Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Choose Health, Food, Fun and Fitness: Lesson 4 – Make Half Your Grains Whole! Eat More Whole Grains

☐ 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.

<table>
<thead>
<tr>
<th>Completed as Written</th>
<th>Yes or No</th>
<th>Comments and/or Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Active Games</strong></td>
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<tr>
<td>Play Musical Hoops</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Play Chair Aerobics</td>
<td>Yes</td>
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<tr>
<td>Time goal: 10 minutes</td>
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<tr>
<td><strong>Bridge From Lesson 3</strong></td>
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<tr>
<td>Remind students about the nutrition label from last lesson:</td>
<td>Yes</td>
<td></td>
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<tr>
<td>• Review serving size, fat, sugar, etc.</td>
<td>No</td>
<td></td>
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<tr>
<td>Ask students to share what healthy step they this last week.</td>
<td>Yes</td>
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<tr>
<td>Time goal: 3 minutes</td>
<td>No</td>
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<tr>
<td><strong>Anchor</strong></td>
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<td>Divide room into two sides: “Don’t Like It/Haven’t Tried It” and “Like It”</td>
<td>Yes</td>
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<tr>
<td>• Call out whole grain foods and ask students to move to the side of the room that matches their experience with the food.</td>
<td>No</td>
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<tr>
<td>Time Goal: 5 minutes</td>
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<td><strong>Add</strong></td>
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<tr>
<td>Explain what grains are and why they are important for health:</td>
<td>Yes</td>
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<tr>
<td>• Pass labels of different whole grain foods for students to touch and see.</td>
<td>No</td>
<td></td>
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<tr>
<td>Display Whole Grain Parts poster</td>
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<tr>
<td>Explain what makes a grain whole and their nutritional benefits:</td>
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- Discuss bran, germ, endosperm and nutrients

Emphasize importance of making half your grains whole.

Display *Read the Label! Breads* and pass out matching handout.

Compare two bread nutrition labels:
- Point out and discuss how to which one is a whole grain

Time Goal: 10 minutes

**Apply**

Yes  No  Comments and/or Changes

Explain that we are going to look at some packages of grain foods to determine which are whole and which are refined grains.

Pass out food packages so each student has one:
- Ask students to use the nutrition label to find the ingredients list
- Ask students to read ingredient list and look for words that indicate if a whole grain is used

Explain and discuss fiber and its relation to whole grain:
- Point out where to find fiber on the food label
- Ask student to compare fiber content in whole and refined grain products

Play *Fiber Relay Race*
- Discuss how much fiber is needed every day to stay healthy
- Ask children to line up grain products from lowest to highest grams of fiber per serving.

Discuss results with students. What surprised you? What have you tried? What would you like to try? Etc.

Time Goal: 10 minutes

**Away and Goal Setting**

Yes  No  Comments and/or Changes

Distribute *Family Newsletter* handout:
- Ask students to pick a goal to work on this week from the *Take a Healthy Step* box at that top of the newsletter

Time Goal: 5 minutes

**Bridge to Lesson 5**

Yes  No  Comments and/or Changes

If adaptations were made or activity was not done, please describe what was changed and why. *Please be as specific as possible.*
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**Explain that next lesson will be about what’s in the food we eat when we go to some of our favorite restaurants.**

Time Goal: 2 minutes

**Closing Active Games**

- **Play Stretch As If**
- **Play Heart Alert**

Time Goal: 10 min

**Food Prep**

- Yes
- No

Comments and/or Changes

Allow students to help make one of this week’s recipes
- Let each child taste a sample
- **Record recipe and recipe source used in comments section**

Time Goal: 10-20 minutes

**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.