

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 4 – *Portion Distortion*

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: Worksheet and Comparison			Comments and/or Changes
1. Ask a few students to name places where fast food is sold • Ask a few students to name their favorite fast foods			
2. Give each student a <i>Fast Food Menu Items</i> worksheet • Ask students to look only at column A of each section for now • Instruct them to circle the three items of each section they most frequently order • Ask them to write their names on the worksheet and return it to you (they will be returned later)			
3. Tell students they're going to compare the number of calories in two typical fast food meals with the recommended daily number of calories for seventh graders • Write the following on the board: ○ Boys: 1800-2800 calories ○ Girls: 1800-2200 calories • Explain that the recommended daily number of calories is given in a range since exact number of calories varies depending on activity level			

	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. Either use the <i>Calories Galore!</i> transparency or write the information on the board <ul style="list-style-type: none"> Ask a few students to comment on the daily recommended calories verse total calories per meal As needed emphasize that (1) the recommended calories are for an <i>entire</i> day and (2) most people eat more than one meal during the day <ul style="list-style-type: none"> Optional opportunity for movement 			
Time Goal: 10 minutes			
Small Group Discussion	Yes	No	Comments and/or Changes
1. Divide students into groups and assign each group one of the following categories of fast food: <ul style="list-style-type: none"> Breakfast, sub sandwich, Mexican, beverages, burgers, desserts, pizza 			
2. Instruct groups to think about fast food menu items in their category and to discuss which ones are healthier than others and why <ul style="list-style-type: none"> Encourage students to (1) apply what they've learned about GO, SLOW, and WHOA foods and (2) consider portion sizes, ingredients, and how the food is cooked 			
3. Designate a recorder in each group to take notes <ul style="list-style-type: none"> Inform students that in the next lesson segment they will use the results of their discussion Tell them how much time they have to complete the discussion 			
4. As time permits, ask recorders to share one or two points from their groups discussion			
Time Goal: 10 minutes			
Part B: Applying Strategies	Yes	No	Comments and/or Changes
1. Tell students to think about how many items are offered in places where fast food is sold <ul style="list-style-type: none"> Ask them why they think this is so As needed point out that one reason is customer demand for healthier options 			
2. Review the following ideas in the GO, SLOW, WHOA nutrition message: <ul style="list-style-type: none"> There are no "bad" foods It is best to eat more GO foods than SLOW and more SLOW foods than WHOA 			

	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"> Eating large quantities of foods can be unhealthy, even if they're go foods Explain that you should eat reasonable portions sizes of food and give an example 			
<p>3. Tell students that being aware of a few strategies may help them eat healthier at fast food places. Name the following two strategies:</p> <ul style="list-style-type: none"> Order healthier items from fast food menus (they should be in reasonable portion sizes) Order smaller portions of less healthy sizes <ul style="list-style-type: none"> Ask students to give an example of each strategy 			
<p>4. Ask students to recall their group discussion of healthier fast food options during the last lesson segment</p> <ul style="list-style-type: none"> If time permits, ask a few students to give additional examples of each strategy based on their discussion 			
<p>5. Divide students into the same groups they were in during the last lesson segment</p> <ul style="list-style-type: none"> Assign each group a different category from the one assigned previously <ul style="list-style-type: none"> Breakfast, sub sandwich, Mexican, beverages, burgers, desserts, pizza 			
<p>6. Instruct groups to discuss how they can apply the two strategies when choosing among fast food menu items in their assigned category</p> <ul style="list-style-type: none"> As needed, ask them to recall the two strategies 			
<p>7. Designate a recorder in each group to take notes</p> <ul style="list-style-type: none"> Let students know how much time they will have for the discussion 			
<p>8. As time permits, ask recorders to share their groups strategies</p>			
Time Goal: 15 minutes			
Project Lesson Assignment	Yes	No	Comments and/or Changes
<p>1. Tell students they're going to have an unusual homework assignment:</p> <ul style="list-style-type: none"> Go to a place where fast food is sold and use one of two strategies when ordering 			
<p>2. Return the <i>Fast Food Menu Items</i> worksheets to students and state from the lesson or paraphrase the following:</p>			

	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"> Write "Instead of this" at the top of column A and "Try This" at the top of column B in each section Take this worksheet along when you go to the fast food place Choose at least on item listed in any row of column B In the gray box, next to the item you've chosen note the strategy you used <ul style="list-style-type: none"> "H" for healthier menu item "SP" for smaller portion 			
<p>3. Tell students to write the due date for their worksheet at the top of the page</p> <ul style="list-style-type: none"> Stress the importance of completing and returning the worksheet since it will be used in the next lesson segment 			
Time Goal: 5 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
<p>Tell students to consult the nutrition information for menu items that is provided by fast food companies</p> <ul style="list-style-type: none"> Tell them to be sure to check the amount of sugar, salt, and saturated fat in the menu items Ask groups of students to use this information to create meals composed of healthier items for which the total calories fall within the range recommended for seventh graders 			
<p>Instruct groups of students to answer the following question:</p> <ul style="list-style-type: none"> In which fast food restaurant is it probably easier to eat healthy? Tell them to support their answers using nutritional information provided by the companies 			
Ask students to research and report on the increases in portion sizes at fast food restaurants since 1990			
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.

March 14, 2018