

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 3 – *How Much Sugar Is in Your Favorite Drinks?*

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>
Part A: Ranking Activity	Yes	No	Comments and/or Changes
1. Line up 10 beverage containers on a table or desk in no particular order prior to the lesson <ul style="list-style-type: none"> • Ask a few students to name their favorite sugar sweetened beverages • Ask students to raise their hands if they've ever read the Nutrition Facts label on these beverages • Explain that today they will be learning how much sugar is in certain beverages and the effects excess sugar can have on the body 			
2. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> • There are two types of sugars; natural and added • Natural sugars are healthier because they come from whole foods that supply more nutrients • Added sugars contain 16 calories per teaspoon and do not provide any healthy nutrients • Excess sugar consumption can lead to excess weight and Type 2 Diabetes • Consume added sugar in moderation 			
3. Give each student a copy of the <i>Hypothesis: Sugar Content</i> and the <i>Beverage Chart</i> worksheets <ul style="list-style-type: none"> • Ask students to complete question 1 based on the containers displayed in class 			

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<ul style="list-style-type: none"> Ask students to record their rankings by writing the names of beverage in the first column 			
4. Ask students to briefly discuss their rankings <ul style="list-style-type: none"> As a class, reach a consensus on the ranking of beverages from most sugar to least sugar 			
5. Tell students that salt is going to represent sugar <ul style="list-style-type: none"> Demonstrate the size of 1 teaspoon by measuring it and showing it to the class Ask students to complete question 2 on their worksheet 			
6. Inform students that they will finish the ranking of the beverages after they learn how to calculate grams of sugar			
7. Display a beverage container and point out the nutrition facts label <ul style="list-style-type: none"> Explain that a serving size is usually 8 ounces, not the entire 16, or 20 ounces 			
8. Distribute the <i>Nutrition Facts Label</i> handout <ul style="list-style-type: none"> Explain that the amount of sugar on the nutrition label includes both natural and added sugar Point out that some fruit flavored beverages are not 100% juice, but colored water with lots of added sugar As needed, go over handout and make sure students understand the steps for calculating grams of sugar in the beverage 			
9. Explain that in the next lesson segment, they are going to test the accuracy of the class's ranking of beverages, as well as their hypothesis on the worksheet			
Time Goal: 20 minutes			
Part B: Small Group Work	Yes	No	Comments and/or Changes
1. Divide students into five groups <ul style="list-style-type: none"> Give each group two beverage containers Aim to give each group one container that has few or zero grams of sugar 			
2. Ask students to complete questions 2 and 3 on their worksheet <ul style="list-style-type: none"> Ask student to do calculations as a group, but fill out their individual charts Explain that it is important for them to see how much sugar a beverage can contain, so they will be measuring out salt and imagining it is sugar 			

	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>
3. Check that each group has completed their work <ul style="list-style-type: none"> Give each group a container of salt, a measuring teaspoon, and two small, clear cups or dishes Instruct students to measure, for each container, the amount of "sugar" into the cup or dish 			
4. Ask group representatives to report their groups calculations of teaspoons of sugar per container <ul style="list-style-type: none"> Record these calculations next to the class consensus ranking list of beverages made previously Ask representatives to work together to line up the drink containers in the correct order, along with the cups or dishes that go with them 			
5. Ask students to complete questions 5 and 6 on their worksheets and fill in the columns on their chart			
Time Goal: 15 minutes			
Conclusion	Yes	No	Comments and/or Changes
1. Ask students to briefly share their answers to questions 5 and 6 on their <i>Hypothesis</i> worksheet			
2. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Water is the healthiest beverage Most of your drink "diet" should consist of water followed by fat free or low fat milk, followed by small amounts of 100% fruit juice Sports drinks are only for after <i>vigorous</i> activity for more than one hour Excess sugar can lead to excess weight and Type 2 Diabetes Many drinks contain sugar; thus, it is important to only drink these drinks in moderation 			
Time Goal: 5 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students to compare the amount of sugar in beverages not used in classroom activity <ul style="list-style-type: none"> Encourage students to read the ingredients list and determine if the sugars are added or natural 			

	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>
Ask students to investigate total number of calories in beverages they and their classmates drink frequently <ul style="list-style-type: none"> A classroom activity in which beverages are ranked by calories can be done similarly to this lesson 			
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