

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 8th Grade - Lesson 4 – *Breakfast: More Is Less*

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: Food Labels	Yes	No	Comments and/or Changes
1. Ask students to think about what it’s like to be in a supermarket or restaurant when they’re really hungry <ul style="list-style-type: none"> Point out that being really hungry can cause a person to choose unhealthy foods and to overeat. Ask students to raise hand if they think skipping breakfast will help a person lose weight. Tell them the opposite is true: Just like hungry people in supermarkets or restaurants, people who skip breakfast get so hungry that they end up eating too much later or the first thing that is available 			
2. Point out to students that, in the case of breakfast, more is less <ul style="list-style-type: none"> If they consume calories from healthier foods early in the day, and don’t overeat during the rest of the day, in the long run they’re less likely to gain weight 			
3. Tell students that not all foods they could eat for breakfast are equally healthy. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Finding out the amount of nutrients in a breakfast food can help you decide which foods are healthier One of these nutrients is sodium or salt. Its best to eat foods that are low in sodium. Explain why. 			

	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"> Saturated fat is a type of fat called a “solid fat”. It is best to consume foods that are low in saturated fat. Explain why. Fiber is a nutrient you want to eat a lot of. Explain why. 		
<p>4. Point out that the Nutrition Facts on food packages and containers show the amounts of these and other nutrients. Stress the importance of reading the nutrition label when trying to decide how healthy a food is.</p> <ul style="list-style-type: none"> Give each student a Nutrition Facts Label and a Nutrition Facts Label Overview handout Go over the information on the overview using the sample label 		
<p>5. Check student’s comprehension of percent daily value by stating or paraphrasing the following:</p> <ul style="list-style-type: none"> Daily Value (DV) is a guide to what nutrients you should eat each day 20% or greater is a high source Foods you should aim to eat at 20% or more are fiber, Vitamin A, Vitamin C, Calcium and Iron. This lesson we will focus on fiber 5% or less is a low source Foods you should aim to eat at 5% or less are saturated fat, trans fat, cholesterol, and sodium This lesson we will focus on saturated fat and sodium 		
<p>6. Check student’s comprehension of the difference between portion amount and serving size by doing the following:</p> <ul style="list-style-type: none"> Ask them whether they sometimes eat or drink and entire container of food, even if the label says there are two, or more, servings per container Have the students calculate the amounts of the following nutrients a person eating this entire box of macaroni and cheese will consume 		
<p>7. Ask students whether they think macaroni and cheese is a healthy food</p> <ul style="list-style-type: none"> Answer: No, even one serving supplies a high amount of sodium, a significant amount of saturated fat, and no dietary fiber 		

	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>
8. Ask students to bring their two handouts to the next CATCH lesson			
Time Goal: 20 minutes			
Part B: Small-Group Work	Yes	No	Comments and/or Changes
<p>1. Tell students they're going to analyze Nutrition Facts on the labels of some breakfast foods. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> Working in groups, you'll use the nutrition facts to complete a chart and answer questions on a worksheet. All group members must reach a consensus. Only part of the nutrition facts label is shown. You'll specifically look at the amounts of saturated fat, sodium, and dietary fiber in the foods Watch out for the number of servings in the container! When deciding how healthy the breakfast is, think about the totals of these three nutrients in both the foods. Also think about whether the foods contain healthy nutrients like vitamins and minerals 			
<p>2. Divide students into five groups and give each group one Breakfast Analysis worksheet</p> <ul style="list-style-type: none"> More than one group can be given the same worksheet if necessary Designate a recorder for each group Let students know how much time they have to complete the assignment 			
3. As groups work, circulate amount them to check their answers			
Time Goal: 12 minutes			
Presentation			
<p>1. Tell groups to select a representative.</p> <ul style="list-style-type: none"> Ask representatives to name the foods their group analyzed and announce their answers to Questions 1 and 2 to the class 			
<p>2. Conclude the lesson by encouraging students to eat breakfast every day and to mostly choose breakfast foods that are low in sodium and saturated fat and high in dietary fiber</p> <ul style="list-style-type: none"> Remind them that such foods are offered at breakfast in the cafeteria 			
Time Goal: 8 minutes			

	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>
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Post the five completed worksheets around the classroom. Ask groups of students to arrange the five breakfasts in the worksheets from most healthy to least healthy. Tell them to justify their ordering.			
Instruct students to create a GO-SLOW-WHOA list of breakfast foods. Encourage them to post their list at home			
Tell groups or pairs of students to write sound bites about breakfast that can be read during morning announcements.			
Instruct students to work in pairs to create high-fiber breakfast menus. Point out that beans, fruits, vegetables, and whole grains are good sources of fiber			
Ask groups or pairs of students to illustrate and label several quick-preparation yet healthy breakfast foods. Display their work in the classroom, hallways, or cafeteria			
Ask students to keep a diary for one week in which they record what they ate for breakfast and how they felt one, two, and three hours later			
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