

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 8th Grade - Lesson 2 – *We Won't Get Fooled Again*

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: Discussion	Yes	No	Comments and/or Changes
1. Ask a few students to name their favorite soft drink and briefly describe a TV ad for it			
2. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> If you believe everything shown in soft drink ads, what would you think about how soft drinks affect people's lives? Since ads are created to influence your buying behavior – and not to tell the truth – can you believe <i>any</i> advertising you see? What's the truth that companies and their advertisers aren't telling you? You're going to find out about tricks used by advertisers to get you to spend your money on soft drinks. You'll also learn some cold, hard facts about soft drinks – facts that never appear in adds. Then you're going to work in groups to apply some "truth in advertising" to soft drink ads. You'll do this by using the facts you learned to create your own 15 second TV ads 			
3. Either project the <i>Tricks of the Trade</i> transparency or write the information on a board or flipchart <ul style="list-style-type: none"> Go over the following details about each add technique or ask students to describe each technique and provide the following details as needed 			

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<ul style="list-style-type: none"> • For each technique as students to name an ad (preferable a soft drink ad) that uses it <ul style="list-style-type: none"> ○ Celebrity Testimonial ○ Bandwagon Appeal ○ Association Principle ○ Emotional Appeal ○ Humor ○ Repetition 			
Time Goal: 10 minutes			
Small-Group Discussion/Planning TV Ads	Yes	No	Comments and/or Changes
<p>1. Give each student a <i>hard Facts About Soft Drinks</i> handout</p> <ul style="list-style-type: none"> • Divide students into groups and designate a recorder for each one • Tell groups to read and discuss the facts about soft drinks and then start the initial planning of an approximately 15 second TV ad for a soft drink • Instruct recorders to take notes on their groups planning • You may also want to designate a leader for each group, who will lead the planning and encourage students to stay on task 			
<p>2. State from the lesson or paraphrase the following assignment:</p> <ul style="list-style-type: none"> • During your planning, keep in mind that soft drink ads trick viewers by not mentioning any of the facts you read on your handout – and that the ads do this in a creative way. Try to be equally creative with your ads. Make your ad as appealing as possible so viewers will pay attention • In your ad, you <i>must</i> mention at least two facts from the handout. You can use one or more of the ad techniques if you'd like • In the time remaining today and in the next lesson you'll start planning the ad. You'll decide what your message will be and how you'll present that message. In another lesson, you'll write the script for the ad and describe the images and music for it. In a third lesson, you'll present your ad to the entire class and be critiqued. <ul style="list-style-type: none"> ○ A rubric for this activity is optional and can be found in the lesson plan 			

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3. Monitor students' work. Make sure that each group is planning to use at least two facts from the handout in their TV ad			
4. Tell students to bring their <i>Hard Facts About Soft Drinks</i> handout to the next lesson segment <ul style="list-style-type: none"> Take up group recorders planning notes for safe keeping until the next lesson. 			
Time Goal: 10 minutes			
Part B: Creating TV Ads	Yes	No	Comments and/or Changes
1. Tell Students to take out their <i>Hard Facts About Soft Drinks</i> handout <ul style="list-style-type: none"> Ask a few students which fact about soft drinks was most surprising to them and why 			
2. Tell students to finish planning their approx 15-second TV ad and then write it <ul style="list-style-type: none"> Remind them that their ad should bring some truth to soft drink advertising 			
3. Divide students into the same groups they were in during the last lesson segment and return the groups planning notes to recorder <ul style="list-style-type: none"> Review the assignment by stating or paraphrasing the following: In your ad, you <i>must</i> mention at least two facts from your handout You need to make your ad as appealing as possible so viewers will pay attention You can use one or more of the ad techniques if you like After finishing planning your ad, start writing the script and describing the images and music for it 			
4. If one group finishes before the others, direct students to quietly start planning and practicing their presentation to the class			
5. Take up group recorders planning notes for safe keeping until the next lesson			
Time Goal: 20 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Instruct students to use the <i>Hard Facts About Soft Drinks</i> handout to write "Did you Know" blurbs to be printed in the school newspaper or posted in the cafeteria or halls			
Tell students to analyze a few magazine ads for soft drinks. Ask them to report on topics such as the following: main ad technique used, intended audience, use of images and text, use of color, use of people and their expressions			

	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>
Ask students to do online research on the ingredients in a few soft drinks. Instruct them to first go to the company websites to find out the ingredients. They should then do searches on the ingredients to discover what nutrition and health experts have said about them			
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