

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

Lesson Assessment Tool for — Food Smarts Workshop: Adult 6 week, 90 minutes—*Week 3 – Food Processing and Fast Food*

☐ 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>
<b>Welcome, Taste Test and SMART Goal Check-in</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome participants. • Attendance			
<b>Taste Test</b> At the beginning of the class, provide bite-sized sample portions of your taste test item (See <i>Tate Test Combination Suggestions p. 120</i> ).			
Ask participants to eat slowly and not comment on the food immediately, but rather observe it using their senses: • <b>Sight:</b> What color is the food? Does it look appealing? Can you tell what it is? • <b>Smell:</b> What does it smell like? • <b>Touch:</b> What is the temperature like? Is the food soft or hard? Wet or dry? • <b>Sound:</b> Does it make a sound when you eat it? • <b>Taste:</b> Does it remind you of any other foods? How would you describe the taste? Does the taste change as it's in your mouth?			
Once everyone has had a chance to try the item, invite students to share their observations.			
Additional information: • <b>Spring:</b> greens: spinach, chard, dandelion, different varieties of lettuce, asparagus			

	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"> <li>• <b>Summer:</b> berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries.</li> <li>• <b>Fall:</b> pumpkin, squashes, apples, pears, grapes</li> <li>• <b>Winter:</b> citrus fruits: clementine's, mandarins, Satsuma's, persimmons: fuyu and ripe hachiya, pomegranates, berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries.</li> <li>• <b>Year-round:</b> milks: skim, low-fat, whole, soy, rice, and almond beverages, nuts: raw almonds, cashews.</li> </ul>			
<ul style="list-style-type: none"> <li>• SMART goal check-in, record on Goal Tracker found on Workbook p. 11.</li> </ul>			
Time Goal: 10 minutes			
<b>Topic 1</b> <i>***Pick one of the following***</i>			
<b>Option 1: Go, Slow, STOP!</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Outcomes: <ul style="list-style-type: none"> <li>• Students differentiate between “whole foods” and “minimally processed” and “very processed” foods.</li> <li>• Students list reasons why whole foods and minimally processed foods are healthier.</li> <li>• Students equate low processing with high nutrition, and vice versa.</li> </ul>			
Review workbook p. 48 <ul style="list-style-type: none"> <li>• Ask which foods are healthy to eat every day?</li> <li>• Which are best to avoid? To decide we can group foods by the colors of the stoplight.</li> <li>• A Go food is a fresh, whole food. We want to eat mostly Go foods.</li> <li>• A Slow food is minimally processed, and can often be a healthy choice.</li> <li>• A STOP! Food is a highly processed food that we should avoid eating.</li> <li>• Review examples in handout. Ask students what foods they would add to each group?</li> </ul>			
Explain Directions: <ul style="list-style-type: none"> <li>• Line up several different types of foods that fall into “whole foods,” “minimally processed,” and “overly processed” categories.</li> </ul>			

	<b>Completed as Written Yes or No</b>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
Ask participants <ul style="list-style-type: none"> <li>• What are the differences between these foods?</li> <li>• How are they made?</li> <li>• Could they be made at home?</li> <li>• How many ingredients does each have?</li> </ul>			
Define whole foods: natural, unprocessed. <ul style="list-style-type: none"> <li>• Explain whole food benefits:               <ul style="list-style-type: none"> <li>○ Original nutrients intact</li> <li>○ Less processed means less energy to produce = better for the earth</li> <li>○ Nothing added – no salt, sugar, chemicals, colorings, etc.</li> <li>○ Less processing usually means less packaging = less waste</li> </ul> </li> </ul>			
Brainstorm different ways to process food. <ul style="list-style-type: none"> <li>• How are bread and cereal made? Soft drinks? Hot chips?</li> <li>• When we make the recipes for our class, we are processing the food.</li> <li>• Consider healthy ways to process food, additives to limit, etc.</li> </ul>			
<i>Options:</i> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Give examples of highly processed food and try and think what the original whole foods might be. Chewing gum? Hot chips? Soda?</li> </ul>			
<b>Option 2: Slow Down and Think About Fast Food</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Outcomes: <ul style="list-style-type: none"> <li>• Students summarize reasons why people choose to eat at fast food restaurants.</li> <li>• Students make conclusions about the nutritional quality of fast food.</li> </ul>			
Discussion questions: <ul style="list-style-type: none"> <li>• Can you think of some reasons why people choose to eat fast food?</li> <li>• How often do you eat fast food?</li> <li>• Do you prefer fast food or home-cooked meals?</li> <li>• Think about the words “fast food.” Do you usually eat quickly?</li> </ul>			

	<b>Completed as Written</b> <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"> <li>Do you notice any benefits of eating quickly?</li> <li>Do you notice any drawbacks to eating too fast?</li> </ul>			
<p>Fast Food Facts:</p> <p>After considering the questions above, continue the discussion by sharing this information.</p> <ul style="list-style-type: none"> <li>Fast food is popular because it is quick, convenient, and usually inexpensive. But there are drawbacks: fast food is inexpensive because it is usually made with cheaper ingredients that contain unhealthy fat and cholesterol, with fewer nutritious foods such as lean meats, fresh fruits and vegetables.</li> <li>Eating too much fast food over a long period of time can lead to health problems such as high blood pressure, heart disease, and obesity. In the short term, eating fast food can cause poor digestions and sluggishness.</li> <li>In addition to nutritional drawbacks, the production of fast food has been shown to contribute to environmental problems such as soil depletion and water and air pollution.</li> <li>Fast food is mass-produced and designed to always be the same, regardless of the time of year or the location of the fast food restaurant. Fast food meals do not reflect the variety of foods available as the seasons change and do not depend on local food sources.</li> </ul>			
Time Goal: 15 minutes			
<b>Topic 2 - Food Advertisements</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Outcomes:</p> <ul style="list-style-type: none"> <li>Students can define the parts of an advertisement.</li> <li>Students can name at least two advertising strategies.</li> <li>Students analyze several examples of food advertisements.</li> </ul>			
<p>As a class, consider the ad in the workbook p. 61.</p> <ul style="list-style-type: none"> <li>Where do you see food advertisements?</li> <li>How do these influence people's choices?</li> </ul> <p>Think about the different ways ads try to reach people. Consider the ad and ask:</p> <ul style="list-style-type: none"> <li>Who is the sponsor of this ad?</li> <li>What techniques are used to sell this product?</li> </ul>			

	<b>Completed as Written Yes or No</b>		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"> <li>Who is the target audience?</li> <li>What is the message of this ad?</li> <li>What useful information does this ad provide? Does it give any misleading information?</li> </ul>			
In small groups, answer the questions about the laminated food ads given to each group.			
Using paper and markers, create a food ad as individuals or in small groups. <ul style="list-style-type: none"> <li>Develop a persuasive food ad. You may use a recipe from class, or any other food you like.</li> <li>Draw the ad on the paper. Use both words and pictures. Use the six questions above to help plan your ad.</li> <li>Present your ad to the class.</li> </ul>			
Time Goal: 10 minutes			
<b>Topic 3</b> <i>***Pick one of the following***</i>			
Outcome: <ul style="list-style-type: none"> <li>Students identify more nutritious options to processed foods.</li> </ul>			
<b>Option 1: The Leah's Pantry DO EAT Food List</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<ul style="list-style-type: none"> <li>Ask, what are your "go-to" healthy foods?</li> <li>Have a facilitated discussion using workbook p. 52-53.</li> </ul>			
<b>Option 2: Fuel Your Brain</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<ul style="list-style-type: none"> <li>Ask, How can eating whole foods help your brain?</li> <li>Have a facilitated discussion using workbook p. 78.</li> </ul>			
<b>Option 3: Healthy Swaps</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<ul style="list-style-type: none"> <li>Ask, True or False: Healthy foods always cost more money than unhealthy foods?</li> <li>Have a facilitated discussion using workbook p. 54.</li> </ul>			
<b>Option 4: Grocery Store Heroes</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<ul style="list-style-type: none"> <li>Ask, which of these grocery store heroes do you eat often? Which could you add?</li> <li>Have a facilitated discussion using workbook p. 40.</li> </ul>			
Time Goal: 15 minutes			
<b>Topic 4</b> <i>***Pick one of the following***</i>			
Outcomes: <ul style="list-style-type: none"> <li>Students identify a healthy serving size.</li> <li>Students learn strategies for portion control.</li> </ul>			

	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>
<b>Option 1: Know Your Serving Sizes</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Invite three students up to the front. Ask one to pour a serving of cold cereal into a bowl. Ask one to pour a serving of juice into a glass. Ask one to pour a serving of pretzels into a bowl.			
Ask the class whether these seem like reasonable amounts. Is a serving size greater or less than what is shown?			
Then have students measure $\frac{3}{4}$ cup of cereal, 6 oz. juice, and a handful of pretzels. Compare.			
Have a facilitated discussion using workbook p. 37.			
<b>Option 2: Portion Hand Comparison</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask, how big is a serving? Do you usually eat more than these portions, or less? <ul style="list-style-type: none"> <li>Have a facilitated discussion using workbook p. 38.</li> </ul>			
Time Goal: 10 minutes			
<b>Recipe Demonstration or Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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"> <li>Do you notice a connection between different foods you eat and how you feel after eating them?</li> </ul>			
Time Goal: 30 minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.***

March 12, 19