

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 6 – *Empty Liquid Calories*

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. Poll students on whether they occasionally or frequently drink each of the following beverages: <ul style="list-style-type: none"> ○ Sparkling water ○ Plain water ○ 100% fruit juice ○ Low fat or fat free milk • Inform students that these beverages are GO beverages, except for flavored milks which are SLOW foods | | | |
| 2. Ask students to name positive reasons to drink these GO beverages <ul style="list-style-type: none"> • Supply any information on the <i>Good Reasons to Drink GO Beverages</i> transparency that students did not name | | | |
| 3. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> • The sugar in 100% fruit juice is natural and not added. But any type of sugar means more calories, and fruit juices contain a lot of sugar • Because of this people your age should drink fruit juice in small quantities, no more than 8 ounces a day • Not all 100% fruit juices contain the same amount of vitamins and minerals • The best choices are orange, grape, and grapefruit juice | | | |

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|--|---|-----------|--|
| 4. Ask students to name other beverages that were not in the poll <ul style="list-style-type: none"> Supply additional drinks as needed (i.e. Soft drinks, sports drinks, coffee, etc.) | | | |
| Time Goal: 8 minutes | | | |
| Small Group Discussion | Yes | No | Comments and/or Changes |
| 1. Divide students into groups and designate a recorder and a reporter for each one <ul style="list-style-type: none"> Instruct students to name reasons that a person should drink sugar sweetened beverages only occasionally Point out that some of their reasons will apply to some beverages but not to others Ask recorders to take notes Before this activity begins, let students know how much time they have to complete the discussion | | | |
| 2. Ask reporters to share their groups reasons with the class, naming only those not already mentioned by others <ul style="list-style-type: none"> Supply any of the information from <i>Good Reasons to Limit Sugar Sweetened Beverages</i> transparency that students did not name | | | |
| Note: Diet soft drinks may be argued because they contain no calories. Responses can include: <ul style="list-style-type: none"> Do not provide any nutritional benefit Contain artificial sweeteners Can contain caffeine Increased risk of diabetes in some studies Sports drinks may also be argued. Possible responses can include: <ul style="list-style-type: none"> Can be beneficial, but only in certain situations such as after heavy exercise If consumed without heavy exercise, high levels of sugar, salt, and potassium in it can do more harm than good | | | |
| Time Goal: 12 minutes | | | |
| Part B: Worksheet | Yes | No | Comments and/or Changes |
| 1. Ask a few students to describe their own and other people's routine of drinking sugar-sweetened beverages at restaurants <ul style="list-style-type: none"> As needed, mention people often: <ul style="list-style-type: none"> Drink a beverage before they get the rest of their order Get one or more refills during the meal Ask students what the likely result of this is | | | |

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|---|---|-----------|--|
| <p>2. Briefly discuss “mindless food consumption” with students</p> <ul style="list-style-type: none"> • Help them understand why it’s generally easier to drink calories than to eat them • Point out that some people don’t consider beverages the same as solid food in terms of their caloric and nutritional content • Explain that studies have shown that most people, when drinking a sugar sweetened-beverage with a meal don’t compensate for the calories in the beverage by eating less of the solid foods | | | |
| <p>3. Emphasize that most sugar-sweetened beverages contain calories, but little to no nutrition</p> <ul style="list-style-type: none"> • Divide students into groups and give each group a <i>Soft Drinks: Analysis</i> worksheet • Ask students to use the back of the page for calculations and additional space for answers • Let students know how much time they have to complete their work | | | |
| <p>4. Ask representatives from a few groups to share their answers</p> <ul style="list-style-type: none"> • Review correct answers with students | | | |
| Time Goal: 16 minutes | | | |
| Goal Setting and Conclusion | Yes | No | Comments and/or Changes |
| <p>1. Give each student a <i>The GO Beverage Challenge</i> handout and instruct them to complete it</p> <ul style="list-style-type: none"> • Ask students to fill out the date for approximately eight days from today and explain that this is the day the handout must be returned • Instruct them to sign their name and circle the number that corresponds with how confident they are that they can meet the challenge • Express your confidence in their ability to meet the challenge | | | |
| <p>2. State from the lesson or paraphrase the following</p> <ul style="list-style-type: none"> • Remember that according to the GO, SLOW, WHOA message, there is no such thing as a “bad” food • The idea is to simply consume WHOA foods less often and in smaller amounts | | | |

| | 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"> If you keep this in mind when choosing beverages, you can do your body a favor by consume fewer calories and less sugar | | | |
| Time Goal: 4 minutes | | | |
| Extension Activity (Optional) | Yes | No | Comments and/or Changes |
| Instruct students to keep a log for a week in which they record the beverages they drink <ul style="list-style-type: none"> Tell them to total the number of GO, SLOW, and WHOA beverages for each day Students can create a line graph that shows these totals | | | |
| Give students an assignment to research the ingredients in a soft drink and/or fruit flavored drink <ul style="list-style-type: none"> They should find out what the ingredient is, as well as what nutrition and health experts have said about its health effects | | | |
| Ask students to investigate the amount of sugar in vitamin drinks <ul style="list-style-type: none"> Tell them to report on how "healthy" these drinks really are | | | |
| Tell students to discuss how soft drinks, energy drinks, and sports drinks are advertised on TV, the Internet, and in magazines, as well as how these ads influence people their age to drink them | | | |
| 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