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

Lesson Assessment Tool for — Food Smarts Workshop: Adult 5 week, 30 minutes—*Lesson 1 – Simple Ways to Build a Wholesome Plate*

□ Educator Self-Assessment □ Supervisor Assessment □ CTW Team Assessment

Educator(s) Name (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sub-Contractor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Region: \_\_\_\_\_ County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Time: \_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_\_\_\_\_\_\_ Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Yes or No* | If adaptations were made or activity was not done, please describe what was changed and why. *Please be as specific as possible.* |
| --- | --- | --- |
| **Introductions** | **Yes** | **No** | **Comments and/or Changes** |
| Welcome participants* Introduce yourself and your program
* Attendance
 |  |  |  |
| If directed by your supervisor, conduct an approved adult pre-test or Pre-Workshop Survey. |  |  |  |
| Ask welcome question:What do you want to learn from this class? |  |  |  |
| Time Goal: 10 minutes |  |  |  |
| **Topic 1***\*\*\*Pick one of the following\*\*\** |  |  |  |
| Outcomes:* Students name the parts of MyPlate.
* Students correctly place foods they enjoy eating into food groups.
* Students compare MyPlate and Healthy eating Plate.
 |  |  |  |
| ***Option 1:* My Plate/Healthy Eating Plate** | **Yes** | **No** | **Comments and/or Changes** |
| Workbook pp. 32-33.Ask students: * What does a balanced diet look like?
* Have a facilitated discussion using the information on workbook p. 32-33. Ask questions provided.
 |  |  |  |
| ***Option 2:* Food Group Bingo** | **Yes** | **No** | **Comments and/or Changes** |
| * Workbook p. 34: Food Group Bingo.
* Follow Instructor Guide p. 92: Follow instructions 1-7 for activities.
* Have students open workbook to the Food

Group Bingo sheet on p. 34 |  |  |  |
| ***Option 3:* Make These Meals Healthier** | **Yes** | **No** | **Comments and/or Changes** |
| * Workbook p. 47: Have students work together to improve meals
* Follow Instructor Guide p. 109: Follow instructions provided under Directions section for activities.
 |  |  |  |
| Time Goal: 15 minutes |  |  |   |
| **Topic 2 - Go, Slow STOP!** | **Yes** | **No** | **Comments and/or Changes** |
| Outcomes:* Students use the Red, Yellow, Green strategy to choose whole or minimally processed fresh foods and nonperishables.
 |  |  |  |
| Workbook p. 48: Have facilitated discussion about Go, Slow, STOP foods. Follow Instructor Guide p. 101: Follow instructions 1-4 provided under Directions for activities.  |  |  |  |
| *Options** Give each table a whole food and have them list different processed foods that come from that whole food. For example: apples are the whole food, processed foods are: apple juice, apple pie, applesauce, etc.
* Give examples of highly processed foods and try and think what the original whole foods might be. Chewing gum? Hot chips? Soda?
 |  |  |  |
| **Materials and Supplies** | **Yes** | **No** | **Comments and/or Changes** |
| Used Materials and supplies -Visual Aids-Posters-Teaching Supplies-Optional: Use List of Additional Handouts from p. 32 Instructor Guide. Write title in comment section. |  |  |   |

**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.***