

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 9 – *Project Lesson: 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>
Part A: Data Worksheet	Yes	No	Comments and/or Changes
1. Inform students that in this lesson they'll continue to explore the concepts of screen-time and MVPA time			
2. Pass out students <i>Screen-Time and MVPA Logs</i> from the previous lesson <ul style="list-style-type: none"> Give each student a <i>Screen-Time and MVPA Data: Graphing and Analysis</i> worksheet, and tell them to follow the instructions for items 1-3 As needed explain how the sample bar graph in item 2 was created using the data in the Example column of each log If students failed to complete the logs, you can tell them to estimate the number of minutes for at least one weekday and at least one weekend day 			
3. Instruct students to complete items 4 and 5, except for the two "ideas from my group" blanks in D and E of item 5, which they'll fill in later when working in groups			
4. Ask students to turn in their completed worksheets <ul style="list-style-type: none"> Tell them that in the next lesson segment they'll discuss their graphs and answers 			
Time Goal: 20 minutes			
Part B: Small-Group Discussion	Yes	No	Comments and/or Changes
1. Tell students they're going to work in groups to share and discuss their graphs and answers on their <i>Screen time and MVPA Data</i> worksheet			

	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>
<ul style="list-style-type: none"> Instruct them to fill in the last two blanks in items D and E with other group members' ideas that the students are likely to use themselves 			
<p>2. Divide the class into groups, and designate a leader for each group</p> <ul style="list-style-type: none"> Inform students how much time they will have to complete the discussion 			
<p>3. As time permits, ask group leaders to summarize their group's discussion</p>			
Time Goal: 16 minutes			
Goal Setting and Conclusion	Yes	No	Comments and/or Changes
<p>1. Tell students they're going to set some goals.</p> <ul style="list-style-type: none"> Point out that when people set a goal they sometimes find it easier to achieve success 			
<p>2. Give each student a <i>Goal setting: Screen-Time Down, MVPA Up</i> handout. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> To set your goal to reduce screen-time, you'll need to calculate 25% of your average daily screen time, which you'll find in item 4 of your <i>Graphing and Analysis</i> worksheet <ul style="list-style-type: none"> If needed, review how to calculate 25% In setting your goal to reduce screen time, you should name activities you're likely to do instead of screen-time. Two of the three activities you name should be examples of MVPA As you work to achieve your screen-time goal, you'll be gaining time to do some of the non-screen activities you and your group members named, including MVPA 			
<p>3. Tell students to set these goals by completing the handout. Ask them to write the due date to return the handout</p> <ul style="list-style-type: none"> Instruct them to sign their name and circle the number that indicates how confident they are of achieving each of the goals 			
<p>4. Tell students to take home their goal-setting handout and post it in a place where they can readily see it</p> <ul style="list-style-type: none"> Inform them that you'll do a goal check a week from today Express your confidence that they can achieve their goal 			

	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>
5. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Some people your age get into the habit of doing screen-related activities whenever they have free time – even if they are bored doing it, and even if they experience some of the negative consequences you’ve named If this describes you, try dividing up your free time by doing some activities that involve a screen and other activities that don’t. By doing this you’ll get the best of both worlds 			
Time Goal: 4 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Instruct students to repeat the bar graph activity after the goal check to see if a reduction in screen-time and an increase in MVPA time have taken place			
Ask students to calculate the average daily screen-time and MVPA time of all students in their group and/or all students in the class <ul style="list-style-type: none"> Tell them to compare these averages with the daily recommendations of two hours of screen-time and at least 60 minutes of MVPA. Additionally, students can represent this data in line graphs 			
Encourage students to set a goal to increase the amount of sleep they get			
Tell students to work in groups to create posters that suggest non-screen activities middle school students can do instead of screen-time. <ul style="list-style-type: none"> These posters can be displayed in the classroom, halls, and/or cafeteria 			
Instruct students to do Internet research to find tips for reducing TV time <ul style="list-style-type: none"> Ask them to share the tips with the entire class 			
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.

March 14, 2018