

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Food Smarts Workshop: Adult 4 week, 60 minutes—*Week 3 – Nutrition Labels and Sugar*

☐ 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 Goals Check-in	Yes	No	Comments and/or Changes
<ul style="list-style-type: none">• Welcome participants.• 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 locate and identify different parts of a nutrition label.• Students develop a criteria for determining whether a particular packaged food is a healthy choice for their family.			
Option 1: Food Labels – Nutrition Facts	Yes	No	Comments and/or Changes
Tell students: <ul style="list-style-type: none">• Learning how to read the nutrition facts label is essential to being a smart and healthy shopper. It presents a lot of information and every food is required to display the same format so you can compare easily.			
Use workbook p. 56-57 to have a facilitated discussion including the following: <i>Serving size</i> <ul style="list-style-type: none">• Ask students to find the “serving size” on the nutrition label.• Explain the definition of serving size; the nutritional information on the label is all based on this measurement of the food product called serving size.			

	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"> • Example: ¼ cup is the serving size of this product. All the other information (the amount of sugars, fat, calories, etc.) corresponds to this amount of food. • Ask: Does this seem like a reasonable serving size? If you were to eat this food, how many serving sizes would you eat at one time? <p><i>Calories</i></p> <ul style="list-style-type: none"> • Ask students to find “calories” on the nutrition facts label. • Calories are a measurement of energy that can be used when eating a food product. Eating too many calories per day is linked to both overweight/obesity and chronic diseases, such as type 2 diabetes and heart disease. • We need approximately 2,000 calories per day, but the total depends on various factors such as age and gender. <p><i>Sodium</i></p> <ul style="list-style-type: none"> • Ask students to find “sodium” on the nutrition label. • Limit sodium intake to <2,300 mg/day (no hypertension), <1500 mg/day (with hypertension) • Eating too much sodium may increase risk for chronic disease. • Ask: What are some foods you eat that are high in sodium? Do you routinely salt your food? <p><i>Ingredient List</i></p> <ul style="list-style-type: none"> • Ask students to find the “ingredient list” on the food product. • The first ingredient listed is the most abundant. • Example: Tell students that if sugar is the first ingredient, then the product is probably not healthy. Tell students we should look for “whole wheat” or another whole grain to be first on the list to ensure the product is made without refined flours. “Wheat flour” does not mean “whole wheat.” <p><i>Saturated Fats and Trans Fats</i></p> <ul style="list-style-type: none"> • Ask students to identify “saturated fat” on the nutrition label. • Aim for foods that are close to 5% or less. • Eating too much saturated fat may increase risk for chronic disease. 		

	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"> Many times the nutrition label will show “0 g” for Trans Fat, but you will notice “partially hydrogenated corn oil” (or similar) in the ingredient list. This means that for a single serving size, there is less than 1 g. It does not mean there are no trans fat in the product. 			
Option 2: Food Labels – Ingredient Lists	Yes	No	Comments and/or Changes
Point out that on a packaged food, ingredients are listed in the order of quantity. If the first ingredient is sugar and the second is oats, for example, the product has more sugar than oats.			
Also point out that fresh fruits and vegetables often have no ingredients labels because they only have one ingredient!			
Together, read the ingredients explanations provided in the workbook p. 58-59.			
If students brought in packages, ask them to look for any of these items on the ingredients lists.			
Have them circle any items on the list that they would like to avoid in the future.			
Discussion Questions: <ul style="list-style-type: none"> Are there any ingredients you look for in packaged foods? Are there any ingredients you avoid? Look at the list, are there any ingredients that surprise you? Any that are more helpful or harmful than you thought? 			
Option 3: Food Label Scavenger Hunt	Yes	No	Comments and/or Changes
Go over the basics of a nutrition facts label (to the level of detail that is appropriate) Use the handouts to help. Serving size will be covered in more depth during a later session, but be sure to use this as an opportunity to introduce the topic.			
Provide directions from the scavenger hunt workbook p. 60. <ul style="list-style-type: none"> Ask, what do you look for on a food label? Look at two labels for similar products. Goal: Learn how to read the food label and pick the product that is better for your body. Instructions: Pass out two nutrition labels. Complete the questions in the handout by comparing the two nutrition labels, then circle Label A or B. 			
Follow-up Questions: <ul style="list-style-type: none"> How can food labels help us decide which foods to buy? 			

	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"> Are food labels confusing? What kind of information is important for you to look for on a food label? What kind of food do you think the sample labels come from (granola bars)? Which would you choose? 			
Time Goal: 15 minutes			
Topic 2 ***Pick one of the following***			
Outcomes: <ul style="list-style-type: none"> Students identify foods high in added sugar by recognizing the names of different types of sugar. Students predict and discover the amount of sugar in sweetened beverages. 			
Option 1: Don't Call Me Sugar	Yes	No	Comments and/or Changes
Tell students about the following additional information: <ul style="list-style-type: none"> <i>Deciphering Labels.</i> It can be confusing to try to find out how much added sugar a food contains. The sugar listed on a Nutrition Facts label lumps all sugars together, including naturally-occurring milk and fruit sugars, which can be deceiving. This explains why, according to the label, one cup of milk has 11 grams of sugar even though it doesn't contain any sugar "added" to it. <i>Read the ingredients list.</i> Learn to identify terms that mean sugar, including sugar, white sugar, brown sugar, confectioner's sugar, corn syrup, dextrin, honey, invert sugar, maple syrup, raw sugar, beet sugar, cane sugar, corn sweeteners, evaporated cane juice, high fructose corn syrup, malt, molasses, turbinado sugar, sorbitol, aspartame, dextrose, sweetener, glucose, saccharin, fructose, maltose, nutrasweet, and lactose. 			
Have students complete the "Sugar Word Search" on workbook p. 51.			
Have each student read three labels, listing all the forms of sugar found in each food.			
Discussion Questions: <ul style="list-style-type: none"> Why is having different names for sugar confusing? What are some examples of food that have naturally-occurring sugars? 			
Option 2: Rethink Your Drink	Yes	No	Comments and/or Changes

	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>
Show students one teaspoon of sugar or sugar cube.			
Ask the students how many teaspoons they think are in one can of soda.			
Write their guesses on the board.			
Work together to calculate the teaspoons in each soft drink shown on workbook p. 45.			
If using sugar cubes, stack the sugar cubes for each drink show. Tell students disturbing fact: <ul style="list-style-type: none"> If you had a Big Gulp every day for a month, you would be drinking the equivalent of 10 lbs. of sugar per month. 			
Extension: Repeat activity for fat: 9 tsp. of lard/Crisco to show the amount of fat found in a typical Big Mac.			
Discussion Questions: <ul style="list-style-type: none"> Discuss with the students their thoughts on seeing the graphic visualization. Ask the students to come up with some alternatives to eating junk food or drinking soda. (What foods are sweet and yummy but not full of added sugars?) 			
Use workbook p. 46 to have a facilitated discussion about water.			
Time Goal: 5 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>			
Ask closing question: <ul style="list-style-type: none"> What kinds of foods does your sweet tooth crave? 			
Time Goal: 35 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