

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 4 – Chose It or Lose It

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: Small Group Work	Yes	No	Comments and/or Changes
1. Ask students to name their favorite fast foods and if they know anything about the nutrition content of those food <ul style="list-style-type: none"> Announce to the class that in this lesson they will find out the fat and calorie content of some popular fast food items 			
2. Introduce or review the concept of energy balance by discussing the following: <ul style="list-style-type: none"> A calorie is a unit of measure to express energy value of food The daily recommendation for middle schoolers is 1800-2800 calories for boys and 1800-2200 calories for girls What energy balance is and why it is important Discuss that many fast foods contain lots of calories because they are high in added sugars and fats. If you eat lots of fast food, you are likely not in energy balance and over time may gain excess weight 			
3. Ask a few students to guess the number of calories in a typical fast food meal that includes a large hamburger, a large fry, and a medium drink (about 1300 calories) <ul style="list-style-type: none"> Guide students to understand how this meal provides more than 1/3 of the calories needed for a whole day Emphasize that eating a lot of fast food can lead to too much weight gain 			

	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>
4. Tell students they will work in small groups to analyze some fast foods <ul style="list-style-type: none"> Explain that as a group they will decide which of the two fast foods is healthier based on nutritional data 			
5. Divide students into 5 groups and designate a recorder for each one <ul style="list-style-type: none"> Give each group one of the <i>Fast Food Data and Analysis</i> worksheets Ask students to work as a group to answer the analysis questions for their foods 			
6. After groups are finished, collect worksheets and handouts and explain that they will finish these during the next lesson segment			
Time Goal: 20 minutes			
Part B: Reporting Results	Yes	No	Comments and/or Changes
1. Have students get into the same groups as the previous lesson to finish analyzing their fast foods <ul style="list-style-type: none"> Return the <i>Fast Food Data and Analysis</i> worksheets to each group Give each recorder a pair of scissors 			
2. Ask recorders to cut out the boxes of nutritional information on the worksheets and tape them to the appropriate <u>Choose It or Lose It</u> graphic			
3. Once all nutritional boxes have been placed, ask representatives to briefly report on their groups fast food pairs <ul style="list-style-type: none"> Make sure that the students analysis includes sufficient supporting information If time permits, discuss where items were placed on the graphic 			
Time Goal: 14 minutes			
Conclusion	Yes	No	Comments and/or Changes
1. State from lesson or paraphrase the following: <ul style="list-style-type: none"> Fast food is a part of life, but it does not always have to be unhealthy It 's important to consider fat, sugar, and calories in fast foods before you eat them Nutritional information is available on websites, or oftentimes in the restaurant 			
2. Ask a few students to name other things they can do to eat healthier at fast food restaurants <ul style="list-style-type: none"> Distribute <i>Smart Moves in the Fast Food Lane</i> handouts to each student 			

	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"> Ask students to read through the ideas to determine which have already been named If time permits, ask students which suggestion they will most likely put into practice 			
3. Encourage students to use the suggestions often and to share the handout with family members			
4. Give each student a <i>Choose It or Lose It Family Activity</i> <ul style="list-style-type: none"> Inform students that they will use the information they've learned to teach their family how to make healthier choices when ordering fast food Ask students to complete this activity with their families, write a summary of the activity results, and return by the date set Suggest writing summary rather than returning activity sheet so family can keep the document as a guide for healthy living 			
Time Goal: 6 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students to look up the nutritional information for a few of their favorite fast food items <ul style="list-style-type: none"> Ask them to decide whether they should "choose" or "lose" the items If their decision is to "lose" any of them, ask students to identify healthier items from the same menu 			
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.

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