

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 6 – MyPlate

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: Q & A	Yes	No	Comments and/or Changes
1. Review or introduce the concept of energy balance and state from the lesson or paraphrase the following: <ul style="list-style-type: none"> • A calorie is a unit of measure used to measure the energy value of foods • The daily calorie recommendation for middle schoolers is 1800-2800 calories for boys and 1800-2200 calories for girls • Energy balance is maintained by taking in as many calories as your body burns • Exercise and physical activity are ways to maintain energy balance • 60 min of physical activity is needed daily • Eating in moderation is a way to maintain energy balance • The Go-Slow-Whoa concept helps determine how much of different foods should be eaten 			
2. Display MyPlate visual and refer to it as you state or paraphrase these concepts: <ul style="list-style-type: none"> • MyPlate can help you decide how much of which foods to eat to stay healthy • Each food group is represented in a different section on MyPlate • Do a Q & A session of different questions about food groups • Highlight that in the next lesson segment students will use this information to make posters 			

	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>
<p>3. With the MyPlate visual still displayed, discuss the food groups in detail by stating or paraphrasing these concepts:</p> <ul style="list-style-type: none"> • Fruits and veggies should fill up half your plate • A key message is to vary your veggies • What are some different forms you can eat fruits and veggies in? • 100% juice has lost of natural sugar, that's why it's best to drink no more than 1 small glass a day • Do fruit juice drinks or fruit flavored drinks count as a fruit? • Should you eat more grains or more protein based on the MyPlate visual? • Name a few grains and discuss making half your grains whole • Discuss the Go Lean with Protein concept • Discuss the Get calcium rich foods from dairy concept 			
<p>4. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> • Energy balance is like an equation, with food you put in on one side and energy you burn off on the other side • Remember that doing enough physical activity every day is just as important as eating healthy foods everyday 			
Time Goal: 20 minutes			
Part B: Poster Activity	Yes	No	Comments and/or Changes
<p>1. Inform students that after a quick review of the previous segment that they will work in groups to make posters that illustrate the important concepts of MyPlate</p>			
<p>2. Give each student a copy of the <i>Put MyPlate into Action</i> handout</p> <ul style="list-style-type: none"> • For each section, ask students to read the handout then ask them a few questions <ul style="list-style-type: none"> ○ You can make up your own questions or use the suggested questions from the lesson script 			
<p>3. Divide students into groups</p> <ul style="list-style-type: none"> • Explain that the purpose of the posters is to encourage other students to eat healthy foods and be active 			

	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. Give the following assignment details of the posters: <ul style="list-style-type: none"> Each must include text and visuals about <i>one</i> food group in MyPlate Each must include text and visual that promote physical activity Sources for information are <ul style="list-style-type: none"> The concepts discussed in the lesson Their <i>Put MyPlate into Action</i> handout A <i>Food Group Info Sheet</i> that each group is given Encourage creativity in writing the text and creating the visuals 			
5. Divide students into five groups and assign each group a different food group <ul style="list-style-type: none"> Give each group a matching <i>Food Group Info Sheet</i> and materials they will use to create their poster 			
6. Once groups have finished their posters, conclude the lesson by encouraging students to take home their <i>Put MyPlate Into Action</i> handouts and visit the MyPlate website for information and tips on healthy eating and physical activity			
Time Goal: 20 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students to create short messages promoting physical activity and healthy eating that can be read during the morning announcements <ul style="list-style-type: none"> Once written they should be taken to the CATCH Champion and/or principal to be read 			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies			

