

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 2 – *Build-A-Meal*

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: Small Group Work			Comments and/or Changes
1. Begin lesson by stating from the lesson or paraphrase the following: <ul style="list-style-type: none"> • Eating healthy foods provides energy and nutrients to grow and develop • Most people do not think much about the foods they put in their body <ul style="list-style-type: none"> ○ A double quarter pound hamburger accounts for 95% of the daily saturated fat and 92% of the daily sodium recommendations ○ Serving size is important. Many drinks contain multiple servings per container 			
2. Explain that students will work in one of three types of groups to “build” a lunch <ul style="list-style-type: none"> • One group will have mainly GO foods, one mainly SLOW foods, and one mainly WHOA foods • Highlight that meals with only GO, only SLOW, or only WHOA drinks are unrealistic, but that this is a good way to see how nutrients can vary depending on the types of foods they eat 			
3. Divide class into six groups and designate two groups as GO Foods, two as SLOW Foods, and two as WHOA Foods			
4. Give each group the appropriate corresponding handout (<i>GO Food Choices, SLOW Food Choice, or WHOA Food Choices</i>)			

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	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"> Give each student a <i>How Does Your Lunch Stack Up</i> worksheet and a <i>Nutrition Information</i> handout 			
5. Instruct students to build a meal choosing one item from each of the four sections <ul style="list-style-type: none"> Ask students to fill out the first table and answer the questions on the <i>How Does Your Lunch Stack Up</i> worksheet Part 1 as a group 			
6. Ask groups to share their answers from <i>How Does Your Lunch Stack Up</i> worksheet Part 1			
7. Informs students that they will continue analyzing GO, SLOW, and WHOA lunches in the next lesson segment <ul style="list-style-type: none"> Ask students to keep their worksheets for that lesson 			
Time Goal: 20 minutes			
Part B: Graphing Activity	Yes	No	Comments and/or Changes
1. Inform students that now we will be calculating and graph group averages of calories, sodium, and saturated fat to compare each GO, SLOW, WHOA group			
2. Ask for the totals from the two GO Foods groups and add them for each category <ul style="list-style-type: none"> Instruct students to record these amounts in the second table on <i>How Does Your Lunch Stack Up</i> worksheet Part 1 then calculate the averages Repeat this for both SLOW and WHOA Food Groups 			
3. Instruct students to create a bar graph on <i>How Does Your Lunch Stack Up</i> worksheet Part 2 using the values they recorded			
Time Goal: 14 minutes			
Conclusion	Yes	No	Comments and/or Changes
1. Ask students to briefly comment on their graphs <ul style="list-style-type: none"> Ensure that all students understand that GO foods are generally healthier because they are whole foods that provide healthy nutrients and contain smaller amounts of calories, sodium, and saturated fat 			
2. Ask students if it is all right to eat and drink some WHOA foods <ul style="list-style-type: none"> Have them justify their answers 			
3. Distribute copies of the <i>How Does Your Lunch Stack Up: Family Activity</i>			

	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"> Tell students that they are going to use the information they learned to teach their family how to build a healthy meal Inform students to use the <i>Nutrition Information</i> handout from this lesson and the <i>GO, SLOW, and WHOA Foods</i> handout from the "Food Fights" lesson to complete the activity 			
<p>4. Ask students to complete the activity with their family, write a brief summary of the activity results, and return the summary by the due date given</p> <ul style="list-style-type: none"> Encourage students to keep the <i>How Does Your Lunch Stack Up: Family Activity</i> at home to use as a guide for healthy living 			
Time Goal: 6 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
<p>Divide students into groups and give each group a copy of the <i>GO Food Choices, SLOW Food Choices, and WHOA Food Choices</i> handouts</p> <ul style="list-style-type: none"> Ask groups to select items from all three handouts to build a meal consisting of a combination of GO, SLOW, and WHOA foods Have groups then use the <i>Nutritional Information Handout</i> to complete the <i>How Does Your Lunch Stack Up</i> worksheet Part 1 Remind students that the overall message is that all foods can fit into a healthy diet 			
Materials and Supplies	Yes	No	Comments and/or Changes
<p>Used Materials and supplies</p> <ul style="list-style-type: none"> -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.

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