



## Checklist Self Control ART/AART Lesson

**Date:** \_\_\_\_\_ **Head Trainer** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Co-Trainer** \_\_\_\_\_

**Facility:** \_\_\_\_\_

**Today's lesson** \_\_\_\_\_

**Participants (number and initials)** \_\_\_\_\_

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	<i>Yes</i>	<i>No</i>
1. The participants were welcomed to the lesson in a positive way	<input type="checkbox"/>	<input type="checkbox"/>
2. Any questions from the previous lesson were followed up (difficulties with homework etc.)	<input type="checkbox"/>	<input type="checkbox"/>
3. The group was reminded of rules with an emphasis on constructive participation	<input type="checkbox"/>	<input type="checkbox"/>
4. All participants had done and filled in their homework assignments/"hassle logs"	<input type="checkbox"/>	<input type="checkbox"/>
5. The training situations were written on the board	<input type="checkbox"/>	<input type="checkbox"/>
6. Efforts and successful homework assignments were noticed and strengthened	<input type="checkbox"/>	<input type="checkbox"/>
7. The sequence was repeated until today's lesson	<input type="checkbox"/>	<input type="checkbox"/>

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| 8.  | The sequence was illustrated visually (transcribed or otherwise)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Today's lesson was introduced in a correct and understandable way   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The purpose of today's lesson was clearly stated  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The sequence was modeled by the trainers with two clear examples and with an emphasis on the current step in the sequence | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The steps in the sequence are clearly visible during modeling and role-playing  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | All participants role-played the current steps as main actors based on their own example                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The main actor selected one (or more) co-actors   | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | All participants gave and received feedback from others during the lesson   | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Feedback was given in the right order (co-actor, observer, trainer and main actor)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | The lesson ended with a summary   | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | All participants were given new homework assignments/"hassle logs"  | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Problem behaviors during the lesson were handled in a good way  | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | The pace was such that the participants were active and interested  | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | The interaction between trainers and participants was positive  | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | The interaction between the coaches was good  | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | The venue, arrangement and equipment were suitable  | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | The coaches had set aside time for planning the lesson  | <input type="checkbox"/> | <input type="checkbox"/> |

26. Comments and suggestions for improvement

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27. Feedback from outside observers

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