

## Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7<sup>th</sup> Grade - Lesson 8 – Screen-Time and Its Consequences

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	
<b>Part A: Discussion</b>			<b>Comments and/or Changes</b>
1. Ask students to define “screen-time” <ul style="list-style-type: none"> <li>As needed, supply the following: Screen-time is the total amount of time a person spends in front of any type of electronic media screen</li> </ul>			
2. Ask students to name screen-time activities that seventh graders do <ul style="list-style-type: none"> <li>Supply the following activities no named by students:               <ul style="list-style-type: none"> <li>Watching TV and movies</li> <li>Time on computer</li> <li>Time on phones</li> <li>Video games</li> <li>Downloading music</li> <li>Etc.</li> </ul> </li> </ul>			
3. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> <li>Think about how many of these activities you do on a typical day and estimate the <i>total time</i> you spend doing them               <ul style="list-style-type: none"> <li>Ask a few students to share their estimate</li> </ul> </li> <li>The screen-time of some kids in the US is 6 hours a day. During the school year students are in school 7 hours a day, this accounts for 13 of the 24 hours in a day. How much time is left for other things they need to do? Like eating, sleeping, homework, physical activity, etc.?</li> </ul>			

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<ul style="list-style-type: none"> <li>• Think about how often you eat snacks while doing a screen-time activity. Estimate the percentage of your total screen-time that you're also eating something. How easy is it to lose track of how much you're eating if all your attention is on the screen? <ul style="list-style-type: none"> <li>○ Ask a few students to share their estimates and responses</li> </ul> </li> <li>• A lot of people your age do not get enough sleep or physical activity because of their total amount of screen-time. Teens need 8.5-9 hours of sleep to function well and at least 60 minutes of physical activity daily</li> <li>• The kind of physical activity needed is moderate to vigorous or MVPA for short. Cues you are doing this type of activity include breathing harder, faster heartbeat, warm face, and sweating <ul style="list-style-type: none"> <li>○ Ask students to share some examples of MVPA</li> </ul> </li> <li>• There's a major consequence to not getting enough MVPA. If taking in more calories than burning off then you may gain weight. If you're eating in front of a screen, you may not notice that you're consuming more calories than you need <ul style="list-style-type: none"> <li>○ Ask students to share other possible consequences</li> </ul> </li> </ul>			
4. Ask students to name possible consequences for not getting enough sleep <ul style="list-style-type: none"> <li>• Accept a few answers from students</li> </ul>			
5. Tell students that later in groups they'll talk more about the effects of screen-time on sleep and physical activity			
Time Goal: 15 minutes			
<b>Project Lesson Assignment</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Tell students you're going to give them an unusual homework assignment <ul style="list-style-type: none"> <li>• State or paraphrase the following: <ul style="list-style-type: none"> <li>○ For several days, you're going to record your screen-time – all the minutes you spend in front of the TV screen computer screen, handheld screen, or cellphone screen. On those same days, you'll also record all the time you spend doing MVPA</li> </ul> </li> </ul>			

	<b>Completed as Written</b> <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. Give each student the <i>Screen-Time and MVPA Logs</i> , and tell students to write their name in the blank above each one <ul style="list-style-type: none"> <li>Point out the reminder of the definition of MPVA under the <i>Physical Activity Log</i></li> <li>Stress that they should record minutes for MVPA only</li> </ul>			
3. Go over the instructions and rules <ul style="list-style-type: none"> <li>Point out the examples column</li> <li>Point out the note below the <i>Screen-Time Log</i> which instructs them to circle the number of minute if they are eating while doing the activity</li> </ul>			
4. Inform students on which days they must record minutes in the two logs <ul style="list-style-type: none"> <li>Emphasize that they will calculate total number of minutes during the next lesson segment</li> <li>Encourage students to increase the accuracy of their logs by recording the number of minutes as soon as possible after an activity</li> </ul>			
5. Tell students to write the due date for their logs in item 4 of the instructions <ul style="list-style-type: none"> <li>Stress the importance of completing and returning logs since they will be used next lesson</li> </ul>			
Time Goal: 5 minutes			
<b>Part B: Small-Group Discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
1. Divide students into groups to discuss the effects of screen-time on sleep and physical activity using the <i>Time for a Reality Show</i> worksheet <ul style="list-style-type: none"> <li>Either give each group a worksheet and designate a recorder, or project the transparency and tell recorders to write responses on a separate sheet of paper</li> <li>Let groups know how much time they will have to complete the discussion</li> </ul>			
2. As time permits, ask recorders to share their groups responses <ul style="list-style-type: none"> <li>Supply any of the consequences on the <i>Answers to Interview Questions</i> transparency that students did not name</li> </ul>			
Time Goal: 18 minutes			

	<b>Completed as Written</b> <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>
<b>Conclusion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>1. State form the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> <li>You've named many negative consequences of too much screen-time. Since there are so many of them you would expect the daily recommendation to be very low. What do you think it is? <ul style="list-style-type: none"> <li>Accept a few student guesses</li> </ul> </li> <li>The recommended amount is 2 hours a day. If your screen-time were closer to the recommended amount, what could you do with the extra time you gained? Think about this and have some answers ready for the next lesson segment</li> </ul>			
Time Goal: 2 minutes			
<b>Extension Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Tell students to use their interview answers from the <i>Time for a Reality Show</i> worksheet to write an essay or article for the school and/or community newspaper			
<p>Ask students to create a pie graph that represents the average number of hours they spend in a typical school day doing the following: eating, sleeping, being at school, being with friends outside school hours, screen-time, physical activity, and homework</p> <ul style="list-style-type: none"> <li>They can create a second graph for a typical weekend day</li> </ul>			
<p>Encourage students to keep a journal in which they note the number of hours they slept and how they felt the following day. Ask them to draw conclusions about the relationship between sleep and how they feel</p> <ul style="list-style-type: none"> <li>Periodically ask students to share their conclusions</li> <li>Student can assign a number to the quality level of each day then create a line graph showing the correlation between "hours of sleep" and "quality of day"</li> </ul>			
<p>Encourage students to keep a journal in which they note the number of minutes they did MVPA and how they felt later that day or the following day</p> <ul style="list-style-type: none"> <li>Ask them to draw conclusions about the relationship between doing MVPA and how they feel</li> </ul>			

	<b>Completed as Written</b> <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>
<ul style="list-style-type: none"> <li>Periodically ask students to share their conclusions</li> <li>Additional ally students can assign a number to the quality level of each day and then create a line graph that shows the correlation between “minutes of MVPA” and “quality of day”</li> </ul>			
<p>Lead a discussion on the value placed on sleep in our culture. You might open the discussion with the following:</p> <ul style="list-style-type: none"> <li>Studies show that many Americans get a loss less sleep than they need. Some people even brag about how little sleep they get. Why do you think that, in general, our culture puts so little value on sleep?</li> </ul>			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.***

March 14, 2018