

# WhyTry Program Fidelity Checklist

The purpose of this checklist is to help you create fidelity and best practices in implementing the WhyTry Program. Our experience has shown that facilitators that implement and employ the program using each of these lesson components and delivery techniques will see the most consistent positive outcomes.

\*Note: This form can be used to track your implementation or as a simple checklist to gauge how effectively you are following the model with fidelity.

## Setting Details:

Today's Date: \_\_\_\_\_

Facilitator/s: \_\_\_\_\_

Type of intervention (circle one):    Classroom    Small Group    Individual

Group size (# students): \_\_\_\_\_

Length of intervention session (minutes): \_\_\_\_\_

Analogy covered during the intervention session: \_\_\_\_\_

**Component Fidelity Checklist:** (note: it is not necessary to include all of these categories of content in each individual lesson. However, it is recommended that throughout the course of implementation all categories should be used as much as possible for full fidelity.)

<input type="checkbox"/> Yes	<input type="checkbox"/> No	1. Facilitator used attention getter.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	2. Facilitator taught the visual analogy
<input type="checkbox"/> Yes	<input type="checkbox"/> No	3. Facilitator used music
<input type="checkbox"/> Yes	<input type="checkbox"/> No	4. Facilitator used learning activities
<input type="checkbox"/> Yes	<input type="checkbox"/> No	5. Facilitator used journal activities
<input type="checkbox"/> Yes	<input type="checkbox"/> No	6. Facilitator used video clips or other multimedia
<input type="checkbox"/> Yes	<input type="checkbox"/> No	7. Facilitator used story examples

## Comments and Notes:

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## Component Definitions:

**Facilitator Uses An Attention Getter:** An “attention getter” is used when the facilitator begins the lesson with a short video clip, icebreaker, music, or group activity. This can include any other quick activity that will grab students’ attention and build relationships among the students and between student and facilitator. For example, have a “show and tell” where students and teacher take time to tell each other about hobbies, family, background, or recent vacations or events.

**Facilitator Taught The Visual Analogy:** Facilitator teaches analogy to students by introducing the core concept and walking the students through the analogy step-by-step, following the numbers on the hard copy poster or in the PowerPoint. In the case of a lesson where the analogy has been previously taught the facilitator may want to reference the analogy or review some of the principles taught

**Facilitator Used Music:** Facilitator uses music during the lesson to reinforce content student is learning. This could be music provided in the WhyTry curriculum, or selected by the facilitator, and/or student(s).

**Facilitator Used Learning Activities:** Facilitator incorporates the use of learning activities reinforcing the concepts taught in the lesson. Activities may include brief object lessons, group activities and group movement activities.

**Facilitator Used Journal Activities:** Facilitator incorporates the use of Journal activities and assignments. These can be delivered in the printed journals if they are purchased or they can be printed individually from the program materials.

**Facilitator Used Video Clips Or Other Multimedia:** Facilitator incorporates the use of video clips and media from the lists of videos shared in the program materials. These could include videos produced by WhyTry as well as youtube clips or other online media resources.

**Facilitator Used Story Examples:** Facilitator incorporates the use of stories and examples to illustrate the principles taught in the lesson. These could include personal stories, stories from the lives of famous people, current events in the news as well as stories from our elementary book list.

### Comments and Notes:

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## **Skill/Technique Definitions:**

### **Facilitator Surrendered The 1-up Relationship:**

Demonstrates the basic principle of surrendering the one up (valuing others unconditionally) at all times before during and after class. The facilitator avoids dwelling on negative behaviors of students and seeks to focus on what students are doing right and praises them for it. Facilitator looks for ways to meet students where they are and seeks to establish a strong rapport and connection.

**Facilitator Effectively Framed the Lesson Concepts:** Facilitator creates learning readiness and buy in through careful “framing” for each concept. When framing, the facilitator focuses on language that will communicate the value and relevance of the information that is being shared. This may include helping students to see the answers to what is it, why is it important, and how does it relate to me?

**Facilitator Effectively Delivered and Processed Learning Activities:** Facilitator is prepared with props, instructions, and processing questions. Creates appropriate space and room setup for the given activity (i.e. object lesson vs. movement activity) Selects appropriate activities based on needs of the group and individuals within it. Aware of and addresses safety concerns. Establishes different roles in cases where students don't wish to participate. Able and prepared to coach students as needed. Facilitator completes the activity by processing the experience and making connections to the principles taught in the visual metaphor.

**Facilitator effectively delivered and processed video or multimedia:** Facilitator is familiar with each video and watches them before class, preparing what to say to setup the video (framing) and how to process each video. (possibly writing out questions/script.) When necessary, the facilitator uses freeze frame to explain context, process emotion of the subjects in the video, and points out what to look for while watching.

**Facilitator effectively used music for affect or to reinforce content:** Facilitator has songs queued up and ready to play at key moments to achieve desired effect (energize students or help them to calm down, introduce concept/ theme, engage with humor, etc.) Facilitator at times may choose to process the message of the music or help students to recognize the way the music impacts them emotionally.

**Facilitator effectively shared stories and examples:** Facilitator Looks for stories in the media and in everyday life that apply to the principles taught in the lesson. The facilitator uses stories to engage students and provide examples that illustrate how the lesson content is relevant to their lives. The stories shared are placed appropriately in the lesson flow and clearly connect to a key element (short story) or key concept (can be a longer story) of the lesson.

**Facilitator effectively processed, asked and answered questions:** The facilitator utilizes processing questions provided in the program activities and other lesson content. When those questions are not available the facilitator may follow the four “F’s” strategy. Has well thought out questions designed to help students with self-discovery. Makes connections between current and previously discussed concepts. Makes connections between student comments and course material.

