

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Food Smarts Workshop: Adult 3 week, 60 minutes—*Week 2 – Food Journals, Cooking for One, Eating in Season*

☐ 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 and SMART Goal Check-in	Yes	No	Comments and/or Changes
Welcome participants. <ul style="list-style-type: none">SMART goal check-in, record on Goal Tracker found on Workbook p. 11.			
Time Goal: 5 minutes			
Topic 1 <i>***Pick one of the following***</i>			
Outcomes: <ul style="list-style-type: none">Students use journaling to analyze their food choicesStudents improve meals based on MyPlate suggestions			
Option 1: Food Journal	Yes	No	Comments and/or Changes
Ask students: <ul style="list-style-type: none">Are you aware of what you are eating?Use workbook p. 15 to keep a food journal for three days. Include specifics about amounts and ingredients.			
Option 2: Make These Meals Healthier	Yes	No	Comments and/or Changes
Have students work together to improve the meals listed on workbook p. 47. <ul style="list-style-type: none">Once students have “improved” the meals, have everyone write down what they ate for dinner last night on a piece of paper.Have students get into small groups, then shuffle the meals around and give each group a few meals to “improve” by adding whole grains, more veggies or by substituting with less expensive ingredients.			

	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>
<ul style="list-style-type: none"> Invite students to brainstorm ways to prepare the meal more quickly for multiple uses (such as freezing soups), or ways in which the meal could be varied by changing a few key ingredients. <p>Then, invite groups to share ideas with class.</p>			
Option 3: My Family's Rainbow of Fruits and Vegetables	Yes	No	Comments and/or Changes
<p>Have student fill in the chart on workbook p. 28 with examples of their family's favorites. Which colors are missing? Share this information:</p> <ul style="list-style-type: none"> Orange foods often contain Vitamin A, which keeps our eyesight sharp and our skin healthy (eggs, spinach, and milk also contain this vitamin) Green foods <ul style="list-style-type: none"> Vitamin B: helps release food's energy so our body can use it. It also helps our body make red blood cells, which is crucial to making sure oxygen is carried throughout our bodies. (Whole grains, fish, meat, eggs, citrus fruits, and dairy products also contain Vitamin B.) Vitamin E: maintains our body's tissues in our eyes, skin, and liver. It also protects our lungs from air pollution. (Whole grains, egg yolks, and nuts also contain this vitamin.) Vitamin K: helps our blood clot when we get a cut! (Liver, pork, and dairy products also contain this vitamin.) Red and orange citrus fruits often contain Vitamin C, which keeps our body's tissues (like our muscles and gums) in good shape. It also works hard to keep our immune system strong and heal us when we get hurt. (Broccoli and cabbage also contain Vitamin C.) 			
<p>Explain the difference between fat soluble and water soluble vitamins.</p> <ul style="list-style-type: none"> Fat soluble vitamins are stored in the fat tissues of your body and wait until your body needs them (A, D, E, K). Water soluble vitamins (B, C) travel through your bloodstream and are either used immediately or discarded by your body. Make sure to eat these vitamins every day! 			

	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>
Discussion Questions: <ul style="list-style-type: none"> Based on the information, what kinds of foods do we need to make sure we eat EVERY day? <ul style="list-style-type: none"> Whole grains Citrus fruits or other fruits containing Vitamin C Leafy greens 			
Time Goal: 10 minutes			
Topic 2 <i>***Pick one of the following***</i>			
Outcomes: <ul style="list-style-type: none"> Students identify time and money saving ways to cook healthy foods Students identify challenges and solutions to living in an SRO or other limited circumstances 			
Option 1: Cooking for One	Yes	No	Comments and/or Changes
<ul style="list-style-type: none"> Ask, what tricks do you have for cooking for one? Have a facilitated discussion using workbook p. 26. Ask, what's your favorite meal for one? 			
Option 2: Saving Time When Cooking	Yes	No	Comments and/or Changes
<ul style="list-style-type: none"> Ask, how can you eat well when you're low on time and energy? Have a facilitated discussion using workbook p. 27. 			
Option 3: Healthy Cooking with Limited Space and Money	Yes	No	Comments and/or Changes
<ul style="list-style-type: none"> Ask, what are the challenges to cooking when you don't have much space or money? What are some other solutions? Have a facilitated discussion using workbook p. 25. 			
Option 4: Small Appliances for Small Spaces	Yes	No	Comments and/or Changes
<ul style="list-style-type: none"> Ask, What tricks do you know for using small cooking appliances? Have a facilitated discussion using workbook p. 28. 			
Time Goal: 10 minutes			
Topic 3 <i>***Pick one of the following***</i>			
Outcomes: <ul style="list-style-type: none"> Students learn when certain foods are in season. 			

	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>
<ul style="list-style-type: none"> Students familiarize themselves with how to choose and store unfamiliar produce. Students learn about buying foods from local farmer's markets. 			
Option 1: Eating Food In-Season	Yes	No	Comments and/or Changes
Go over the list of seasonal foods in the workbook p. 43. Have a facilitated discussion.			
Show examples of foods currently in season.			
Discussion Questions: <ul style="list-style-type: none"> Which of these foods are unfamiliar to you? Which of these foods do you not know how to prepare? Which of these foods do you like? Which do you not like? What are some ways you like to cook these foods? 			
Option 2: Tips to Store Your Produce	Yes	No	Comments and/or Changes
Have a facilitated discussion using workbook p. 74-75.			
Option 3: Shelf-Stable Food Extensions	Yes	No	Comments and/or Changes
Have a facilitated discussion using workbook p. 72-73.			
Discussion Questions: <ul style="list-style-type: none"> Have you ever been concerned that a food is unsafe because it is past its code date? Where have you seen code dates? What kind of language have you seen on packaging? (i.e. best if used by, or sell by, etc.) 			
Time Goal: 10 minutes			
Recipe Demonstration or Activity	Yes	No	Comments and/or Changes
Conduct food demonstration or activity using lesson appropriate recipe. <i>*Record recipe used in comment section.</i>			
Closing question: <ul style="list-style-type: none"> What are some ways to get fat and protein without eating meat? 			
Time Goal: 25 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies -Optional: Used additional handouts from list on p. 32. 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.

March 5, 19