

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 1 – Food Fights

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>
	Yes	No	
Part A: Go Slow Whoa Concepts			Comments and/or Changes
1. Distribute <i>GO-SLOW-WHOA Foods</i> handout to students <ul style="list-style-type: none"> Review or introduce GO-SLOW-WHOA concepts of healthy eating 			
2. Ask students to compare and make observations about the GO-SLOW-WHOA foods in the handout <ul style="list-style-type: none"> Guide them to understand that foods are considered GO, SLOW, or WHOA by comparing it to other foods in the same food group 			
3. Discuss combination foods such as pizza or sandwiches <ul style="list-style-type: none"> Explain that each ingredient needs to be considered separately 			
4. Emphasize the following: <ul style="list-style-type: none"> There are no “bad” foods Any food can be eaten as long as serving size and consumption frequency are considered Best to eat more GO foods than SLOW, and more SLOW foods than WHOA Since “GO” choices are not always available, make healthy choices whenever possible 			
5. Use the <i>Test Your Knowledge</i> visual and ask students to identify the GO, SLOW, and WHOA foods in each group			
Time Goal: 8 minutes			

	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>
Food Labels	Yes	No	Comments and/or Changes
1. Explain that reading Nutrition Facts Labels can help identify GO, SLOW, and WHOA foods			
2. Distribute <i>Nutrition Facts: Sample Label</i> handout and <i>Nutrition Facts: Overview</i> handout <ul style="list-style-type: none"> Go over the information using the sample Nutrition Fact Label 			
3. Check that students understand the difference between serving size and portion actually eaten			
4. Ask students to use the Nutrition Label to calculate how much a person consumes if they eat an entire box of macaroni and cheese			
5. Explain that “sugars” is the total amount of natural and added sugars <ul style="list-style-type: none"> Point out that the ingredients list will give an idea of how much sugar is added versus natural 			
6. Explain that next lesson they will continue their analysis of Nutrition Labels <ul style="list-style-type: none"> Ask students to keep their <i>GO, SLOW, and WHOA Foods</i> handout since they will use it again in another lesson 			
Time Goal: 12 minutes			
Part B: Small Group Work	Yes	No	Comments and/or Changes
1. Inform students that they will work in groups to analyze information on the Nutrition Label for two similar foods <ul style="list-style-type: none"> Explain that they will answer questions on the worksheet and share their findings 			
2. Divide students into groups and give each group one <i>Food Fight!</i> Nutrition Facts label pair <ul style="list-style-type: none"> Give each student in group a corresponding worksheet Ask students to answer questions as a group, but write answers on their own worksheet 			
3. Circulate around groups as they work to check answers using the <i>Food Fights Answer Sheet</i>			
4. Ask groups to share their findings <ul style="list-style-type: none"> Ensure that each group tells the class whether each food is a GO, SLOW, or WHOA food 			
5. Conclude the lesson by reminding students that information on Nutrition Facts labels can help them identify GO, SLOW, and WHOA foods			

	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"> Remind students that looking at the "sugars" amount and then at the ingredient list to get an idea of how much is added sugar verse natural sugar 			
6. Encourage students to apply the GO-SLOW-WHOA ideas as they choose foods <ul style="list-style-type: none"> Remind them that eating mostly healthy foods gives their body the nutrients it needs 			
Time Goal: 20 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students to bring in Nutrition Facts labels of their favorite food of snacks <ul style="list-style-type: none"> Ask them to analyze the label and categorize the food items as GO, SLOW, or WHOA 			
Encourage creating a GO, SLOW, or WHOA wall in the classroom or hallway and display the labels			
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.

March 14, 2018