

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 8th Grade - Lesson 1 – *Water, Pure and Simple*

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: True False Quiz	Yes	No	Comments and/or Changes
1. Ask a few students how long they think a person can survive without food and without water (3 weeks without food, 3 days without water) • Ask a few students what this fact tells them about the importance of water			
2. Inform students that you're going to test what they know about water by giving them a quick true-false quiz • Project the <i>True or False?</i> transparency or read the statements aloud • For each statement, tell students to do 5 jumping jacks to indicate true or run in place for 5 seconds to indicate false • State of paraphrase the correct answers			
Time Goal: 8 minutes			
Case Studies	Yes	No	Comments and/or Changes
1. Give each student a <i>Fact Sheet: Beverages</i> handout • Divide students into groups • Ask them to spend a few minutes going over the food labels and facts since they'll be using the information in a case study			
2. State from the lesson or paraphrase the following assignment: • Each group will get a case study of an imaginary new student who needs some help			

	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"> Your group task is to work together to come up with detailed advice for the student First plan your advice and decide exactly how you'll say it Use what you've learned from the true-false quiz and from your factsheet on beverages Inform students that they'll finish writing their advice and share it with the class during the next lesson segment. 			
3. Give half the groups a <i>Case Study: Jesse</i> worksheet and the other half a <i>Case Study: Amber</i> worksheet <ul style="list-style-type: none"> For each group designate a leader and a recorder Instruct recorders to use the back of the page if necessary Let students know how much time they will have to complete their work 			
4. Monitor groups to make sure they're incorporating information from the quiz and fact sheet in their advice			
5. Tell students to bring their <i>Fact Sheet: Beverages</i> handout to the next lesson segment <ul style="list-style-type: none"> Take up group recorders planning notes for safekeeping until the next lesson 			
Time Goal: 12 minutes			
Part B: Case Studies	Yes	No	Comments and/or Changes
1. Divide students into the same groups they were in during the last lesson segment and return the groups planning notes to recorders			
2. Instruct students to finish composing their advice to the new student <ul style="list-style-type: none"> Let them know how much time they will have to complete the work 			
3. Monitor groups to make sure they are incorporating information from the quiz and fact sheet in their answer			
4. Tell recorders, leaders, or other group members to read their answers			
5. After all answers have been presented and as time permits, ask students to comment on which pieces of advice were most commonly given			
Time Goal: 16 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>
Goal Setting & Conclusion	Yes	No	Comments and/or Changes
1. Tell students they may find it easier to increase the amount of water they drink if they make a pledge to do it <ul style="list-style-type: none"> • Give each student an <i>I Pledge...</i> handout and instruct them to make the pledge by completing it • Tell them to also circle the number that indicates how confident they are of sticking to their pledge 			
2. Instruct students to take home the pledge sheet and post it in a place where they can readily see it <ul style="list-style-type: none"> • Inform them that from time to time you'll check on how well they're sticking to their pledge 			
3. Conclude the lesson by encouraging students to do their body a favor by drinking six to eight glasses of water a day <ul style="list-style-type: none"> • Tell them that if the water they drink is from a tap, as an added benefit they'll probably save money 			
Time Goal: 4 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Instruct students to keep a journal of their water intake for at least one week. <ul style="list-style-type: none"> • You can also tell them to use the data to create a bar or line graph 			
Ask students to discuss how brands of flavored waters and vitamin waters are advertised to convince young people to buy them			
Tell students to do online research to: <ul style="list-style-type: none"> • Learn more about the health benefits of water • Investigate the consequences of dehydration • Further compare safety regulations for tap water and bottled water • To compare the number of bottled water containers that are recycled and the number that end up in landfills 			
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