention was also substantially greater than that of the second wave of the intervention. Students during the first wave initially were very shy, but it did not take them long to open up and really engage themselves in the class. Many would give very meaningful and in-depth answers to the questions our intervention would present to them, and it was clear that many of them were taking the information in and actually processing it. They would also engage in questions to us as the facilitators after the lessons were completed asking for additional information on many health related topics.

The second wave of intervention students were not nearly so eager to learn the material presented to them in the Team Up for Healthy Living intervention. From the first day the second wave of intervention students in almost all the classes observed were disrespectful to some degree, though they were slightly more cooperative in the beginning than they were at the conclusion of the intervention. Unlike the first wave of students, the second wave of intervention students were very straightforward

about the fact that they were not going to treat us as guests much less figures of authority while we were in their classrooms. Not only did they talk through the majority of our presentations, but when asked to participate in class discussions they were not willing to do so in comparison to the first wave. The students were also much more disrespectful in general toward me and the other peer facilitator, often making inappropriate comments about one of us or asking inappropriate questions, either completely unrelated to the subject material or just inappropriate in an overall manner. The second wave of students also did not complete the classroom activities in a timely manner, nor did they put nearly the same amount of effort into the projects they completed when compared to the first wave of students.

During the jeopardy game played during week eight of the intervention (our last class session there) it was clear that the first wave of intervention students had picked up a lot more of the information that they were willing to share than the second wave. Not to say that the second wave had not picked up information over the course of the program, but if they had they were not eager to show that they had in the same manner as the first wave was (though this would be in character of the second wave because they were not very eager to share in a lot of instances during the course of the intervention program). The first wave of students answered the questions in a timely manner, and got many of the questions correct without needing to look them up in their notebooks. In comparison, the second wave of students took much longer to answer the questions, and spent a much greater amount of time searching for the answers than the first wave. The first wave of students seemed to view the jeopardy game as a test of their knowledge and a chance to show what they had learned (which is what it was intended to do), whereas the second wave of students did not take it seriously and seem to view it more as a break from actual class time.

There was also a significant difference in the level of support and respect from the teachers during the two waves of the intervention possibly contributing to some of the differences above. The first wave of the intervention the teachers were very supportive of the Team Up for Healthy Living program and the importance of the information that was being presented to the students. The teachers were very

respectful of us as the facilitators while we were in the classroom, and would often take part in the lessons we were conducting. The times that the students got too loud or were getting off topic, the teachers would intervene to re-establish order or otherwise address the situation. Most of the teachers during the second wave of the intervention did not react to us as the peer facilitators in a similar manner. When we were in the classroom we were often ignored or talked over if the teacher thought that they wanted to interject something during our lesson. One teacher in particular blatantly disrespected us on several occasions in front of the classroom, and even cut our lessons short on several occasions to hand the students off to the gym teacher so the teacher would not have to take watch over the class. The teachers during the second wave of the intervention on average made it clear they were not interested in the material we were there to teach nor were they particularly concerned with whether or not their students were paying attention much less learning the material that we were giving them.

### *Personal Effects*

The personal affects the Team Up for Healthy Living program had on my own eating and exercise habits can be seen through a series of diet and exercise logs I recorded during the course of the program. During both the first and the second wave of the program I made note of what I was eating as well as the amount and type of physical activity I was involving myself in, and there is a notable difference between the first wave and the second. During the first wave my diet overall was much better through the duration of the program and actually improved as the program progressed, as did my level of physical activity. During the second wave of the intervention, my diet and exercise levels started out fairly good, but did have a decrease rather than an increase in desirable habits over the course of the intervention. These tables and log entries can be seen beginning on page 21.

### *Application*

The differences in observed behavior as well as personal change in diet and nutrition over the course of the Team Up for Healthy Living first and second wave of interventions I believe is directly related to the

level of enthusiasm seen from our overseeing teachers for the classes the facilitators were teaching. Based on previous research it is clear that direct teacher enthusiasm when applied to the classroom has an effect on the students' outcome in the class, but my own personal findings suggest that this same type of enthusiasm could have a similar effect on those facilitators under the teachers.

During the first wave of the intervention I was subjugated to very supportive and enthusiastic teachers. Based on my own personal data logs, the intervention had a greater impact on my own personal diet and exercise levels than the second wave of the intervention. The first wave of intervention students I was jointly involved in teaching also appeared to gain a better understanding of the material and get more out of the program than the second wave of students. The second wave teachers were not nearly as supportive as the first, and in turn my diet and exercise levels were not improved (and even declined slightly). The second wave students also did not seem to gain the same understanding of the severity of the problem of childhood obesity as well as the information that we presented them on proper diet and exercise.

These observations suggest that in a teaching hierarchy there could be a trickle-down effect on those in authoritative positions. This could mean that in order for teachers to be properly motivated to teach their students in an enthusiastic (and seemingly effective based on previous research) manner the administration over them needs to be enthusiastic. It has been documented that the use of teacher enthusiasm greatly impacts the outcome the students have both in overall experience in the class and learned material, but the driving force behind the level of enthusiasm a teacher exerts is still unknown. The personal findings of this intervention as well as the observable differences in the students suggest that having an administration that is enthusiastic could influence the teacher's enthusiasm levels, and in turn, affect the students' performance levels. Though more research is needed in order to draw these conclusions, the findings from the Team Up for Healthy Living intervention program does seem to point to this as being a possible source of teacher enthusiasm.

## **Conclusion**

The Team Up for Healthy Living program intervention provided a catalyst for several changes in my own personal diet and physical activity levels. It also showed me the real value of supportive individuals in positions of authority for me in my ability to adhere to and successfully present this program. As I recognized the way interest or lack of interest was communicated from the classroom teacher to the students and its effect on the facilitator, I became aware that classroom teachers might be reacting to a lack of enthusiasm from higher up. This provided an important insight to a possible cause of teacher enthusiasm, possibly the administration or those individuals being over the teachers in an authoritative way.

The interest and enthusiasm of the classroom teacher can directly impact facilitators or any secondary teacher just as it impacts the students, making it an important tool for education of any kind. In the cause and effect hierarchy of teacher enthusiasm, the enthusiasm of the administration for the program of study can have a direct impact on the success of the students. Teacher enthusiasm has been proven to be an important instrument for student learning, so finding the driving force behind this tool could provide a better means of utilization. Though the findings of this experience do not solely point to this conclusion, it does provide a basis for further research into this teaching tool.

### *Food and Exercise Logs*

Eating log includes daily food consumption including week-ends home, week-ends at my grandmothers, dates, parties, church dinners, and real life experience where I had no control over menu's only my own choices, as well as sick days and some skipped meals.

Work-out and exercise times also had to be worked around class time, work, study and other real pressures of actual life. Exercise was always done in the form of distance running on a

treadmill in a workout room with a controlled temperature. This exercise was done purely for personal gain, with no requirements for obtaining a certain level of training.

Table 1: Week 1

Date: January 25, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		Breakfast: instant oatmeal (1/2 cup) instant hot chocolate (8oz.)	Breakfast: instant oatmeal (1/2 cup) instant hot chocolate (8oz.)	Breakfast: instant oatmeal (1/2 cup) instant hot chocolate (8oz.)	Breakfast: shredded wheat cereal, blueberry yogurt, hot tea	Breakfast: 2 pieces cinnamon toast, 1 small apple, blueberry yogurt, hot tea
		Lunch: Subway 6” roast beef sub sandwich, small sweet tea	Lunch: Peanut butter sandwich and bag of trail mix, bottle of water	Lunch: Peanut butter sandwich and small bag of celery strips, bottle of water	Lunch: canned (15-1/2 oz.) clam chowder soup and toasted cheese sandwich, diet Cheerwine (Splenda)	Lunch: Roasted lemon chicken, green beans, tossed salad,(small portions), sweet tea, 2 chocolate chip cookies
		Snack: celery strips	Snack: celery strips	Snack: celery strips and cheese slices	Snack: 3 whole grain crackers with peanut butter, hot Russian tea	Snack: non- buttered pop-corn, 1 chocolate chip cookie
		Supper: Healthy Choice Meal (330 calories) with green salad, cranberry juice	Supper: Ramen Noodles (1 pack without flavor packet) serving of corn , serving of black-eyed peas	Supper: Spaghetti and meatballs, tossed salad, sweet tea (reasonable portions) 1 chocolate chip cookie	Supper: 2 mushroom and cheese quesadilla, Spanish rice, chips and salsa, sweet tea	Supper: Ramen Noodles (1 pack minus flavor packet) with black-eyed peas and celery strips, cranberry juice and water.

First wave of Intervention: beginning January 25, 2012 Wednesday-Sullivan Central High School Friday-Volunteer High School

First Wave of Intervention:

Week 1 – Wednesday January 25, 2012 –Sunday January 29, 2012 \*\* no measurable change in weight  
Week 2- Monday January 30, 2012 – Sunday February 5, 2012 \*no measurable change in weight  
Week 3- Monday February 6, 2012 –Sunday February 12, 2012 \*no measurable change in weight  
Week 4- Monday February 13, 2012 –Sunday February 19, 2012 \*weight up 1 pound  
Week 5- Monday February 20, 2012 –Sunday February 26, 2012 \*1 pound lost, back to original weight  
Week 6- Monday February 27, 2012 –Sunday March 4, 2012 \*no measurable change in weight  
Week 7- Monday March 5, 2012 – Sunday March 11, 2012 \*no measurable change in weight  
Week 8 – Monday March 12, 2012 – Sunday 18, 2012 \*no measurable change in weight

#### Second Wave of Intervention:

Week 1 –Monday, September 10, 2012-Sunday, September 16, 2012 \*no measurable change in weight  
Week 2- Monday, September 17, 2012- Sunday, September 23, 2012 \*no measurable change in weight  
Week 3-Monday, September 24, 2012- Sunday, September 30, 2012 \*no measurable change in weight  
Week 4- Monday, October 1, 2012 – Sunday, October 7, 2012 \* one pound weight gain  
Week 5- Monday, October 8, 2012 – Sunday, October 14, 2012 \*one pound weight loss (back to starting weight)  
Week 6 –Monday, October 15, 2012 – Sunday, October 21, 2012 \*no measurable change in weight  
Week 7- Monday, October 22, 2012 – Sunday, October 28, 2012 \*no measurable change in weight  
Week 8- Monday, October 29, 2012 – Wednesday, October 31, 2012 \*ending weight is same as starting weight

Weight loss was not a goal of mine. Weight record was only kept for the purpose of this report. Weight was measured on bathroom scale before breakfast beginning Wednesday January 25, 2012 and thereafter every Monday morning before breakfast.

Portion sizes were not consistently measured as weight loss was not a goal, however; in accordance with good health practices for this study, sizes were usually 1 cup or less for vegetables, 8 oz. for drinks, and fist size portion for meats. Any portion outside these guides would be noted as large, when more than 1 cup or by calorie content as with the packaged Healthy Choice Meals.

Table 2: Week 2

Date: January 30, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: Cheese toast and apple slices, hot tea	Breakfast: whole grain cereal with milk, small apple, hot tea	Breakfast: whole grain cereal with milk, hot tea	Breakfast: instant oatmeal (1/2 cup), cheese toast, hot tea	Breakfast: McDonald's ham biscuit, coffee with cream and sucralose	Breakfast: blueberry pancakes with butter and syrup, 3 strips bacon, unsweetened iced tea with sucralose	Breakfast: whole grapefruit (both halves) strawberry yogurt, hot tea with sucralose
Lunch: celery and carrot strips, peanut butter sandwich, bottled water	Lunch: celery and carrot strips, small bag of trail mix, peanut butter sandwich, bottled water	Lunch: 6" Subway roast beef sub sandwich, sweet tea	Lunch: Ramen Instant Noodle Soup, celery and carrot strips, bottled water	Lunch: peanut butter sandwich, small bag baked Lays potato chips, bottled water	Lunch: chicken noodle soup with cheese toast, unsweetened iced tea with sucralose	Lunch: Normal portion Chicken pot pie, 2 biscuits, small cup of chocolate pudding, unsweetened iced tea with sucralose
Snack: apple slices, hot tea	Snack: un- buttered pop- corn, diet drink sweetened with sucralose	Snack: celery strips	Snack: un- buttered popcorn, water	Snack: Cheese toast, hot tea	Snack: small apple, small orange	Snack: small handful goldfish cheese crackers, ginger-ale
Supper: Healthy Choice Meal (345 calories) cheese toast, unsweetened tea with Splenda	Supper: Healthy Choice Meal (390 calories) tossed green salad with lite ranch dressing, un- sweetened tea with sucralose.	Supper: peanut butter sandwich, tossed salad with lite ranch dressing, unsweetened tea with sucralose	Supper: 15oz. succotash, 6 saltine crackers, water	Supper: 1-1/2 bowls oyster stew with oyster crackers, unsweetened tea with sucralose, 2 brownies	Supper: 2 slices garlic toast, small tossed salad with vinaigrette, small spaghetti with four meatballs, ginger ale	Supper: small portion Chicken pot pie, small handful goldfish cheese crackers, unsweetened iced tea with sucralose

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 3: Week 3

Date: February 6, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: small bowl cinnamon shredded wheat with milk, 8oz. milk to drink	Breakfast: Peanut butter sandwich, 2 cheese slices, hot tea	Breakfast: Instant Oatmeal (1/2 cup) instant hot chocolate	Breakfast: small bowl cinnamon shredded wheat with ½ cup milk, hot tea	Breakfast: 2 pieces cinnamon toast, hot tea, medium orange	Breakfast: 2 orange cranberry muffins, hot tea	Breakfast: small bowl of instant grits with butter, 3 sausage patties, instant hot chocolate
Lunch: Ramen Instant Noodle Soup, small apple, bottled water	Lunch: Ramen Instant Noodle Soup, carrot strips , bottled water	Lunch: Subway 6” Turkey breast sub sandwich, sweet tea	Lunch: peanut butter sandwich, small bag of trail mix, bottled water	Lunch: 2 corndogs, French fries, sweet tea	Lunch: Large bowl of Vegetable soup, 6 saltine crackers, 1 cornbread muffin, unsweetened iced tea with sucralose	Lunch: 2 fried chicken thighs, large serving dirty rice, large serving mashed potatoes & gravy, 8oz. sweet tea
Snack: 3 pecan sandies cookies	Snack: un- buttered popcorn	Snack: small bag trail mix	Snack: large orange	Snack: medium orange	Snack: 1 orange cranberry muffin	Snack: serving of cinnamon applesauce
Supper: Large bowl of Tomato Soup, 1 piece cheese toast, 8oz. glass of milk, 2 pecan sandies cookies	Supper: Tossed Salad with vinaigrette, 6 crackers with cheese slices, diet Cheerwine (with Splenda)	Supper: Healthy Choice Meal (340 calories) 2 pieces cheese toast, unsweetened iced tea with sucralose	Supper: small portion of spaghetti with marinara sauce, diet Cheerwine (with Splenda)	Supper: Sushi- 1 California roll, 1 salmon roll, seaweed salad, hot Oolong tea sweetened with sucralose	Supper: Small pork chop, small baked sweet potato with butter and cinnamon, tossed salad with vinaigrette, ginger-ale	Supper: large mixed fruit salad, unsweetened iced tea with sucralose, small cup sucralose ice-cream

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 4: Week 4

Date: February 13, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: Instant oatmeal (1/2 cup) instant hot chocolate, 1 small peanut butter cup	Breakfast: 2 slices sausage & olive pizza, hot tea	Breakfast: Instant Oatmeal(1/2 cup), instant hot chocolate,	Breakfast: Instant Oatmeal (1/2 cup), hot tea	Breakfast: McDonalds Ham Biscuit, coffee with cream & sucralose	Breakfast: 4 saltine crackers, ½ (6oz) Coke	Breakfast: 2 pieces of toast, small bowl of apple sauce, ginger-ale
Lunch: peanut butter sandwich, small orange, small apple, bottled water	Lunch: Ramen Noodle Instant Soup, bottled water	Lunch: Subway 6” roast beef sub sandwich , sweet tea	Lunch: Ramen Noodle Instant Soup, bottled water, apple	Lunch: peanut butter sandwich, small bag goldfish cheese crackers, bottled water	Lunch: none	Lunch: McDonalds French fries, Coke
Snack: small orange	Snack: none	Snack: 4 small peanut butter cups	Snack: small bag trail mix	Snack: small bag trail mix	Snack: ½ (6oz) Coke	Snack: small bowl of goldfish cheese crackers, sweet tea
Supper: 3 slices sausage & olive pizza, 3 bread sticks with marinara sauce, sweet tea	Supper: Healthy Choice Meal (390 calories), serving unbuttered popcorn, 3 peanut butter cups, 12oz. Coke	Supper: 6 oz. steak, baked pot. With sour cream, steamed broccoli, 1 yeast roll, sweet tea, ½ piece chocolate cake	Supper: Cheese and potato soup, small tossed salad, unsweetened iced tea with sucralose	Supper: spaghetti with marinara sauce, 1 piece garlic toast, 1 Coke(12oz)	Supper: small bowl chicken noodle soup, 4 saltine crackers, Coke	Supper: 2 pieces peanut butter toast

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 5: Week 5

Date: February 20, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: small bowl shredded wheat with milk, instant hot chocolate	Breakfast: 1 boiled egg, 2 cheese slices, instant hot chocolate	Breakfast: 1 boiled egg, 1 small apple, hot tea	Breakfast: small bowl Cranberry Almond whole grain cereal with milk, 8oz. cranberry juice	Breakfast: 1 boiled egg, 2 cheese slices, hot tea	Breakfast: small bowl grits with butter, 2 sausage patties, hot tea	Breakfast: small bowl of grits with butter, 2 pieces of cinnamon toast, hot tea
Lunch: Healthy Choice Meal (340 calories), bottled water	Lunch: Healthy Choice Meal (345 calories), bottled water	Lunch: Subway 6" roast beef sub sandwich, sweet tea	Lunch: Healthy Choice Meal (390 calories), bottled water	Lunch: 1 corn dog, 1 bacon wrap, 1 chocolate cherry milkshake	Lunch: barbeque sandwich with slaw, French fries, sweet tea	Lunch: Roast beef, mashed potatoes, green beans, pickled beets, yeast rolls, apple cobbler
Snack: small apple	Snack: small bag trail mix	Snack: small bag trail mix	Snack: 90 calorie cereal bar	Snack: none	Snack: 3 cookies	Snack: none
Supper: Bacon Cheeseburger, French Fries, Sweet tea	Supper: 15-1/2oz succotash, unsweetened iced tea with sucralose	Supper: Large garden salad with fruit and grilled chicken breast, sweet tea	Supper: Ramen Noodles (w/o seasoning packet) and Chunky sirloin burger soup, 8oz milk	Supper: Flounder, cole slaw, hush puppies, baked potato w/sour cream, sweet tea	Supper: Pork fried rice, sweet & sour chicken, 2 egg rolls, hot green tea	Supper: bowl of popcorn, small Coke

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 6: Week 6

Date: February 27, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: small bowl of Cranberry Almond Whole Grain cereal with milk, hot tea	Breakfast: small bowl of Cranberry Almond Whole Grain Cereal with milk, hot tea, orange	Breakfast: small bowl of Cranberry Almond whole grain cereal with milk, hot tea	Breakfast: instant oatmeal (1/2 cup), instant hot chocolate	Breakfast: orange, Sweet & Salty Cashew Protein bar	Breakfast: small bowl of grits, 4 strips of bacon, orange juice	Breakfast: waffles with blackberry syrup and butter, orange juice
Lunch: peanut butter sandwich, small bag mixed nuts, orange, bottled water	Lunch: peanut butter sandwich, small bag goldfish cheese crackers, bottled water, orange	Lunch: Subway 6” roast beef sub sandwich, bottled water	Lunch: Ramen Instant Noodle Soup, orange, bottled water	Lunch: peanut butter sandwich, orange, bottled water	Lunch: turkey sandwich, sweet potato fries, sliced tomato & cucumbers, ginger-ale	Lunch: Roasted bbq chicken, roasted potatoes, baked beans, unsweetened tea with sucralose
Snack: Orange	Snack: Sweet & Salty Cashew protein bar	Snack: Sweet & Salty Cashew protein bar	Snack: Sweet & Salty Cashew protein bar	Snack: Ramen noodles (plain and uncooked)	Snack: sliced tomatoes and cucumbers	Snack: string cheese sticks (2)
Supper: Pinto beans, rice & turnip greens, 8 oz. milk	Supper: green beans, corn, black eyed peas, 8oz. milk	Supper: spaghetti, marinara sauce, 1 piece garlic toast, unsweetened iced tea with sucralose	Supper: Chicken & Rice Soup, grilled cheese sandwich, unsweetened iced tea with sucralose	Supper: Shepherds Pie (large serving) apple cobbler, unsweetened tea with sucralose	Supper: yeast rolls, 6 oz. steak, baked potato with sour cream, steamed broccoli, sweet tea	Supper: black bean and rice soup

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 7: Week 7

Date: March 5, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: 1 banana, 2 pieces of toast with peanut butter, orange juice	Breakfast: instant oatmeal (1/2 cup), instant hot chocolate	Breakfast: boiled egg, 1 small banana, orange juice	Breakfast: boiled egg, 2 cheese slices, hot tea	Breakfast: McDonalds Ham biscuit, coffee with cream & sucralose	Breakfast: small bowl of grits with butter, 3 slices of bacon, 1/2 grapefruit, orange juice	Breakfast: small bowl of grits with butter, 2 pieces buttered toast, hot tea
Lunch: saltine crackers with cheddar cheese, 90 calorie cereal bar, bottled water	Lunch: small chili, small French fries, sweet tea	Lunch: Subway 6" roast beef sub, sweet tea	Lunch: peanut butter sandwich, carrot slices, small bag of peanuts, bottled water	Lunch: 2 corndogs, sweet tea	Lunch: barbecue sandwich with slaw, French fries, small Coke	Lunch: Chicken & dumplings, green peas, roasted carrots, 2 biscuits, unsweetened tea with sucralose
Snack: saltine crackers with cheddar cheese	Snack: small bowl of shredded wheat cereal with milk	Snack: 90 calorie cereal bar	Snack: bottle of Gatorade	Snack: small bag goldfish cheese crackers	Snack: popcorn	Snack: apple slices
Supper: macaroni & cheese, tunafish sandwich, unsweetened tea with sucralose	Supper: Healthy Choice Meal (295 calories), Ramen noodles w/o seasoning packet, unsweetened tea with sucralose	Supper: Ramen noodles w/o seasoning packet, black beans, small banana, water	Supper: BLT sandwich, macaroni and cheese, unsweetened tea with sucralose	Supper: Black bean & rice soup, peanut butter sandwich, unsweetened tea with sucralose	Supper: Jell-O salad with fruit, spaghetti & meat sauce, 1 piece garlic toast, unsweetened tea with sucralose	Supper: Jell-O salad, small portion of chicken & dumplings, ginger-ale

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 8: Week 8

Date: March 12, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: 2 pieces toast, applesauce, hot tea	Breakfast: 2 pieces cinnamon toast, small bowl applesauce, hot tea	Breakfast: small bowl shredded wheat with milk, hot tea	Breakfast: small bowl shredded wheat with milk, hot tea	Breakfast: 1 boiled egg, 2 slices cheddar cheese, hot tea	Breakfast: small bowl of grits with butter, 2 slices cheddar cheese, hot tea	Breakfast: small bowl of grits with butter, 2 slices cinnamon toast, hot tea
Lunch: Instant Ramen noodle soup, small apple, bottled water	Lunch: peanut butter sandwich, small bag goldfish, Sweet & Salty Cashew Protein bar, bottled war	Lunch: Subway 6” roast beef sub sandwich, sweet tea	Lunch: Instant Ramen noodle soup, 4 gingersnap cookies, apple juice	Lunch: small cheeseburger, small French fries, small sweet tea	Lunch: 1 hotdog with chili & slaw, small portion pretzels, small Coke	Lunch: 2 fried chicken thighs, small portion mashed potatoes & gravy, small portion dirty rice, 1 biscuit, sweet tea
Snack: peanut butter sandwich	Snack: 4 gingersnap cookies	Snack: 4 gingersnap cookies	Snack: bottle of cranberry juice	Snack: none	Snack: small bowl pretzels	Snack: small bowl of pretzels, small Coke
Supper: macaroni & cheese, bowl of vegetable beef soup, ice water	Supper: 1 hotdog, potato chips, small Coke	Supper: loaded baked potato with cheese, sour cream & ham, small Coke	Supper: peanut butter sandwich, small bowl of tomato soup, water	Supper: Flounder fillet sandwich, small cup of slaw, 3 hushpuppies, French fries, sweet tea	Supper: spaghetti with meat sauce, 2 pieces garlic toast, fruit salad, ginger-ale	Supper: small bowl shredded wheat cereal with milk

First wave of Intervention: beginning January 25, 2012    Wednesday-Sullivan Central High School    Friday-Volunteer High School

Table 1: Week 1

Date: September 10, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: ½ grapefruit, 2 pieces buttered toast, hot tea	Breakfast: ½ grapefruit, 2 pieces buttered toast, hot tea	Breakfast: ½ grapefruit, 2 pieces buttered toast, hot tea	Breakfast: small bowl of instant grits with butter, 1 piece of cheese toast, cranberry juice (8oz)	Breakfast: 1 small bowl whole grain cereal with milk, 8oz. cranberry juice	Breakfast: 2 pieces of cinnamon toast, 2 slices cantaloupe, 8 oz. orange juice	Breakfast: small bowl of fruit, small bowl of Cinnamon Life cereal with milk, 8 oz. orange juice
Lunch: small bag of trail mix, 1 small apple, bottled water	Lunch: Wendy's tossed salad with fruit and grilled chicken breast with vinaigrette dressing, unsweetened tea with sucralose	Lunch: peanut butter sandwich, small handful goldfish cheese crackers, unsweetened tea with sucralose	Lunch: peanut butter sandwich, small handful of goldfish cheese crackers, unsweetened tea with sucralose	Lunch: 1 small bowl whole grain cereal with milk, 1 small handful goldfish cheese crackers, unsweetened tea with sucralose	Lunch: 2 banana sandwiches, small handful of potato chips, unsweetened iced tea with sucralose	Lunch: Roasted lemon chicken, raw broccoli, carrots, cauliflower with ranch dip, roasted potatoes, unsweetened iced tea with sucralose
Snack: 1 bowl whole grain cereal with milk, 1 banana	Snack: celery strips	Snack: ½ grapefruit	Snack: small bag of goldfish cheese crackers	Snack: 1 small apple	Snack : small bowl unbuttered popcorn, small Coke	Snack: cold roasted lemon chicken
Supper: 1 Healthy Choice Meal (350 calories), 1 small bowl fruit salad, unsweetened tea with sucralose	Supper: black bean & rice soup, 1 piece cheese toast, unsweetened tea with sucralose	Supper: 1 Healthy Choice Meal (390 calories), 1 banana, unsweetened tea with sucralose	Supper: spaghetti with marinara sauce, 1 small apple, 1 small handful goldfish cheese crackers, unsweetened tea with sucralose	Supper: 1 small portion tuna salad, macaroni & cheese, 3 slices cantaloupe, unsweetened tea with sucralose	Supper: medium serving Shepherd's Pie, unsweetened tea with sucralose, small bowl Butter Pecan ice cream	Supper: 1 small bowl of whole grain cereal with milk, 8 oz. cranberry juice

Second wave of intervention beginning September 10, 2012  
(only one school this week)

Monday: Sullivan Central High School

Table 2: Week 2

Date: September 17, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: 2 pieces buttered toast, 1 boiled egg, 8oz. cranberry juice	Breakfast: 1 small bowl of whole grain cereal with milk, 8oz. cranberry juice	Breakfast: 1 boiled egg, 8 oz. cranberry juice	Breakfast: 1 small bowl of whole grain cereal with milk, unsweetened iced tea with sucralose	Breakfast: 1 small container strawberry yogurt, 1 banana, iced water	Breakfast: 1 small bowl of whole grain cereal with milk, iced water	Breakfast: 1 large apple
Lunch: small bag of trail mix, 6 carrot strips, bottled water	Lunch: peanut butter sandwich, 2 carrots, unsweetened tea with sucralose	Lunch: small bag of trail mix, bottled water	Lunch: 2 peanut butter sandwiches, iced water	Lunch: 1 small bowl of whole grain cereal with milk, iced water	Lunch: 1 large bowl of macaroni & cheese, 1 small Coke	Lunch: 2 slices roast beef, mashed potatoes with butter, 1 deviled egg, green beans, carrot salad, 1 brownie, 1 piece chocolate cake, sweet tea
Snack: 1 small bowl of whole grain cereal with milk	Snack: small handful trail mix	Snack: Pal's small French fries, 1 corndog, small sweet tea	Snack: 1 banana	Snack: none	Snack: small handful of Chex mix	Snack: none
Supper: Sushi- 1 California Roll, 1-Salmon Roll, small seaweed salad, unsweetened tea with sucralose	Supper: tuna sandwich, 1 carrot, unsweetened tea with sucralose	Supper: 1 small bowl of whole grain cereal with milk	Supper: 1 Healthy Choice Meal (345 calories), 1 small container blueberry yogurt, unsweetened tea with sucralose	Supper: flounder fillet sandwich with tartar sauce & slaw, French fries, unsweetened tea with sucralose	Supper: medium sized steak, baked potato with butter, sautéed green beans, sweet iced tea	Supper: 3 biscuits with sausage gravy, sweet tea

Second wave of intervention: beginning on September 10, 2012

Monday: Sullivan Central High School

Wednesday: West Greene High School

Table 3: Week 3

Date: September 24, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: small bowl of whole grain cereal with milk, bottle of apple juice	Breakfast: small container strawberry yogurt, 1 small banana, iced water	Breakfast: small bowl of whole grain cereal with milk, iced water	Breakfast: small bowl of whole grain cereal with milk, 1 small Coke	Breakfast: small bowl of whole grain cereal with milk, 8 oz cranberry juice	Breakfast: 2 pieces cinnamon toast, small bowl of sliced apples, hot tea	Breakfast: Bojangles ham biscuit, sweet iced tea
Lunch: medium apple, bottled water	Lunch: 1 peanut butter sandwich, 1 pack uncooked Ramen noodles w/o seasoning packet, iced water	Lunch: small bag of trail mix, bottled water	Lunch: 1 peanut butter sandwich, 1 small banana, iced water	Lunch: Wendy's small chili with sour cream, 6 saltine crackers, sweet tea	Lunch: 1 sloppy joe sandwich, roasted potatoes, 1 small Coke	Lunch: roast beef, rice, English peas, 1 biscuit, 1 piece of pound cake, unsweetened iced tea with sucralose
Snack: small bowl of whole grain cereal with milk	Snack: 1 glass of milk (8 oz.)	Snack: Pal's French fries, 1 corndog, sweet tea	Snack: 1 glass of milk (8oz.)	Snack: 100 calorie bag of mini Oreo cookies	Snack: 1 piece of pound cake	Snack: none
Supper: spaghetti with marinara sauce, small container blueberry yogurt, unsweetened tea with sucralose	Supper: 3 butter-milk pancakes with syrup, 2 glasses (8 oz. each) orange juice	Supper: 1 small container strawberry yogurt	Supper: Healthy Choice Meal (365 calories), 1 package Ramen noodles w/o seasoning packet, unsweetened tea with sucralose	Supper: small bowl of tomato soup with a handful of goldfish cheese crackers, unsweetened tea with sucralose	Supper: 1 small Tilapia fillet, wild rice, steamed broccoli, 1 piece pound cake, unsweetened tea with sucralose	Supper: 3 biscuits with sausage gravy, hot tea

Second wave of intervention: beginning on September 10, 2012

Monday: Sullivan Central High School

Wednesday: West Greene High School

Table 4: Week 4

Date: October 1, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: none	Breakfast: 1 large apple, hot tea, 1 Krispy Kreme doughnut	Breakfast: none	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: small bowl of grits with butter, 2 pieces buttered toast, hot tea	Breakfast: apple strudel pastry, 2 pieces of baked ham, hot tea
Lunch: 1 large apple, bottled water	Lunch: 1 small bowl of fruit salad, 1 Krispy Kreme doughnut, 1 small Coke	Lunch: 1 small bag trail mix, bottled water	Lunch: peanut butter sandwich, 1 small bag goldfish cheese crackers, unsweetened tea with sucralose	Lunch: 1 instant Ramen noodle soup, 1 peanut butter sandwich, unsweetened tea with sucralose	Lunch: Vegetable soup, 2 cornbread muffins, sweet tea	Lunch: 2 slices meatloaf, corn, green beans, unsweetened tea with sucralose, 1 yeast roll, 1 piece of pound cake
Snack: peanut butter sandwich, small bowl of whole grain cereal, iced water, 1 Krispy Kreme doughnut	Snack: 1 Krispy Kreme doughnut	Snack: 1 small bowl whole grain cereal with milk	Snack: 1 glass milk (8oz.)	Snack: none	Snack: pumpkin pie	Snack: 1 piece of pound cake
Supper: spaghetti with marinara sauce, unsweetened tea with sucralose, 2 Krispy Kreme doughnuts	Supper: Healthy Choice Meal (390 calories), 4 peanut butter crackers, 1 small Coke	Supper: McDonald's chicken wrap, French fries, small sweet tea	Supper: hotdog with chili and slaw, pork and beans, ginger-ale	Supper: chicken pot pie, tossed salad with vinaigrette, pumpkin pie, unsweetened tea with sucralose	Supper: spaghetti with meat sauce, garlic toast, jello salad, unsweetened tea with sucralose	Supper: large apple

Second wave of intervention: beginning on September 10, 2012

Monday: Sullivan Central High School

Wednesday: West Greene High School

Table 5: Week 5

Date: October 8, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: 1 boiled egg, 1 small apple, hot tea	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: none	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: small bowl of whole grain cereal with milk, 8oz. cranberry juice	Breakfast: bowl of grits with butter, 2 pieces cinnamon toast, hot apple cider	Breakfast: bowl of grits with butter, 2 pieces cinnamon toast, hot tea
Lunch: small bag of trail mix, bottled water	Lunch: instant Ramen noodle soup, 90 calorie cereal bar, bottled water	Lunch: small apple, bottled water	Lunch: peanut butter sandwich, small apple, unsweetened tea with sucralose	Lunch: peanut butter sandwich, small banana, unsweetened tea with sucralose	Lunch: 1 bratwurst with cheese, chili and slaw, French fries, small Coke	Lunch: 2 fried chicken thighs, mashed potatoes with gravy, dirty rice, 1 biscuit, unsweetened tea with sucralose
Snack: peanut butter sandwich, 90 calorie cereal bar	Snack: McDonalds chicken wrap	Snack: Pal's french fries and corndog, sweet tea	Snack: 90 calorie cereal bar	Snack: none	Snack: 2 slices toasted cheese bread	Snack: 1 whole grapefruit
Supper: Healthy Choice Meal (340 calories), sautéed mushrooms, unsweetened tea with sucralose	Supper: turnip greens, pinto beans, sautéed mushrooms, unsweetened tea with sucralose	Supper: sautéed mushrooms, turnip greens, unsweetened tea with sucralose	Supper: Healthy Choice Meal (390 calories), applesauce, small cup of vanilla ice cream, unsweetened tea with sucralose	Supper: large bowl oyster stew, oyster crackers, jello salad, unsweetened tea with sucralose	Supper: 1 taco, 1 enchilada, rice, refried beans, unsweetened tea with sucralose	Supper: dirty rice, mashed potatoes, biscuit, unsweetened tea with sucralose

Second wave of intervention: beginning on September 10, 2012  
 Wednesday: West Greene High School

Monday: Sullivan Central High School

Table 6: Week 6

Date: October 15, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: ½ grapefruit, bottle of apple juice	Breakfast: ½ grapefruit, bottle of apple juice	Breakfast: none	Breakfast: ½ cup instant oatmeal, small banana, hot tea	Breakfast: 1 small bowl of Cranberry Almond whole grain cereal with milk, hot tea	Breakfast: 2 orange cranberry muffins, hot tea	Breakfast: small bowl grits with butter, 1 orange cranberry muffin, hot tea
Lunch: apple, bottled water	Lunch: instant Ramen noodle soup, apple, bottled water	Lunch: small bag trail mix, 90 calorie cereal bar, bottled water	Lunch: peanut butter sandwich, small bag of goldfish cheese crackers, ice water	Lunch: 15 ½ oz. can clam chowder, ice water	Lunch: pork barbecue sandwich with slaw, French fries, unsweetened tea with sucralose	Lunch: pork roast, rice, lima beans, applesauce, unsweetened tea with sucralose
Snack: 2 peanut butter sandwiches, unsweetened tea with sucralose	Snack: none	Snack: Pal's French fries, corndog, sweet tea	Snack: small bowl Cranberry Almond whole grain cereal with milk	Snack: 2 pieces of cheese toast	Snack: apple coffee cake	Snack: apple coffee cake
Supper: dirty rice, 2 biscuits, 1 small container blueberry yogurt, iced water	Supper: Sushi- 1 California Roll, 1 Salmon roll, ½ seaweed salad, unsweetened tea with sucralose	Supper: 1 small bowl Cranberry Almond whole grain cereal with milk, 8 oz. milk	Supper: spaghetti with alfredo sauce, 2 pieces of cheese toast, unsweetened tea with sucralose	Supper: 2 small pieces baked Tilapia, steamed broccoli, mashed potatoes, unsweetened tea with sucralose	Supper: small steak, French fries, small tossed salad with vinaigrette, unsweetened tea with sucralose	Supper: 2 toaster pancakes with butter and syrup, unsweetened tea with sucralose

Second wave of intervention: beginning on September 10, 2012  
 Wednesday: West Greene High School

Monday: Sullivan Central High School

Table 7: Week 7

Date: October 22, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: none	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: none	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: ½ cup instant oatmeal, hot tea	Breakfast: small bowl grits with butter, hot tea	Breakfast: small bowl grits with butter, 2 pieces buttered toast, hot tea
Lunch: apple, bottled water	Lunch: peanut butter sandwich, instant Ramen noodle soup, bottled water	Lunch: small bag of trail mix, bottled water	Lunch: peanut butter sandwich, small bowl of tomato soup, water	Lunch: Ramen noodles w/o seasoning packet, peanut butter sandwich, unsweetened tea with sucralose	Lunch: Vegetable soup, 2 cornbread muffins, 2 Reese peanut butter cups	Lunch: Turkey meatloaf, rice, baked sweet potato, cranberry Jell-O salad, unsweetened tea with sucralose
Snack: Wendy's French fries	Snack: uncooked Ramen noodles w/o seasoning packet	Snack: Wendy's Bacon, Cheeseburger, French fries, sweet tea	Snack: 1 glass (8oz) milk	Snack: none	Snack: 1 Reese cup peanut butter cup	Snack: none
Supper: spaghetti with marinara sauce, unsweetened tea with sucralose	Supper: Healthy Choice Meal (390 calories) unsweetened iced tea with sucralose	Supper: small bowl of Cranberry Almond whole grain cereal with milk	Supper: spaghetti with marinara sauce, unsweetened tea with sucralose	Supper: Shepherd's Pie, tossed salad with vinaigrette, unsweetened tea with sucralose	Supper: Hibachi chicken with mushrooms, fried rice, sweet carrots, hot green tea	Supper: small bowl of Cranberry Almond whole grain cereal with milk

Second wave of intervention: beginning on September 10, 2012

Monday: Sullivan Central High School

Wednesday: West Greene High School

Table 8: Week 8

Date: October 29, 2012

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast: none	Breakfast: 1 boiled egg, hot tea	Breakfast: McDonald's Ham biscuit, bottled water				
Lunch: small bag of trail mix, bottled water	Lunch: peanut butter sandwich, 1 small bag trail mix, bottled water	Lunch: apple, bottled water				
Snack: Cookout-2 bacon wraps, 1 corn dog, 1 chocolate cherry walnut milkshake	Snack: Reese peanut butter cup	Snack: 1 small bowl Cranberry Almond whole grain cereal with milk				
Supper: 1 small bowl tomato soup, 6 saltine crackers	Supper: Healthy Choice Meal, 2 pieces toasted bread, unsweetened tea with sucralose	Supper: 1 small bowl chicken noodle soup, 6 saltine crackers, unsweetened tea with sucralose				

Second wave of intervention: beginning on September 10, 2012  
 Wednesday: West Greene High School

Monday: Sullivan Central High School

Exercise Logs

Wave 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Weeks 1		.5mi.		.5mi.		1mi.	
Week 2		.5mi.	.5mi.		1mi.	1.5mi.	
Week 3		1mi.	.5mi.		1mi.	2mi.	
Week 4	.5mi.	2mi.	2mi.	1mi.	2.5mi.	2mi.	
Week 5	1.5mi.	2mi.	2.5mi.	2mi.	3.5mi.	3mi.	2mi.
Week 6	3mi.	3.5mi.	3.5mi.	4mi.	3mi.	4mi.	3mi.
Week 7	3mi.	3mi.		4.5mi.	4mi.		4.5mi.
Week 8	4mi.	4.5mi.	4mi.		5mi.	4mi.	4.5mi.

Wave 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Weeks 1	5.5mi.	6mi.			6mi.	5mi.	4mi.
Week 2	4mi.		5mi.	5mi.		6mi.	
Week 3	3.5mi.		4mi.		3mi.	4mi.	
Week 4	6mi.	2mi.		3mi.			2.5mi.
Week 5	4mi.		4.5mi.	2mi.			
Week 6			3mi.		4.5mi.	2mi.	
Week 7		3mi.	2mi.			2.5mi.	3.5mi.
Week 8	2mi.		3.5mi.	4mi.			3.5mi.

## Evaluations

Evaluations are in order from first wave to second wave. During the first wave, the first week of evaluations were conducted orally in a debriefing meeting and were therefore not documented. During the first wave of the intervention, I was absent from teaching for week two for my Sullivan Central class, and thus had no evaluation for that class. During the second wave of the intervention during week five I was absent from teaching and thus had no evaluations. During week six of the second wave I had to sub for a different peer facilitator at their school, so there is one extra evaluation documented for that week.

### Wave One Evaluations:



### Peer Facilitator Self-Evaluation



Name: Caroline Crenshaw Team Up Week#: 1 School: Volunteer High (1<sup>st</sup> class)

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. We actually had a lot more than at Sullivan Central who were willing to talk during the discussions, but I am hoping as the weeks progress they will become more comfortable with us and be willing to talk even more.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

There weren't many activities this week and the class behaved well as a whole. The students did very well with the discussions although I would have liked them to talk a little more (we had one in particular that did most of the talking).

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials that we needed, although we were not able to get the clicker to work (but the room had a smart board so it was ok).

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I don't think there is anything really I would change. The only thing I can think of is to maybe go ahead and do the facilitator introductions at the beginning before we do the overview and team formations (which is what we did today, it seemed to flow a lot better), but other than that I felt everything went very well.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of leading discussions and to ask students why they were giving the answers they were giving (which helped the discussion along). I would like to try and encourage more of the students to talk and to be comfortable with discussing the material.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

  5   a. The lesson was clearly presented (organized, flowed well, age appropriate).

 3.5  b. The students were engaged in the lesson (appropriate student involvement and contributions).

  5   c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. I think that everything flowed really nicely and led into each other well.

b. Like I mentioned before, there were several that talked but I would like there to be more discussion.

c. Our timing for this week was almost exact.

## Peer Facilitator Self-Evaluation

Name: \_\_Caroline Crenshaw\_\_ Team Up Week#: \_\_1\_\_ School: \_\_Volunteer High\_\_(2<sup>nd</sup> class)\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. We actually had a lot more than at Sullivan Central who were willing to talk during the discussions, but I am hoping as the weeks progress they will become more comfortable with us and be willing to talk even more.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

There weren't many activities this week and the class behaved well as a whole. The students did very well with the discussions although they seemed to get a bit off topic at times.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials that we needed, although we were not able to get the clicker to work (but the room had a smart board so it was ok).

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I don't think there is anything really I would change. The only thing I can think of is to maybe go ahead and do the facilitator introductions at the beginning before we do the overview and team formations (which is what we did today, it seemed to flow a lot better), but other than that I felt everything went very well.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of leading discussions and to ask students why they were giving the answers they were giving (which helped the discussion along). I would like to try and encourage more of the students to talk and to be comfortable with discussing the material.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_4\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. I think that everything flowed really nicely and led into each other well.

b. Like I mentioned before, there were several that talked but I would like there to be more discussion on the given material and not off-topic talking.

c. Our timing for this week was almost exact.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 2 School: Sullivan Central

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All lesson objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

I felt like me and Matt met all the lesson objectives. We actually had a lot more this week who were willing to talk during the discussions (especially when they saw we had pencils to hand out), but I am hoping as the weeks progress the ones less willing to talk will become more comfortable with us and be willing to talk a bit more.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed for this week.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There isn't anything I would change, I felt that the material went really well and that the students understood it in the manner it was presented.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of leading discussions and calming the students down if they started to get slightly off task. I would like to try and encourage more of the students to talk and to be comfortable with discussing the material.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_4.5\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. I think that everything flowed really nicely and led into each other well.

b. There was a LOT more talking this week compared to last week, and though the majority of it was about the material there were a few times that they seemed to get a bit off. There was also one student in particular that slept the whole time, but other than that they were very engaged.

c. Our timing seemed pretty good, we got hung up on just a few activities due to some extended discussions but other than that it was good.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 2 School: Volunteer High (block 1)

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All lesson objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

I felt like me and Matt met all the lesson objectives. The first class that we had was a bit more hesitant to talk, but I think this was mainly because there was a new face there (since last week my partner was Kelley and this week it was Matt). Even considering that there was still a lot of discussion.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed for this week.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There isn't anything I would change, there were several students who did not take home their rating sheets but I am not really sure how we would fix this.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of leading discussions and calming the students down if they started to get slightly off task. I did catch myself speaking a bit fast at times which I will try to work on next week.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4.5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. I think that everything flowed really nicely and led into each other well.

b. There was a fair amount of discussion (but in comparison to the second class there was not as much).

c. Our timing seemed pretty good, we got hung up on just a few activities due to some extended discussions as well as the teachers wanting to chat, but other than that everything went well.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 2 School: Volunteer High (block 2)

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All lesson objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

I felt like me and Matt met all the lesson objectives. The second class was very willing to talk and really seemed more engaged this week than last week.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed for this week.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There isn't anything I would change, there were several students who did not take home their rating sheets but I am not really sure how we would fix this.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of leading discussions and calming the students down if they started to get slightly off task. I did catch myself speaking a bit fast at times which I will try to work on next week.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

5 b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. I think that everything flowed really nicely and led into each other well.
- b. There was a lot of discussion this week that pertained to the conversation.
- c. Our timing seemed pretty good, we got hung up on just a few activities due to some extended discussions as well as the teachers wanting to chat, but otherwise everything went well.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 3 School: Sullivan Central

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The discussion was a bit lacking this week, but I think this was mainly due to all the activities we had to get to in order to finish on time (so there wasn't a lot of time for discussion).

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

There weren't many activities this week and the class behaved well as a whole. There was a bit more unnecessary talking this week than last, but I think this was just because they were doing more activities this week.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials that we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I may take one of the activities out just to allow more time for talking, but other than that there isn't really anything I would change.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of keeping the students on task when they started to talk and get off topic. Like I mentioned before, I would have liked for there to have been more discussions but I think that this mainly wasn't possible because of lack of time.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_3.5\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_3.5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. I think that everything flowed really nicely and led into each other well.

b. Like I mentioned before, I really think that this lesson needed more opportunity for discussion.

c. For the amount of activities being completed, this session needed either more time or less activities.

## Peer Facilitator Self-Evaluation

Name: \_\_Caroline Crenshaw\_\_ Team Up Week#: \_3\_\_ School: \_Volunteer High (block 1)\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The discussion was a bit lacking this week, but I think this was mainly due to all the activities we had to get to in order to finish on time (so there wasn't a lot of time for discussion). I think that we could improve this week if we condensed some of the information or the activities; it really is a lot to get through in a short amount of time. However, the discussion at Volunteer is always a lot better than it is at Sullivan; the kids just seem more interested in what we are teaching than they do at Sullivan Central.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well for this week, everyone seemed to work well as a group to do the portion size demo as well as the posters.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials that we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I would either take some of the information out or take one of the activities out because there really was a crunch for time this week.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of keeping the students on task when they started to talk and get off topic. I still am trying to work on encouraging students who do not usually talk to open up a bit more and contribute to the discussion.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

  4   a. The lesson was clearly presented (organized, flowed well, age appropriate).

  4   b. The students were engaged in the lesson (appropriate student involvement and contributions).

  2   c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

A Like I mentioned before, there really is a lot being crammed into this week.

b. Like I mentioned before, I really think that this lesson needed more opportunity for discussion (again, this goes back to their not being a lot of time).

c. For the amount of activities being completed, this session needed either more time or less activities (we ended up running over in both classes).

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 3 School: Volunteer High (block 2)

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The discussion was pretty good for second block especially considering the lack of time we had to discuss. I think that we could improve this week if we condensed some of the information or the activities; it really is a lot to get through in a short amount of time. However, the discussion at Volunteer is always a lot better than it is at Sullivan; the kids just seem more interested in what we are teaching than they do at Sullivan Central.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well for this week, everyone seemed to work well as a group to do the portion size demo as well as the posters. We did have a problem with one group who just wasn't very motivated to do the poster (it was a group of all guys), but other than that everything went very well.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All lesson activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

Me and Kelley ended up having to make a quick trip out to get some poster board because we ran out, but other than that we had everything needed. I do think it would be a good idea to get the bright colored poster board instead (that's all they had when we went to the store, and the kids seemed to really like it a lot better).

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I would either take some of the information out or take one of the activities out because there really was a crunch for time this week.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt I did a good job of keeping the students on task when they started to talk and get off topic. I still am trying to work on encouraging students who do not usually talk to open up a bit more and contribute to the discussion.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

  4   a. The lesson was clearly presented (organized, flowed well, age appropriate).

  4   b. The students were engaged in the lesson (appropriate student involvement and contributions).

  2   c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

A Like I mentioned before, there really is a lot being crammed into this week.

b. Like I mentioned before, I really think that this lesson needed more opportunity for discussion (again, this goes back to their not being a lot of time).

c. For the amount of activities being completed, this session needed either more time or less activities (we ended up running over in both classes).

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 4 School: Sullivan Central Time: 30min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The discussion was a bit lacking this week, but I think this was mainly because the information this week is pretty straight forward, and the students seemed to understand everything we had to say.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students seemed to really like figuring up how many steps were in a mile.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

We had a lot of extra time at the end that we just used by doing a review from all the weeks up until this point. Maybe we could add in some extra information to take up some more time or add in another activity in the future.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of getting the students to do their work this week. In the past couple of weeks they haven't been doing the journals like they should be done (i.e. they just won't write anything or what they do write is silly and does not apply to the lesson in any way at all). This week I addressed this issue and made sure they all had something written down before I would take the journals, which seemed to really help because this week's journals are a lot better than the previous weeks.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_3.5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to really understand everything that we were presenting to them.

b. There wasn't as much discussion this time around, but I think this is because the students honestly understood the material that was being presented and didn't have any questions.

c. We had a lot of time left over this week.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 4 School: Volunteer High (block 1) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The discussion was a bit lacking this week, but I think this was mainly because the information this week is pretty straight forward, and the students seemed to understand everything we had to say. We did have more discussion out of these students than me and Matt did earlier in the week at Sullivan (but the kids at Volunteer seem to be more interested as a whole in what we are doing than at Sullivan).

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students seemed to really like figuring up how many steps were in a mile.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed. It did seem that we had several defective pedometers though...

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

We had a lot of extra time at the end that we just used by doing a review from all the weeks up until this point. Maybe we could add in some extra information to take up some more time or add in another activity in the future.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of getting the students to do their work this week. I tried to pull students in that weren't participating as much more-so this week than the others, and I am hoping to continue to do this.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_3.5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to really understand everything that we were presenting to them.

b. There wasn't as much discussion this time around, but I think this is because the students honestly understood the material that was being presented and didn't have any questions.

c. We had a lot of time left over this week.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 4 School: Volunteer High (block 2) Time: 35min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The discussion was a bit lacking this week, but I think this was mainly because the information this week is pretty straight forward, and the students seemed to understand everything we had to say. We did have more discussion out of these students than me and Matt did earlier in the week at Sullivan (but the kids at Volunteer seem to be more interested as a whole in what we are doing than at Sullivan). Our second period also seemed more engaged than our first block does.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students seemed to really like figuring up how many steps were in a mile.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed. It did seem that we had several defective pedometers though...

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

We had a lot of extra time at the end (more than we did with first block) that we just used by doing a review from all the weeks up until this point. Maybe we could add in some extra information to take up some more time or add in another activity in the future.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of getting the students to do their work this week. I tried to pull students in that weren't participating as much more-so this week than the others, and I am hoping to continue to do this.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_3.5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to really understand everything that we were presenting to them.

b. There wasn't as much discussion this time around, but I think this is because the students honestly understood the material that was being presented and didn't have any questions.

c. We had a lot of time left over this week.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 5 School: Sullivan Central Time: 45min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The kids didn't really seem all that interested in the screen time statistics (they all seemed pretty expectant of the fact that they get a lot more screen time than they should, and they even said that they weren't surprised by the numbers), but they really had a lot of fun with the commercial exercise routine.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students really liked the exercise routine, although the group that had the yoga mat was not thrilled about it (they even wrote in their journals that one of their concerns was that "they did not get a good utensil for the exercise routine."

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We were short one exercise piece for the number of groups we had, so we simply combined two of the smaller groups (both of them had students absent so it worked out well).

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

The only thing that I would change is the yoga mat, simply because the group that had that really seemed upset by it.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of helping the students understand their assignment (setting a SMART goal) this week. I actually had a little bit of one on one time with 2 students who just really wasn't getting the concept, and help them work through setting their goal.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_4.5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4.5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to not be interested in this material, maybe we could find a way to make it a bit more interesting?

b. There wasn't as much discussion this time, like I said they just didn't really seem all that interested this week.

c. We had plenty to cover this week, and actually went over in time just a bit due to letting them have a little extra time on their exercise routines.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 5 School: Volunteer High (block 1) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were a lot more engaged in the conversation than at my previous school, and seemed to really enjoy the exercise routine.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students really liked the exercise routine, although the group that had the yoga mat was not thrilled about it at this school either.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

The only thing that I would change is the yoga mat, simply because the group that had it really didn't seem to know what to do with it. I think giving the kids more options so they can choose their utensil would be a good idea.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of helping the students understand their assignment (setting a SMART goal) this week. I also felt like I am progressively doing better with getting quieter students to speak up.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_4.5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_4.5\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to not be interested in this material, maybe we could find a way to make it a bit more interesting?

b. There wasn't as much discussion this time, like I said they just didn't really seem all that interested this week.

c. We had plenty to cover this week.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 5 School: Volunteer High (block 2) Time: 35min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were a lot more engaged in the conversation than at my previous school, and seemed to really enjoy the exercise routines.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities all went well; the students really liked the exercise routine, although the group that had the yoga mat was not thrilled about it at this school either. They seemed to really want to be able to pick what utensils they used.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

The only thing that I would change is the yoga mat, simply because the group that had it really didn't seem to know what to do with it. I think giving the kids more options so they can choose their utensil would be a good idea.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of helping the students understand their assignment (setting a SMART goal) this week. I also felt like I am progressively doing better with getting quieter students to speak up, although there are several that I am still trying to get to a point that they will talk.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_4.5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4.5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed to not be interested in this material, maybe we could find a way to make it a bit more interesting?

b. There wasn't as much discussion this time, like I said they just didn't really seem all that interested this week.

c. We had plenty to cover this week.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 6 School: Sullivan Central Time: 45min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: Yes or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The kids were way more talkative this week than they have been in any previous week, (so keeping them calm was a bit more of a struggle this week) but they were also a lot more open about asking questions on the things that they didn't understand.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students didn't really seem to understand the role playing activity very well, but we still had some groups that did well with it.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed (and they really liked the frisbees).

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

The only thing that was a little rocky was the role playing activity. I explained it twice, and then had to go around to about every group and explain it again, so apparently it was really confusing them. Is there any way we could make this clearer?

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of helping students who didn't understand the assignment get a better grasp on the concept this week (and they actually asked me by name to help them, and I was so thrilled they remembered my name). I did struggle some with keeping the class calm and quiet (I had to remind them a lot to be quiet and listen during the role playing activity) so I am going to try and work on that.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_4.5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed interested in the material but had a hard time with the role playing activity, maybe we could find a way to make this easier on them.

b. The discussion this week was good, and we had one student who hadn't said much of anything previous weeks to really step up this week.

c. The timing was pretty good, I think we went over just a bit but otherwise we were good.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 6 School: Volunteer High (block 1) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were way more talkative this week than they have been in any previous week, but unlike with Sullivan Central they were not as rowdy, just more talkative during the discussion.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students did much better with the role playing than Sullivan Central, and seemed to have fun with it.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

Somehow we ended up the school without a recorder, but other than that we had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I thought that everything went really well at Volunteer, but that group of kids are very bright and really make an effort to complete the things we give them to do, so there isn't usually a problem with them. I think I would still try and make the role playing activity just a bit clearer, but this wasn't really a problem at this school.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of elaborating on the verbal listening skills (they didn't really understand just the information, but once we explained it a bit more they understood it more). I did better at keeping the class quiet at Volunteer than I had done at Sullivan Central, but I still had a little trouble keeping them quiet.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_4.5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed interested in the material but still struggled a little with the role playing activity, maybe we could find a way to make this easier on them.

b. The discussion this week was good, but it typically is at Volunteer.

c. The timing was pretty good, if we went over any it was just barely.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 6 School: Volunteer High (block 2) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were way more talkative this week than they have been in any previous week. They still weren't as rowdy as they were at Sullivan, but they were more rowdy than the first block class was.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students did much better with the role playing than Sullivan Central, and seemed to have fun with it (though they had more trouble understanding it than the first block did).

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

Somehow we ended up the school without a recorder, but other than that we had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I thought that everything went really well at Volunteer, but that group of kids are very bright and really make an effort to complete the things we give them to do, so there isn't usually a problem with them. I think I would still try and make the role playing activity just a bit clearer, but this wasn't really a problem at this school.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of elaborating on the verbal listening skills (they didn't really understand just the information, but once we explained it a bit more they understood it more). I did better at keeping the class quiet at Volunteer than I had done at Sullivan Central, but I still had a little trouble keeping them quiet.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_4.5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The students seemed interested in the material but still struggled a little with the role playing activity, maybe we could find a way to make this easier on them.

b. The discussion this week was good, but it typically is at Volunteer.

c. The timing was pretty good, if we went over any it was just barely.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 7 School: Sullivan Central Time: 45min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The kids did pretty well with the discussion, and were respectful of their peers. The Power Shuffle was harder at this school since we were in the gym while other classes were going on, so it was harder to hear what was going on.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students did a good job with the posters and they were respectful of each other while we talked about weight biases. Like I said the Power Shuffle was a little rocky since we were in a gym where a lot of other stuff was going on.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I thought that everything went really well this week, and I honestly don't see anything that we could change.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I thought I did a good job of being a peer facilitator this week, more so from the facilitating side than the teaching side. The kids really are comfortable with us now, and will occasionally open up to us about some more personal things (we had several kids this week talk about some family issues with weight biases), and I thought that me and Matt responded well. I can tell a big difference with how comfortable a lot of the kids are with us now than when we first started teaching. Matt does a particularly good job at keeping the kids in line better than I do, which is something that I am still working on.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4.5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The lesson was really straight forward and they seemed to understand everything presented.

b. The discussion this week was fairly good this week, but not quite as heavy as it has been in weeks past.

c. The timing was pretty good, if we went over any it was just barely

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 7 School: Volunteer High (block 1) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were not very talkative this week at all, but it was their last day before spring break which may have had something to do with it.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students did a very good job with the posters and they were respectful of each other while we talked about weight biases. They also took the Power Shuffle a lot more seriously than the students at Sullivan Central.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I thought that everything went really well this week, and I honestly don't see anything that we could change.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I thought I did a good job of being a peer facilitator this week, more so from the facilitating side than the teaching side. The kids really are comfortable with us now, and will occasionally open up to us about some more personal things (we had several kids this week talk about some family issues with weight biases), and I thought that me and Kelley did a good job of talking to them about those problems. There are still some students that we haven't quite been able to reach, which really frustrates me since we have tried multiple times to do so.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_3\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The lesson was really straight forward and they seemed to understand everything presented.

b. The discussion this week was really lacking compared to what it normally is.

c. The timing was pretty good, if we went over any it was just barely.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 7 School: Volunteer High (block 2) Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids were not very talkative this week, but our second block was more talkative than the first block. Again, I think this was due to it being the day before their spring break.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the students did a very good job with the posters and they were respectful of each other while we talked about weight biases. They also took the Power Shuffle a lot more seriously than the students at Sullivan Central.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I thought that everything went really well this week, and I honestly don't see anything that we could change.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I thought I did a good job of being a peer facilitator this week, more so from the facilitating side than the teaching side. The kids really are comfortable with us now, and will occasionally open up to us about some more personal things (we had several kids this week talk about some family issues with weight biases), and I thought that me and Kelley did a good job of talking to them about those problems. There are still some students that we haven't quite been able to reach, which really frustrates me since we have tried multiple times to do so.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. The lesson was really straight forward and they seemed to understand everything presented.

b. The discussion this week was really lacking compared to what it normally is, although the second block was more talkative than the first.

c. The timing was pretty good, if we went over any it was just barely.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 8 School: Sullivan Central Time: 45min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Matt met all the lesson objectives. The kids were not nearly as talkative this week as they have been in weeks past, but this could be in part due to the teacher sitting several students out when they started to get a little chatty.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; they weren't as thrilled with the jeopardy as I thought they would be, but they really loved the t-shirts.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

If we could get bells or buzzers or something of that sort to make jeopardy more like the real thing then I think they would really like that. Also, me and Matt ran into some issues with the jeopardy game (some duplicate questions), but Taylor has already fixed those issues.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I felt like I did a good job of being friendly but still assertive this week. There was a girl who was throwing paper at a guy in the class (in a flirting manner, but still), so I warned her once to please stop and when she didn't I took the paper away from her and asked her to please stop again, which seemed to work. I have really been surprised and pleased with how far I have come as a peer facilitator overall (especially my speaking ability).

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4.5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were slightly disinterested in the jeopardy game

c. The timing was pretty good, I think we went over just a bit but not by much.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 8 School: Volunteer High Block 1 Time: 45min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids had a lot of fun with the jeopardy and were very interactive.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the kids at Volunteer really liked the jeopardy much better than the kids at Sullivan did.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We did not have a recorder, nor were we able to give them t-shirts or their reference sheets, but we assured them that we would be bringing them to them when we go back to do the 3 month assessment.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

If we could get bells or buzzers or something of that sort to make jeopardy more like the real thing then I think they would really like that.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I feel like me and Kelley have both really assumed the role of peer facilitator well at this school. The kids listen to us and to what we are teaching, but they also will just talk to us on a casual level like we are also their friends.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_5\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged.

c. The timing was pretty good, I think we went over just a bit but not by much.

## Peer Facilitator Self-Evaluation

Name: Caroline Crenshaw Team Up Week#: 8 School: Volunteer High Block 2 Time: 40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

I felt like me and Kelley met all the lesson objectives. The kids had a lot of fun with the jeopardy and were very interactive (this block got a lot more competitive than the first block did).

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well; the kids at Volunteer really liked the jeopardy much better than the kids at Sullivan did.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We did not have a recorder, nor were we able to give them t-shirts or their reference sheets, but we assured them that we would be bringing them to them when we go back to do the 3 month assessment.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

If we could get bells or buzzers or something of that sort to make jeopardy more like the real thing then I think they would really like that.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I feel like me and Kelley have both really assumed the role of peer facilitator well at this school. The kids listen to us and to what we are teaching, but they also will just talk to us on a casual level like we are also their friends.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_5\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_5\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_5\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged.

c. We were right on time.

## Wave Two Evaluations:



### Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_1\_ School: \_\_\_Sullivan Central\_\_\_ Time: \_block 1  
(Me and Wes, first block)—35min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went very well. The students were very eager to answer and seemed to really be putting thought behind their answers. The entire class also did a good job participating, it wasn't just one or two students answering every single time.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. Something I do need to work on is figuring out a way to maneuver around the room, the desks are set up in an odd manner that is going to take some getting used to.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).  
*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and there wasn't anything really for them to get confused on.

b. The students were very engaged and willing to answer.

c. We had some left over time (which was fine because the teacher had stuff planned for after)

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_1\_ School: \_\_\_Sullivan Central\_\_\_ Time: \_block 2  
(Me and Wes, second block)—35min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for the most part, though the students in this class were incredibly rowdy! Even after being called down multiple times they still would not settle down unless the teacher asked them to be quiet. They also laughed through our entire video. None the less they still did a good job of answering the questions we asked (I think they just really enjoyed talking).

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. I also felt that I did a good job of trying to keep the class in order, though this is something that I apparently still need to work on because they didn't do a good job of listening. Something I do need to work on is figuring out a way to maneuver around the room, the desks are set up in an odd manner that is going to take some getting used to.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_3\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and there wasn't anything really for them to get confused on.

b. The students were very engaged and willing to answer but were also overly talkative at times.

c. We had some left over time (which was fine because the teacher had stuff planned for after)

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_1\_ School: \_\_\_Sullivan Central\_\_\_ Time: \_block 3  
(Me and Matt, last block)—35min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. Very much like the first class, this class was willing to participate in our discussions and did a good job of talking when appropriate. They seemed to put thought into their responses and the conversation flowed well. We do have an autistic child in the class that seemed to want to participate but also wasn't fully able to, but I believe that we handled that in the proper manner so he still felt like he contributed but it didn't mess the class up.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. Something I do need to work on is figuring out a way to maneuver around the room, the desks are set up in an odd manner that is going to take some getting used to.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and there wasn't anything really for them to get confused on.

b. The students were very engaged and willing to answer.

c. We had some left over time (which was fine because the teacher had stuff planned for after)

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 2 School: \_\_\_Sullivan Central\_\_\_ Time: block 1  
(Me and Wes, first block)—35min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went very well. The students were very eager to answer and seemed to really be putting thought behind their answers. The entire class also did a good job participating, it wasn't just one or two students answering every single time.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. I did better this week about moving around the classroom. The students were very engaged and did an awesome job with the discussion, and I was surprised how many new a lot of nutrition material.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were very engaged and willing to answer.
- c. Our time was pretty well right on

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 2 School: \_\_\_Sullivan Central\_\_\_ Time: block 2(Me and We)—35min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went very well. The students weren't as rowdy this week as they were the week before, but they were still pretty rowdy (though it wasn't the same ones). We did have a substitute so that may have been the problem.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. I still need to work on my disciplinary actions because I still had to call several students down numerous times, so clearly they are not taking me very seriously.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and there wasn't anything really for them to get confused on.

b. The students were very engaged and willing to answer.

c. Our time was pretty well right on

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 2 School: \_\_\_Sullivan Central\_\_\_ Time: block 3  
(Me and Matt, last block)—35min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. Very much like the first class, this class was willing to participate in our discussions and did a good job of talking when appropriate just like they did last week. They seemed to put thought into their responses and the conversation flowed well.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. I felt like I also handled an awkward situation well: we had a student ask me for my number and I felt like I did a good job of explaining that it was not professional and then dismissed it so it wouldn't drag on.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).  
*Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were very engaged and willing to answer.
- c. We had some left over time.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 2 School: \_\_\_West Greene\_\_\_ Time: \_\_\_(Me, Matt, Valerie)—50 min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. It took a lot longer to get them settled and to get everything handed out and all, but the teachers helped us with that and we did the best we could.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I spoke loudly and tried to continue the conversation when necessary. I felt like I also handled an awkward situation well: two students asked me for my number (again) and just like the first time I explained that was not professional. One of the teachers who overheard also removed the students from the room after the incident.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_3.5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were very engaged and willing to answer.
- c. We were slightly over on our time

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 3 School: \_\_\_Sullivan Central\_\_\_ Time: block 1(Me and Wes)—45min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok for this class. The students are still very rowdy and do not listen very well, but there are at least a few of them that are starting to get better. We had a lot of activities to fit into this week so that may have been part of the problem, but the students really had some trouble staying on task and completing their activities.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I feel like I was able to really facilitate the discussion well with the classes this week and kind of help lead the kids into deeper thought. I still think that I can improve on classroom management skills slightly.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_3\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were rowdy and off topic.
- c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 3 School: \_\_\_Sullivan Central\_\_\_ Time: block 2(Me and Wes)—45min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went very well. The students still fairly rowdy but each week it becomes more and more constructive versus just outright distracting. We had a lot of activities to fit into this week which pushed us on time a bit, but other than that everything went well.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I feel like I was able to really facilitate the discussion well with the classes this week and kind of help lead the kids into deeper thought. I still think that I can improve on classroom management skills slightly.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were very engaged and willing to answer.
- c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 3 School: \_\_\_Sullivan Central\_\_\_ Time: block 3  
(Me and Matt, last block)—45min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. Very much like the first class, this class was willing to participate in our discussions and did a good job of talking when appropriate just like they did last week. They seemed to put thought into their responses and the conversation flowed well, and they really appreciated the water bottles as their prizes.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I felt like I really worked at continuing the conversation and helping lead the kids into conversation instead of just answering for them. I still think that I could work on some classroom management skills, but other than that I feel as though I am improving in the areas that I need improvement in.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and there wasn't anything really for them to get confused on.
- b. The students were very engaged and willing to answer.
- c. We went over on time.

## Peer Facilitator Self-Evaluation

Name: \_\_\_ Caroline Crenshaw \_\_\_ Team Up Week#: 3 School: \_\_\_ West Greene \_\_\_ Time: (Me, Matt, Valerie)—45 min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. For the serving size demo we just picked 2 of the teams to do the demo for us since the class is so large and to have all of them do it would have taken entirely too long. It is hard to feel like you are connecting with the kids in this class since there are 65 of them, but they did a better job this week of engaging in the discussion and putting forth effort. We did have one girl whose first name is Alexis (I am unsure of her last name) that moved to a different school, which I was told to make note of in this evaluation.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly. The sugar demonstration in particular went much more smoothly than the one that we attempted last year.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I did a much better job of walking around the classroom and making use of what little space is in there, which also helped keep the kids in line (especially the ones in the back). I still feel like I could improve on classroom management skills since this class is the rowdiest ones I teach.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and there wasn't anything really for them to get confused on.

b. The students were very engaged and willing to answer.

c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 4 School: \_\_\_Sullivan Central\_\_\_ Time: block 3(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. Me and Wes had some issues initially because when we arrived our teacher was not there and there was no substitute! We had to go get all the kids out of the gym (because apparently that's where they told them all to go) and bring them back to the classroom, and then attempt to get them settled down and in the mood to listen to our lesson. Once we got going they did just fine, it was just the initial upset of having to move back from the gym to the classroom that had them riled up.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. Me and Wes both really had to step up this week and manage the classroom well since we were without a teacher, but I believe that we both rose to the occasion. I would really like to try and work on connecting with individual students more; I feel like last year they wanted to connect more so it was easier than what it is this year.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and the material was not confusing.

b. The students were very engaged and willing to answer, although they were rowdy at the beginning of class.

c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 4 School: \_\_\_Sullivan Central\_\_\_ Time: block 4(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. This class was much better than our first class because the teacher was actually present for this one so we didn't have nearly as bad of a time teaching as our first class. This is usually the class that is especially rowdy but they are doing better every week that we go. They seemed to really like the pedometers and enjoyed making the posters.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson, I thought everything went well and flowed smoothly.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe that my teaching skills get better every week we go, although as mentioned before, I would really like to connect with the kids more individually like I felt like I did last year. The kids this year don't seem like they want to open up as much but are starting to warm up to the idea.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged and willing to answer.

c. Our time was good.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 4 School: \_\_\_Sullivan Central\_\_\_ Time: block 5  
(Me and Matt, last block)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. They seemed to enjoy the activities and did a really good job with their posters. This class usually does a really good job with the discussion and all, and they did this week too.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week; my teaching skills continue to improve and the students are getting better at listening to me. Like I mentioned before I would like to be able to get to know the students on a personal level a bit more than I do now.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

4 b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and the material made sense.
- b. The students were very engaged and willing to answer.
- c. We were pretty good on time.

## Peer Facilitator Self-Evaluation

Name: \_\_\_ Caroline Crenshaw \_\_\_ Team Up Week#: \_4\_ School: \_\_\_ West Greene \_\_\_ Time: (Me, Matt, Valerie)—50 min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. The class is so large it's hard to manage for a lot of the activities (for the pedometer activity we just had the group leaders from every group come up and walk the line instead of everyone). They did better this week with not cutting up but there are still some that like to call attention to themselves all the time.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I think that the kids are starting to gain respect for me because they are seeming to listen slightly better than before. I would really like to get to know some of the individual students better (this is a huge class so it's hard to get to know everyone), which is what I am going to try and work on.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged and willing to answer, though still slightly chatty

c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 6 School: \_\_\_Sullivan Central\_\_\_ Time: block 3(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. The kids were very talkative today, but I believe that was because they were supposed to be in the gym today and had to come back to the classroom just for our class. But they still participated and did most everything well. They didn't really seem to take the lesson seriously, but they still participated in everything for the most part.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson is a bit elementary for the age group that we are teaching. The only thing that I would really consider doing is to somehow change either the wording or the content of this lesson to be a bit more mature.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I would really like to try and work on connecting with individual students more; I feel like last year they wanted to connect more so it was easier than what it is this year.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_3\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and the material was not confusing.

b. The students were willing to answer, although they were rowdy at times.

c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_6\_\_\_ School: \_\_\_Sullivan Central\_\_\_ Time: \_block 4(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. The class was especially chatty this week, I'm not sure if this was just because the information was not particularly interesting to them or if they were all just really hyper since they were supposed to be in the gym and had to come back to the classroom just for our lesson, but either way they were really chatty. The teacher for this class doesn't seem to really take us seriously either, and he even asked us if since the students were supposed to be in the gym from here on out if we could simply stop the program now instead of coming back for the last 2 weeks (which we told him that we would have to ask our project coordinator because we do not have that authority).

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I think that I would change some of the wording in this lesson. It all seems very elementary, especially for high school students. I am not entirely sure how I would recommend going about that, but I do think that it could be a step up from what it is now.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe that my teaching skills get better every week we go, although as mentioned before, I would really like to connect with the kids more individually like I felt like I did last year. One kid today was genuinely surprised that I knew his name, and I would really like them to feel like they connect with me and Wes and feel comfortable with us.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_3\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were fairly willing to answer questions but were in a very chatty mood.

c. Our time was good.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 6 School: Sullivan Central Time: block 5  
(Me and Matt, last block)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. This class was not as chatty as the other two. We did have a little bit of difficulty with the telephone game since we do have a couple of autistic children in this class, but other than that everything went really well. The other students really didn't seem to take this lesson very seriously either. I don't know if it was the material or just the fact that they were supposed to be in the gym and weren't because of us, but they really didn't seem too interested in what we were teaching, although they still interacted and did an ok job with the discussion.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson is a bit elementary for the age group that we are teaching. The only thing that I would really consider doing is to somehow change either the wording or the content of this lesson to be a bit more mature.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week, although like I mentioned before I would like to be able to get to know the students on a personal level a bit more than I do now.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_3\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and the material made sense.

b. The students were willing to answer.

c. We were pretty good on time.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_6\_ School: \_\_\_West Greene\_\_\_ Time: (Me, Matt, Valerie)—50 min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. The class is so large it's hard to manage for the activities as well as just getting everyone settled and materials handed out, but that's how it has been for all the other weeks too. The students didn't really seem to take the role playing activity very seriously; they more or less just made it into a competition to see who could get the most laughs. But most everyone still participated which was a good thing.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I think that the kids are starting to gain respect for me because they are seeming to listen slightly better than before. That being said, there are still several that I feel like are unnecessarily disrespectful, and I would like to try and work on gaining their respect.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged and willing to answer, though still slightly chatty

c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 6 School: \_\_\_Daniel Boone\_\_\_ Time: Me and Brittany, (subbing for Richard), block 5

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. I was just subbing for Robert for this class so I didn't really know any of the students, but the setting in which they teach in is a tough one to manage. The kids are in the gym and sitting on the floor, and it is hard to talk loud enough for them to hear. They are also super chatty, but they answer questions very well with very appropriate answers, which I was rather impressed with. The teacher for that class though is a bit hateful though, not towards us but towards the kids when they are being rowdy, which was a bit surprising to me.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. Like I said, the kids at this school didn't know me so they seemed a bit hesitant to answer, and Brittany said that they were being kind of weird, but I think it was just that I was someone they weren't used to. I would like to be a good enough peer facilitator that I can go into situations like this one and not make the kids feel uncomfortable, which is something I would like to work on.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged and willing to answer, though still slightly chatty

c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 7 School: \_\_\_Sullivan Central\_\_\_ Time: block 3(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. The kids did a really good job with the discussion and seemed to take the lesson fairly seriously. They didn't do really well with their posters, but other than that they all did a good job.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson was appropriate for the students. They seemed to really feel like this was a serious issue that needed to be addressed, which we were pleased to see.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. I feel like my classroom management skills could still improve some, but other than that I feel that I did a good job with most other respects.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

4 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and the material was not confusing.
- b. The students were willing to answer, although they were rowdy at times.
- c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: \_\_\_7\_\_\_ School: \_\_\_Sullivan Central\_\_\_ Time: \_\_\_block 4(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

This week did not go well at all. We had to move all of our stuff to a different room 2 minutes before the class was supposed to start, so we didn't actually get started teaching until about 25 minutes later, so of course the kids were all crazy since they had been waiting for so long. The room we got moved to we had to use a smart board, and we couldn't get the video to work with it so they didn't really get to watch the video. Then our teacher made us do the lesson out of order so they could just stay in the gym after the Power Shuffle, so the whole thing was just a big mess.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I think that this lesson was fine and age appropriate.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe that my teaching skills get better every week we go, but I still need some work on my classroom management skills. I was pleased with mine and Wes's ability to manage the situation we were in with grace because we had several things go wrong.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_3\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_3\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. A lot of things outside of our control went wrong
- b. The students were really wild and not interested in the lesson.
- c. Our time was good.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 7 School: Sullivan Central Time: block 5  
(Me and Matt, last block)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities went well for this class. This class is one of the best classes that I teach. They do a very good job of interacting and taking the lesson seriously, and giving answers that pertain to the lesson and are appropriate. They really try to do well while we are there which is really appreciated.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson is a good one for the student and is age appropriate. They seem to think that this is a serious issue, and this class especially took the issue seriously. I don't think that there is anything that needs to be changed about it.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week, and I really like that these kids in this class are really open with us and seem to want to know more about the information we are presenting. I would really like to get to know the reserved students better in the class because there are still some that aren't super open.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

4 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions)

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and the material made sense.
- b. The students were willing to answer.
- c. We were pretty good on time.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 7 School: \_\_\_West Greene\_\_\_ Time: (Me, Matt, Valerie)—50 min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. The class is so large it's hard to manage for the activities as well as just getting everyone settled and materials handed out, but that's how it has been for all the other weeks too. I will say that this class gets more excited over making posters than any of my other classes, and they actually do a really good job with them! They are a really creative bunch and they work really well together in a team setting.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

There was not anything I would change about this lesson.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. The kids, like some of our other classes, are wanting to know more and more about other health related topics not included in the lesson, which I really enjoy seeing. That being said, there are still several that I feel like are unnecessarily disrespectful, and I would like to try and work on gaining their respect.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_4\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well.

b. The students were very engaged and willing to answer, though still slightly chatty

c. Our time was over slightly.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 8 School: \_\_\_Sullivan Central\_\_\_ Time: block 3(Me and Wes)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. The kids did a pretty good job with jeopardy and at least seemed a little sad that we were leaving. They did a pretty good job of looking up all the questions and finding the correct answers, and the egg-spert clickers worked well. They weren't as competitive as I had hoped for, but they still did a pretty good job.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson was appropriate for the students. They really enjoyed the game (like kids always do) and actually did a pretty good job of answering all the questions.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. It was kind of bitter sweet that this week was my last week teaching, but I felt that I ended on a good note and overall did a really good job as a facilitator.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_4\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and the material was not confusing.

b. The students were willing to answer, although they weren't as competitive as I hoped for.

c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 8 School: Sullivan Central Time: block 4(Me and Wes)—40min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went ok. The kids really just don't care in this class about anything, which is very frustrating to deal with. The group that won the game we only gave 3 students out of the 6 in the group shirts because the others weren't even helping. And that group won by a landslide because no one else in the class cared. We have struggled with this class with almost every lesson and have tried everything, they just don't care.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson was appropriate for the students. They at least partially enjoyed the game though they didn't do good at answering much at all. There really wasn't anything that I felt could have been done differently to help them to do better lesson wise, I just think that the kids didn't care and I'm not sure how to fix that.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. It was kind of bitter sweet that this week was my last week teaching, but I felt that I ended on a good note and overall did a really good job as a facilitator.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).

*Please comment.*

\_\_\_5\_\_\_ a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_2\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

a. Everything flowed well and the material was not confusing.

b. The students were barely willing to answer, although they didn't do a good job of answering anything at all.

c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_Caroline Crenshaw\_\_\_ Team Up Week#: 8 School: \_\_\_Sullivan Central\_\_\_ Time: block 5  
(Me and Matt, last block)—40min\_\_\_

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. The kids did a really good job with jeopardy and at least seemed a little sad that we were leaving. They did an awesome job of finding the answers (one group barely had to look them up) and seemed really engaged in the game.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson was appropriate for the students. They really enjoyed the game (like kids always do) and actually did a good job of answering all the questions.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. It was kind of bitter sweet that this week was my last week teaching, but I felt that I ended on a good note and overall did a really good job as a facilitator.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree).  
*Please comment.*

5 a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and the material was not confusing.
- b. The students were willing to answer.
- c. Our time was pretty spot on.

## Peer Facilitator Self-Evaluation

Name: \_\_\_ Caroline Crenshaw \_\_\_ Team Up Week#:  8  School: \_\_\_ West Greene \_\_\_ Time: (Me, Matt, Valerie)—50 min

**Instructions:** Please take a few minutes immediately following your weekly session to report on how the session went. You may want to refer to your curriculum when answering questions. Turn this in to the Project Coordinator (via e-mail or hard copy in person) on the same day.

1. Were the Lesson Objectives met? Circle: **Yes** or No. *Please comment.*

All Objectives were met.

2. Lesson Activities

a. How did the Lesson Activities go? What went well? What could have gone better?

The activities for this class went well. We ended up splitting the 2 classes up so they were easier to manage, and so me and Valerie taught one class while Matt did the other. They actually did a lot better when split up than they did when they were in one big group, and they were actually really competitive with the game which was really good.

b. Were there any Lesson Activities that you did not complete? If so, please describe.

All activities were completed.

c. Did you have all the Materials Needed? If not, please describe.

We had all the materials we needed.

3. If you were to lead this weekly session again in the future, what would you change? What would make it more effective or better?

I feel like this lesson was appropriate for the students. They really enjoyed the game (like kids always do) and actually did a pretty good job of answering all the questions.

4. How do you believe you did as a peer facilitator? What were your strengths? What are your areas for improvement?

I believe I did a good job as a facilitator this week. It was kind of bitter sweet that this week was my last week teaching, but I felt that I ended on a good note and overall did a really good job as a facilitator.

5. Rate the statements provided below based on your performance and this session using the following scale: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (somewhat agree), 5 (strongly agree). *Please comment.*

5  a. The lesson was clearly presented (organized, flowed well, age appropriate).

\_\_\_5\_\_\_ b. The students were engaged in the lesson (appropriate student involvement and contributions).

\_\_\_5\_\_\_ c. The time allotted was appropriate for the lesson (wasn't rushed or too slow, weren't enough or too many pauses).

*Comments:*

- a. Everything flowed well and the material was not confusing.
- b. The students were willing to answer.
- c. Our time was pretty spot on.

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