

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

Lesson Assessment Tool for —CATCH 8<sup>th</sup> Grade - Lesson 3 – *Project Lesson: 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.

|   | <b>Completed as Written</b><br><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>Part A: Creating and Practicing TV Ads</b>   | <b>Yes</b>                                      | <b>No</b> | <b>Comments and/or Changes</b>   |
| 1. Divide students into the same groups they were in during the last lesson segment, and return groups' planning notes to the recorders <ul style="list-style-type: none"> <li>Inform groups that they'll have a few minutes to put the finishing touches on their TV ads and to quietly practice their presentation</li> </ul> |   |           |  |
| 2. Remind students that soft drink ads trick viewers by not mentioning any of the cold, hard facts including on their handout – and that the ads do this in a creative way <ul style="list-style-type: none"> <li>Encourage students to be creative in their presentations</li> </ul>   |   |           |  |
| Time Goal: 6 minutes  |   |           |  |
| <b>Presenting TV Ads</b>  | <b>Yes</b>                                      | <b>No</b> | <b>Comments and/or Changes</b>   |
| 1. Allow groups to present their ads <ul style="list-style-type: none"> <li>After each presentation, ask viewers which facts about soft drinks were revealed in the ad</li> </ul>   |   |           |  |
| 2. If time permits, ask viewers to critique each presentation by: <ul style="list-style-type: none"> <li>Pointing out what was effective</li> <li>Offering constructive criticism on what could have been done to make the ad more appealing and persuasive</li> </ul>  |   |           |  |
| Time Goal: 14 minutes   |   |           |  |

|  | <b>Completed as Written</b><br><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>Part B: Presenting TV Ads/Concluding Discussion</b>   | <b>Yes</b>                                      | <b>No</b> | <b>Comments and/or Changes</b>   |
| 1. As needed, finish the TV ad presentations   |   |           |  |
| 2. Tell students that other WHOA foods besides soft drinks are heavily advertised <ul style="list-style-type: none"> <li>• Direct them to apply what they've learned about ad techniques to the advertising of energy drinks and fast food</li> <li>• Do this either by leading entire class in discussion of the questions on <i>Same Old Tricks, Different Products</i> transparency or by dividing students into new groups and projecting the transparency</li> <li>• If you choose to do the latter, designate a recorder for each group, tell recorders to write group members responses on a sheet of paper and as time permits ask recorders to share their responses</li> </ul> |   |           |  |
| Time Goal: 20 minutes  |   |           |  |
| <b>Extension Activity (Optional)</b>   | <b>Yes</b>                                      | <b>No</b> | <b>Comments and/or Changes</b>   |
| Ask students to watch a specified number of soft drink, energy drink, and fast food ads on TV and/or the internet. Instruct them to analyze the ads in terms of the main ad techniques used and the intended audience. Assign students to write a summary, based on their analysis, about which ad techniques are probably used more often with which audiences  |   |           |  |
| Assign students to calculate the total number of calories in the soft drinks they routinely drink in a week and estimate how much time they would have to walk briskly or play basketball vigorously to burn off that number of calories   |   |           |  |
| <b>Materials and Supplies</b>  | <b>Yes</b>                                      | <b>No</b> | <b>Comments and/or Changes</b>   |
| Used Materials and supplies<br>-Visual Aids<br>-Posters<br>-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