

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 7 – *The Color Power of Fruits and Veggies*

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 why they think everyone wants them to eat a lot of fruits and veggies <ul style="list-style-type: none"> • Remind them that all fruits and veggies are GO foods, unless they're prepared with added fat, salt, or sugar • Ask them whether french fries and chips are GO foods 			
2. Tell students to imagine being in the produce section at a supermarket <ul style="list-style-type: none"> • Ask them what they notice about the fruits and vegetables 			
3. Tell students to name all of the color of fruits and veggies they can think of <ul style="list-style-type: none"> • Point out that different health benefits are provide by fruits and vegetables of different colors • State from the lesson or paraphrase the following: <ul style="list-style-type: none"> ○ For healthy skin eat orange and green produce ○ For healthy weight eat all fruits and veggie colors ○ For teeth and gum health eat orange, red, and green fruits and veggies ○ For cuts and bruises eat orange, yellow, blue, and purple produce ○ For strong bones eat orange, yellow, and green fruits and veggies 			

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<ul style="list-style-type: none"> ○ For eyes eat orange, yellow, blue, and purple produce ○ For healthy immune system eat fruits and veggies of all colors 		
<p>4. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> • Healthy nutrients in fruits and veggies can be thought of as color power • They have so much color power that the recommend amounts are greater than what they used to be • Each day people your age should eat between 1.5-2 cups of fruit and between 2-3 cups of veggies <ul style="list-style-type: none"> ○ Write these numbers on the board • Review what counts as a cup: What would fit inside a carton of milk you get at the cafeteria. Exception of leafy greens, these fit in two milk containers to make one cup 		
<p>5. Encourage students to eat fruits and veggies in a variety of colors</p>		
<p>6. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> • Eating the recommended servings of fruits and veggies may sound challenging • Let's look at how you go from the amount you normally eat to amounts closer to what is recommended 		
<p>7. Ask students to name places where they might buy, find, or be offered fruits and veggies</p> <ul style="list-style-type: none"> • As needed point out places listed on the <i>Fruits and Veggies Graphic Organizer</i> that students did not name 		
<p>8. Tell students that people can buy fruits and veggies in four forms</p> <ul style="list-style-type: none"> • Explain that one form is "fresh" fruits and veggies • Ask students if they can name and describe the other three forms <ul style="list-style-type: none"> ○ Canned, frozen, dried 		
<p>9. Announce a competition among groups to see which group can name the greater number of fruits and veggies in three minutes</p> <ul style="list-style-type: none"> • Divide students into groups, and assign a recorder in each one to write down the fruit of veggie names • After time is up determine and announce the winning group for each category 		

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<ul style="list-style-type: none"> Ask recorders to quickly share the items their group named without repeating any items already shared by other groups 			
10. As needed and if time permits, supply names of fruits and veggies not mentioned by students			
11. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> You've heard about the variety of fruits and veggies that are available, the forms you can get them in, and places where you can get them With all these ideas, you might find it easier now to eat the recommended amounts each day 			
Time Goal: 17 minutes			
Assignment	Yes	No	Comments and/or Changes
1. Tell students that to encourage them to eat fruits and veggies you're going to give them an eating assignment			
2. Inform students that before the next lesson segment they have to eat at least one fruit and one vegetable that they bought, found, or were offered in at least two different places outside school <ul style="list-style-type: none"> Review places listed on the <i>Fruits and Veggies Graphic Organizer</i> Tell them the F/V can be in any of the four forms (Fresh, canned, dried, frozen) 			
3. Instruct students to write down the fruits and veggies they are and where they got each one <ul style="list-style-type: none"> Tell them to bring information to class to use it in a group activity Give students the date of the next lesson 			
Time Goal: 3 minutes			
Part B: Graphic Organizers	Yes	No	Comments and/or Changes
1. Inform students that they're going to work in groups to show the results of their assignment <ul style="list-style-type: none"> Divide students into groups and give each group a <i>Fruits and Veggies Graphic Organizer</i> handout State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Use the chart to show information graphically. Find the correct cell on the grid and write your name and what you ate 			

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<ul style="list-style-type: none"> ○ If you ate more than one, you can fill in one other cell if it was in a different form or in a different place ○ More than one students name and fruit or veggie can be written in a cell ○ In the last row write a comment about the fruit or veggie you ate. The comment must be positive. Put your comment in quotation marks and print your name after it 			
<p>2. As time permits, ask students to share some of their comments from their graphic organizer with the entire class</p> <ul style="list-style-type: none"> • Display student’s graphic organizer in the classroom 			
Time Goal: 18 minutes			
Conclusion	Yes	No	Comments and/or Changes
<p>1. Reassert the point that so many health benefits of fruits and veggies have been discovered that the recommended daily amount has been increased to 2-3 cups of veggies and 1.5-2 cups of fruit</p> <ul style="list-style-type: none"> • Encourage students to eat a variety of fruits and veggies of different colors, in several forms and in many places to help get closer to the recommendations 			
<p>2. If time permits, ask a few students to name a creative way to eat fruits and veggies that might be appealing to seventh graders</p>			
Time Goal: 2 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
<p>Ask groups of students to create a day’s menu that includes approximations of the recommended daily amounts of fruits and veggies</p>			
<p>Tell students to keep a food log for several days in which they record the fruits and veggies they eat</p> <ul style="list-style-type: none"> • At the end of the time period, students can create a bar graph that shows the variety of colors of the fruits and veggies they ate 			
<p>Make arrangements with your cafeteria manager for your students to participate in a taste-test of fruits and veggies</p> <ul style="list-style-type: none"> • You may want to have a feedback sheet available for the taste test 			

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Give students an assignment to make posters that show the health benefits provided by fruits and veggies of different colors <ul style="list-style-type: none"> • Arrange for posters to be displayed in the cafeteria so that all the students in your school can see them 			
Challenge students to think of creative tips for adding more fruits and veggies to meals and snacks <ul style="list-style-type: none"> • This can be done as a competition among groups to see which group can brainstorm the largest number of tips • Students can use these tips to write an article or a tips feature for the student newspaper 			
Tell students to discuss the following questions: <ul style="list-style-type: none"> • What makes it easier for you to eat the recommended daily amounts of fruits and veggies? • What are barriers to eating those amounts, and how can you overcome 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