

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 8th Grade - Lesson 7 – *Power Snacking*

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: Personalized Snacking Quiz	Yes	No	Comments and/or Changes
1. Tell students they're going to start a lesson on snacking by taking a quiz. • Give each student a copy of the <i>Personal Quiz: Snacking</i> handout or read items from the handout and tell students to write their answers on a sheet of paper.			
2. Instruct students to try and remember their responses because one or two weeks from now they will be asked whether any of those responses would change if they took the same quiz again.			
Time Goal: 5 minutes			
Discussion	Yes	No	Comments and/or Changes
1. Point out that (1) snacks are a normal part of peoples' eating habits and (2) most teens, especially if they're still growing, need to eat them. State from the lesson or paraphrase the following: • Energy in = Energy Out and energy balance • It's easier for people to gain weight if they're eating a lot of high-calorie snack foods. Choose snack foods carefully and think of it as power snacking.			
2. Ask students what is on food packages that can help them practice power snacking (Nutrition Facts Label). State from the lesson or paraphrase the following:			

	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"> Nutrition facts labels tell how many calories are in a food. Aim for foods with fewer than 200 calories per serving to stay in energy balance Be mindful of servings of the food and multiple the calories by number of servings to know how many calories you are actually eating. Often snack foods serving sizes aren't realistic, like 3 servings of potato chips in a little 3 oz bag. 			
<p>3. Tell students that power snacking means comparing snack foods and choosing the ones that have fewer calories – and possibly more nutrients.</p> <ul style="list-style-type: none"> Tell them they're doing to do some comparing that also involves guesswork. Do one of the following: Project the <i>How Much Higher?</i> Transparency: write the information on the chalkboard; or simply read the information aloud from the transparency. 			
<p>4. For each food pair, do the following:</p> <ul style="list-style-type: none"> Read aloud the name, serving size, and number of calories of food on the left Read aloud the name and serving size of the food on the right Ask a few students to guess the number of calories in the food on the right Announce the correct answers and fill in the blank if you're using a projector or chalkboard. 			
<p>5. Encourage students to:</p> <ul style="list-style-type: none"> Check Nutrition Facts labels on some snack foods at home or in a store before the next lesson For one of the snack foods with very high calories per serving, write down and bring to class the food's name and the number of calories per serving. 			
Time Goal: 15 minutes			
Part B: Small-Group Work	Yes	No	Comments and/or Changes
1. Ask students who found an example of a snack food label with very high calories per serving to share the information with the class			
2. Remind students that power snacking involves thinking about the number of calories, as well as the nutrients, in food.			

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<ul style="list-style-type: none"> Point out that GO foods generally contain much fewer calories and many more healthy nutrients than WHOA foods do – and that SLOW foods are in between Go and WHOA foods. 		
<p>3. Give each student a <i>GO-SLOW-WHOA Snacks List</i> handout, and briefly go over it.</p> <ul style="list-style-type: none"> Guide students to understand that, in general, GO and SLOW snacks are fruits, vegetables, foods made with whole grains, lean proteins and nuts, and low-fat or fat-free dairy products. Remind students that no foods are considered bad, but that it's best to eat more GO foods than SLOW foods, and more SLOW foods than WHOA foods. 		
<p>4. Tell students many snacks are WHOA foods – low in healthy nutrients but high in calories, sodium, unhealthy fats, and added sugars.</p> <ul style="list-style-type: none"> Point out that because of this they should consider sometimes eating a different kind of snack: <i>mini-meals</i>. State from the lesson or paraphrase the following: Mini meals are smaller amounts of regular meals. Examples are half a PB&J sandwich, or a small slice of veggie-topped pizza, or a small serving of healthy leftovers. When you want to power snack, a healthy mini-meal is a good choice. As it a piece of fruit. In fact, eating fruit for a snack has become so common that you can buy fruit in a lot of convenient stores. 		
<p>5. Tell students they're going to use their <i>GO-SLOW-WHOA Snacks List</i> to come up with ideas for power snacking in certain situations. State from the lesson or paraphrase the following:</p> <ul style="list-style-type: none"> You'll work in groups. Each group will get a worksheet that lists situations in which you could choose a snack food. For each situation, group members should first name one or two WHOA snacks you might eat. Then use your <i>GO-SLOW-WHOA Snacks List</i> to decide on at least two GO or SLOW snacks you could eat instead. All group members must reach a consensus on the GO or SLOW snacks you name. The group recorder will write them down. Later, groups will share their answers. 		

	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>
Divide students into groups, and designate a recorder for each one. <ul style="list-style-type: none"> • Either give each group a <i>Power Snacking</i> worksheet, or dictate the situations and ask recorders to write them down on a sheet of paper. • Let students know how much time they have to complete the assignment. 			
Time Goal: 15 minutes			
Presentation	Yes	No	Comments and/or Changes
1. Tell groups to select a representation. Ask representatives to name the GO or SLOW snack foods their group wrote down.			
2. Conclude the lesson by encouraging students to help their body stay in energy balance by practicing power snacking.			
Time Goal: 5 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Ask students working in groups to list three or four menu choices at fast food restaurants that eighth graders often eat as snacks. Instruct them to consult the nutrition information for menu items that is provided by fast food companies. Tel them to use this information to make a list of healthier fast food snack items.			
Tell students to bring in empty packages of snack foods. Group the packages in sets of three, four, or five, depending on how many packages students have bought. Ask students to arrange the packages from the lowest to the highest number of calories per serving, without looking at the nutrition facts labels. Then announce the correct order. As separate activities, students can arrange the packages according to (1) grams of saturated fat and (2) milligrams of sodium.			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies			

