

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 6th Grade - Lesson 7 – GO for Breakfast

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: Discussion			Comments and/or Changes
1. Ask students to analyze the word <i>breakfast</i> . State from lesson or paraphrase the following: <ul style="list-style-type: none"> • Sleeping is similar to fasting • Why breakfast is considered the most important meal of the day • Skipping breakfast and weight loss misconception • School performance and breakfast 			
2. Explain that all breakfasts are not equally healthy <ul style="list-style-type: none"> • Ask students to decide which breakfast is healthier <ul style="list-style-type: none"> ○ Fried eggs, bacon, and buttered white toast ○ Smoothie with milk and yogurt with whole wheat toast 			
3. Explain that in a few moments they are going to create four healthy breakfasts called “3 Star Breakfasts” – and that they are going to use MyPlate to do it <ul style="list-style-type: none"> • State from the lesson or paraphrase the following: <ul style="list-style-type: none"> ○ What are the five food groups of MyPlate? ○ Explain why it is called a “3 Star Breakfast” <ul style="list-style-type: none"> ▪ Includes 3 things – one Grain, one Dairy, and one Fruit 			

	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>4. Relate the GO-SLOW-WHOA concept to breakfasts</p> <ul style="list-style-type: none"> • Give a copy of the <i>GO, SLOW, and WHOA Breakfast Foods</i> handout • State from the lesson or paraphrase the following: <ul style="list-style-type: none"> ○ For the “3 Star Breakfast” you need to consider more than just the food groups ○ Need to consider how healthy the foods are; sugars, fats, and how processed the foods are ○ Discuss what makes a GO foods in the Grains, Dairy, and Fruit good groups 			
Time Goal: 10 minutes			
Worksheet	Yes	No	Comments and/or Changes
<p>1. Give each student a copy of the <i>3 Star Breakfast</i> worksheet</p> <ul style="list-style-type: none"> • Explain that since eating the same thing every day can get boring, students are going to use the worksheet to create four interesting breakfasts they would like to eat • State from the lesson or paraphrase the following: <ul style="list-style-type: none"> ○ The three pictures on the worksheet represent the Grains, Fruits, and Dairy groups ○ Write GO foods next to the picture to create breakfasts you’d like to eat ○ Get ideas from your <i>GO, SLOW, and Whoa Breakfast Foods</i> handout 			
<p>2. Inform students how much time they have to complete the worksheet</p> <ul style="list-style-type: none"> • Ask students to bring the worksheet to their next lesson segment or class because it will be used for a small group assignment 			
Time Goal: 10 minutes			
Part B: Small Group Work	Yes	No	Comments and/or Changes
<p>1. Point out that some people skip breakfast because they do not think they have enough time to prepare and eat it</p> <ul style="list-style-type: none"> • Give each student a copy of the <i>Bright Ideas for Breakfast</i> handout • Explain that this list includes ideas for quick breakfasts 			

	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>
2. Divide students into groups and have them do two tasks: <ul style="list-style-type: none"> 1. Share their "3 Star Breakfasts" ideas 2. Go over the <i>Bright Ideas for Breakfast</i> handout and as a group decide on the two breakfast ideas that sixth graders are most likely to prepare 			
3. As time permits, ask representatives to share with the entire class one of their groups "3 Star Breakfasts" and one of the two breakfast ideas from the <i>Bright Ideas for Breakfast</i> handout that their group chose			
4. Conclude the lesson by encouraging students to take home their "3 Star Breakfast" handout and use it when they don't have much time to prepare breakfast in the morning <ul style="list-style-type: none"> Also, inform them that the cafeteria breakfast includes many GO foods, and encourage them to eat breakfast at school 			
Time Goal: 20 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students to use the lesson handouts to create a "GO for Breakfast" flyer or pamphlet that highlights the importance of eating breakfast <ul style="list-style-type: none"> The flyers could be distributed to teachers mailboxes, hung in the teachers' lounge, or sent home to parents 			
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