

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 8 – *There's More to Life Than Screens*

Educator Self-Assessment Supervisor Assessment Fidelity Team Assessment

Educator(s) Name (s): _____ Sub-Contractor: _____

Region: _____ County: _____ Date of Lesson: _____

Start Time: _____ End Time: _____

Program Setting (classroom/grade, food bank, clinic etc.): _____

Your review about this session is important. Your description of how the lesson was taught, in relation to the written curriculum, will help us strengthen our program. Please consider each part of the lesson below and indicate if you presented it using yes or no in the space provided. If no, details about why and how you adapted the lesson are important to continuous program improvement. Please complete the assessment tool by the end of the next working day from when lesson was taught.

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
	Yes	No	
Part A: Calculations and Discussion			Comments and/or Changes
1. Ask students to name screen-time activities that sixth graders might do • Supply additional activities if not named by students			
2. Ask students what they think “screen-time” means • As needed, define “screen-time” as the total amount of time people spend using a device that has an electronic media screen • This includes TV, tablet, compute, cell phone, and other handheld screens			
3. State from the lesson or paraphrase the following: • Scientist and doctors recommend that young people limit total screen-time to a certain amount • In this lesson, we will find out that amount is and then compare it to the actual average screen-time of young people • Also, we will think of some alternative activities to screen-time			
4. Ask student to guess the average screen-time per day of middle schoolers (6 hours) • Lead students to calculating how many hours per year this will equal (2190 hours) • Lead students through calculations to determine how many days (91.25 days) and months (3 months) this equals that are spent in front of a screen			

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5. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> This means that in one year people on average will spend all the days and nights in 3 months in front of a screen As time permits ask students to briefly share their reaction to this fact 			
6. Ask students to name reasons why too much screen-time isn't good for young people <ul style="list-style-type: none"> As needed, supply additional answers 			
7. Ask a few students to guess what the maximum recommendation for screen-time is per day <ul style="list-style-type: none"> Announce that the recommendation is 2 hours a day at the most, or 14 hours per week 			
8. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Sometimes screen-time isn't a choice, like when using a computer for a class. But most screen-time is not for school activities When spending time with a device that has an electronic media screen, there are lots of things you <i>aren't</i> doing 			
9. Inform students that in the next lesson or segment they will brainstorm ideas of activities to do instead of screen-time <ul style="list-style-type: none"> Ask students to think about this topic between now and the next lesson or segment 			
Time Goal: 20 minutes			
Part B: Small-Group Brainstorming	Yes	No	Comments and/or Changes
1. Inform students that they're going to explore alternative to screen-time. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> If you average 4 hours of screen-time a day, and limit it to two hours, you'll have two extra hours a day to do other things We are going to brainstorm different activities that you can do alone or with other people Alone time is often thought of as negative, how can time spent alone be something positive? We will also brainstorm activities that involve movement and discuss why this is important 			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
2. Divide students into groups and give each student a <i>Brainstorming: "No-Screen" Activities</i> handout and explain the assignment <ul style="list-style-type: none"> Tell them how long they'll have to complete the brainstorming 			
3. Ask representatives to report on their group's brainstorming <ul style="list-style-type: none"> Instruct them to fill in the last four lines on their handout with activities named by other groups that they think <i>they might do</i> 			
Time Goal: 15 minutes			
Goal Setting	Yes	No	Comments and/or Changes
1. Give each student a <i>Goal Setting: Limit Screen-Time</i> handout <ul style="list-style-type: none"> Tell them they're going to set a goal to use their free time in a different way for the next seven days 			
2. Point out that of the three "no-screen" activities they right down, two should be physical activity <ul style="list-style-type: none"> Have them write down the goal completion date on their worksheets Ask students to sign their name and circle the number that indicates how confident they are of achieving the goal Express confidence that they can achieve it 			
3. Conclude the lesson by stating from the lesson or paraphrasing the following: <ul style="list-style-type: none"> Some people want to do the activities we brainstormed, but get in the habit of watching or playing something on screen instead, even if they are bored with it People who divide their free time by doing some activities with screen time and some without get the best of both worlds! 			
Note – Do a goal check one week from this lesson <ol style="list-style-type: none"> Give positive feedback and as time permits have students share what helped them achieve their goal and if they think they can keep up their reduction of screen-time Encourage students who did not achieve their goal to keep trying, ask a few to share the barriers they've encountered. Ask other students if they can offer advice on how to overcome these barriers 			
Time Goal: 5 minutes			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask groups of students to make posters promoting the “no-screen” activities that were brainstormed in this lesson <ul style="list-style-type: none"> Suggest leaving empty spaces in the posters so that additional activities can be added as students think of other ideas 			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies			

Please respond to the following questions. It's important we know the successes and challenges of the lessons you teach.

1. What went well?

2. What challenges did you have?

3. What timing issues did you face?

4. Other (Please add any other remarks or feedback you have)

Please contact Maggie Grate at maggie.grate@WSU.edu or at 253-445-4529 if you have any questions about the completion of this form.

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