

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Eat Fit: Lesson nine — Screen Time Training*

☐ 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>
Welcome	Yes	No	Comments and/or Changes
Welcome participants: <ul style="list-style-type: none">• Introduce yourself and your program.			
Goal tracking	Yes	No	Comments and/or Changes
Have students turn in <i>Track It!</i> Sheet. <ul style="list-style-type: none">• Demonstrate how to complete this page.• Students shade one section of the thermometer if they met their goal for the week.• Students complete the <i>Track It!</i> Sheet to monitor progress on their goal.• Those who successfully reach their goal receive a raffle ticket.• Remind students of the raffle reward to entice them to work towards goals.			
Time: 1 minute			
Anchor			
<i>Inquiry question:</i> How can I make independent choices about eating and fitness?			
Add	Yes	No	Comments and/or Changes
<u>Opening Discussion</u> Read lesson question aloud, explain the process for investigating the answer. Discussion questions: <ul style="list-style-type: none">• Raise your hand if you like to screen time.• Raise your hand if you spent time in front of a screen yesterday.			

	Completed as Written Yes or No		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"> • Raise your hand if you feel you are skilled at watching electronics. <p>Explain that today you are going to teach them how to be expert screen viewers, you are going to show them how to watch screens better.</p> <ul style="list-style-type: none"> • Who can name three benefits of screen time? • Who can name three disadvantages of watching screens? • How do you feel if you spend too much time in front of a screen? • What is the point of commercials? • Does marketing steal your independence? 			
Time: 5 minutes			
Apply	Yes	No	Comments and/or Changes
<u>Media Mania Discussion</u> <ul style="list-style-type: none"> • What is a logo? • What is a slogan? • What is celebrity endorsement? Are celebrities always good role models? • What is a mascot? • What is a jingle? • What is product recognition? 			
<u>Media Mania Activity</u> <ul style="list-style-type: none"> • Divide class into two teams. • Have one or two students from one of the teams go to the front of the class and randomly choose a product name from a container. • The students can use body movements, slogans, jingles, skits, or logos, but they must identify what is being used. • The students describe this product to teammates without saying or writing the brand name or what the product is. • The team has 30 seconds to guess the product. • If the team cannot guess correctly, the other team has a chance to guess. If neither team answers correctly, disclose the answer. • Award a point for each correct answer. The team with the most points wins. • Award a raffle ticket to each member of the winning team. 			
Time: 20 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>
APPLY			
<i>EatFit Jeopardy</i> <ol style="list-style-type: none"> 1. Activity sheets are found at the end of the lesson. 2. If you are using a paper copy draw the game board on a chalkboard or make an overhead (can also use a computerized version). 3. Divide the class into two teams. 4. TO begin, choose a student from the first team. This student chooses a category and dollar amount from a space on the board or overhead (rotate students each time) 5. Read the “Jeopardy Teacher Prompt” for the chosen space on the game sheet provided. 6. The team quietly discusses the response, with the chosen student making the final response. The answer key is located on the “Jeopardy Correct Response. 7. The chosen student must format the response as a question. 8. Points are awarded for correct responses. 9. If the first team responds incorrectly, the second team is given a chance to respond to the same question. IF no one responds correctly, the points are forfeited. 10. Continue until all game board spaces are chosen. 11. The team with the most points wins. 			
Apply	Yes	No	Comments and/or Changes
<u>Rewards</u> <ul style="list-style-type: none"> • Have each student complete the Eat Fit certificate. • Hold raffle to award prizes to students. 			
Time 5 minutes			
Apply (any order)	Yes	No	Comments and/or Changes
<u>Recipe: Salad Shaker</u> <ul style="list-style-type: none"> • Have students wash hands thoroughly. • Prepare recipes according to instructions. • Discuss what the percent daily value means and what nutrients this recipe includes. 			

	Completed as Written Yes or No		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
• Highlight how preparing food will help them reach their eating goals.			
Time: not specified			
Away	Yes	No	Comments and/or Changes
<u>Reflection Questions.</u> <ul style="list-style-type: none"> • Name commercials for foods that are good for you or that promote fitness activities. • Name a commercial that promotes a food that supports your goal. • How do you feel about already being “brainwashed” by commercials? After all, you knew their slogans and jingles well enough to play Media Mania. • How can you take back your independence from TV? • What should you consider when making purchasing choices? • How else do commercials affect you? 			
Time: 5 minutes			
Take Home Activity	Yes	No	Comments and/or Changes
<u>It's Show Time</u> <ul style="list-style-type: none"> • Using the <i>It's Show Time</i> assignment in the workbook, assign 30 to 60 minutes of television viewing. • Students must answer questions about the programs they watch, using the workbook page as a guide. 			
Time: 5 minutes			
Lesson Enhancements (optional)	Yes	No	Comments and/or Changes
Infomercial			
Eat Fit Quiz			
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.

November 7, 18