

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Teen Cuisine: Lesson 1—Eat Smart*

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	
Welcome and Introduction			Comments and/or Changes
Optional Glo-Germ Activity Before class begins, sprinkle Glo-Germ on your hands. When teens arrive, shake hands as they enter or have them sign in with a pencil that has Glo-Germ on it as well. This will be used for the Food Safety section of this lesson.			
Welcome participants: <ul style="list-style-type: none"> • Introduce yourself and your program • Explain that the purpose of Teen Cuisine is to help them learn basic cooking skills so they can easily prepare food quickly and inexpensively for themselves, and to help them understand basic nutrition so they can make choices to be healthy now and in the future. 			
If directed by your supervisor, conduct an approved youth pre-test.			
Ask: <ul style="list-style-type: none"> • How can learning about the foods we eat and how to cook them be helpful to you? • How can this help your future? (For example: feel better, exhibiting improved health, gaining skills for careers in food services, stretching food dollars, living on your own, and feeding your future family.) 			
Provide a Teen Cuisine student workbook to each participant. <ul style="list-style-type: none"> • Have them write their name on the front. • Collect them after each class. 			

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• Teens will be allowed to take the workbooks home after the last class.			
Time Goal: 5 minutes			
Nutrition	Yes	No	Comments and/or Changes
Introducing MyPlate Show the MyPlate poster and have teens view the copy on Pg 1 in the student workbook.			
Choose from one of the following activities to learn about MyPlate. • After activities, ask teens to identify some of their eating habits that follow MyPlate and some that they can improve. • Have them write their ideas on pg 1 of the book under “What does my plate look like?”			
Option 1 Share, write down, or draw a favorite meal, including side dishes, beverages, and desserts. Use a paper plate to draw on, or if time permits, use pictures from sales flyers and glue to create their plate (optional). Ask: • Does your meal look like MyPlate? Why or Why not? • If they have combination foods, make sure they identify the individual ingredients and the food group to which they belong. • Have teens make suggestions to make their plates more like MyPlate. • Consider healthier choices within food groups if time permits to prepare teens for future lessons.			
Option 2: Give teens recipes that are included in this lesson and have them identify which parts of MyPlate are represented in the recipe. Ask: • Can you identify other foods that would complement this recipe to create a balanced meal?			
Option 3: Have a variety of Dairy Council Food Models for teens to choose. Have them select three items that would be the basis of a MyPlate meal. Ask: • How do your choices look like MyPlate?			

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• What would you need to add to improve your meal?			
Understanding MyPlate Explain to students: <ul style="list-style-type: none"> • MyPlate is a guide from the United States Dept. of Agriculture (USDA) to show people if their meal includes the right proportions of the five major food groups. • By following MyPlate you do not need to take any vitamins or mineral supplements. You will get all the nutrients you need to be healthy now and in the future. • Review which foods are in each section and what portion of your daily food intake they represent using the MyPlate Daily Checklist from the web or printed copies. • For further thought, name foods that belong in multiple groups or are hard to place such as eggs, peanut butter, or condiments like ketchup and mayonnaise. 			
Discuss the MyPlate tips for each food group as shown on pg 1 and 2 in student workbooks, focusing on balance and variety as well as these messages: <ul style="list-style-type: none"> • Focus on whole fruits • Vary your veggies • Make half your grains whole grains • Vary your protein routine • Move to low-fat or fat-free milk or yogurt • Drink and eat less added sugars, saturated fats, and sodium 			
On pg 2 of student workbook, have students identify some of the foods they regularly eat from each food group.			
Optional: Go to https://www.choosemyplate.gov/MyPlate-Daily-Checklist-input to have teens find the "Daily Checklist" that best matches their needs.			
Optional: Have teens use the checklist to write down what they eat during the next 24 hours. Enter this information into SuperTracker and analyze if they are meeting their MyPlate goals.			
Time Goal: 20 minutes			
Food Safety	Yes	No	Comments and/or Changes
Optional Glo-Germ Activity Continued Use black light to show how germs can travel quickly from person to person and to surfaces that we all share.			

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Ask: <ul style="list-style-type: none"> Where are the places in your school and home where we can pass bacteria from person to person? How can you best protect yourself from these sources of bacteria? 			
Handwashing: The Best Germ Blocker Display and review the steps to proper handwashing on the Handwashing Poster. The steps are also listed on pg 5 of the student workbook. <ul style="list-style-type: none"> Share with teens that the best way to reduce the spread of germs is by proper handwashing. 			
Ask: <ul style="list-style-type: none"> When are times we should wash our hands? Make sure discussion includes: <ul style="list-style-type: none"> Before, during, and after food preparation Before eating food After using the toilet Before and after taking care of a sick person After blowing your nose, coughing, or sneezing After touching an animal or animal waste After taking out the garbage 			
Have teens practice washing their hands correctly before food preparation.			
Optional: See the Germs Take a few apple slices from the cooking experience and set aside. Have teens rub one slice on the surface of an unsanitized counter top, sink, or other kitchen space. Place in a plastic bag, seal, and label the location of the test. Clean counter top and rub another slice over the surface. Place in a separate bag and label. Set apples in a warm place and observe the bacteria and mold growth over the next week. Compare the amount of growth from the dirty surface to the clean surface.			
Time Goal: 5 minutes			
Food Prep	Yes	No	Comments and/or Changes
Cook Like an Expert Learning Stations <ul style="list-style-type: none"> Review "Cook Like and Expert" tips on pg 3 of the workbook. Ask:			

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<ul style="list-style-type: none"> • When cooking at home, what tips might you need to try to be safer in the kitchen? • What equipment would help you be a better cook in your house? 		
<p>Learning Stations: Complete this activity in stations with small groups. If necessary give the whole class an overview on handling knives and kitchen safety. <i>The knife skills station should have constant supervision.</i></p>		
<p>When complete, use the optional Culinary Skills Checklist to make sure that everyone has demonstrated the skills they need to cook. In lesson two, teens will learn and practice the remaining skills on the list.</p>		
<p><i>Measuring Station</i></p> <ul style="list-style-type: none"> • Liquid and dry measuring cups • Measuring spoons • Knife to level • Big spoon for measuring flour • Whole wheat flour, spices, water, salt to practice measuring • Bowl • Student workbook pg 4 		
<p>Ask:</p> <ul style="list-style-type: none"> • When reading a recipe, where does it tell you how much of each ingredient to use? • What is a unit of measure and how important is it to know this? (Units of measure in cooking include teaspoon, tablespoon, cup, ounce and pound. It is important to identify units so you add 1 teaspoon of something instead of a cup!) 		
<p>Refer to the units of measurement and abbreviations on pg 4 of student workbooks. Make sure teens know what the different abbreviations mean.</p> <ul style="list-style-type: none"> • Share experiences where mistakes were made due to incorrect measurements. • Demonstrate the measuring equipment. • Demonstrate how to measure liquid ingredients like milk or water in a liquid measuring cup and in measuring spoons. Have teens reference pg 4 of their student workbook. • Demonstrate how to measure dry ingredients in the dry measuring cups. 		
<p>Ask:</p>		

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<ul style="list-style-type: none"> • Why do we need liquid and dry measuring cups? • Discuss how to measure sticky ingredients like peanut butter and honey. 		
Have everyone practice measuring ingredients using whole wheat flour, water, and salt.		
Have students return ingredients to proper containers and clean before moving on to the next station.		
<p><i>Reading Recipes Station</i></p> <ul style="list-style-type: none"> • Place copies of the Main Dish Recipes or use similar healthy recipes from magazines and cookbooks. • Recipe reading activity • Recipe Quest Handout (optional) • Student workbook pg 4 		
Have teens review the recipe for spaghetti sauce on page 4 of the student workbook.		
<p>Ask:</p> <ul style="list-style-type: none"> • What information does a recipe tell us? (Servings, how much of each ingredient, how to prepare, temperature to cook, etc.) • Are there any cooking terms that you are unfamiliar with? • What cooking equipment do you need to prepare this recipe? 		
Have teens review cooking terms in student workbook pg 5.		
Optional: Let teens choose a Main Dish Recipe and use the Recipe Quest handout to help identify important parts of the recipe.		
<p>Have teens complete the Recipe Reading Activity by putting the steps in the correct order as demonstrated:</p> <ol style="list-style-type: none"> 1. Read through the recipes to make sure you understand the process you need to follow. Think about how long the item will take to prepare. 2. Gather the ingredients together that the recipe calls for, as well as bowls, containers, equipment, and supplies you need. 3. Chop and measure all the ingredients beforehand, so you are prepared for each step. 4. If the recipes calls for an oven or stove to use, make sure you have permission to use it. Turn it on if the directions say to preheat to a certain temperature. 		

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5. Follow the directions in the order give in the recipe.		
Knife Skills Station <ul style="list-style-type: none"> • Cutting boards • Chef’s knives • Food to practice cutting like apples, and bananas. Or use playdough. • Student workbook, pg 6 and 9 		
Demonstrate how to hold and use a chef’s knife and cutting board. Refer teens to pg 6 in the student workbook for more information.		
Review “How to Chop Apples” on pg 9 of the student workbook. <ul style="list-style-type: none"> • Demonstrate the proper motion used with the chef’s knife by showing how to chop an apple. 		
Discuss how to keep safe when using a knife and include the following points in the discussion: <ul style="list-style-type: none"> • Always cut on a cutting board, making sure the board does not slide. • Always use a sharp knife. Dull knives slip easier. • Always cut food so that there is a flat side, and cut the flat side down so food does not roll on the cutting board. • Always carry a knife with blade pointed straight down. • Always hand a knife to someone with the handle toward them, and blade toward you. • Horseplay when preparing food will not be tolerated. 		
Practice: Have teens practice holding a chef’s knife, curling fingers into the “claw” posture to keep out of the knife’s path, carrying a knife, and handing a knife to others.		
Ask: <ul style="list-style-type: none"> • If you or someone that you know had an accident in the kitchen, what could they have done to prevent it? 		
Cooking Experience –Fruit slices with dipping sauce Use the apple slices from the knife skills practice. Slice other fruit for dipping, if desired. <ul style="list-style-type: none"> • Prepare the Yogurt Orange Dip on pg 9 in the student workbook. Have teens practice measuring skills when making the dip. • Optional: Prepare a smoothie recipe from the “more Recipes to Try” section of the 		

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<p>student workbook, having the teens cut up the fruit and measure the other ingredients. Or, have teens cut up a variety of vegetables and prepare a healthy dip recipe.</p>			
<p>Cooking Experience—Eating Together: Try to establish a pleasant atmosphere for eating. Include setting a table, presenting food on platters, and using proper utensils as part of the assignments for cooking. Topics for discussion while eating can include:</p> <ul style="list-style-type: none"> • Food groups of MyPlate that are present in this recipe and additional foods you could serve to prepare an entire “MyPlate” meal. • Talk about family meals and ways to encourage your family to eat together. • Talk about how it felt to follow a recipe and use the chef’s knife. 			
Time Goal: 45 minutes			
Physical Activity	Yes	No	Comments and/or Changes
<p>Get Moving Ask:</p> <ul style="list-style-type: none"> • Besides eating right, what else do we need to do to be healthy? (Physical Activity) • How much time every day should teens be active to maintain their health? (60 minutes) • What ways do you stay active? (Walking, running, sports, swimming, hiking, cleaning, yoga, etc.) 			
<p>Reinforce with teens:</p> <ul style="list-style-type: none"> • The recommendation is that teens should get 1 hour of moderate to vigorous aerobic (cardio) activity most or all days of the week. • Have teens keep a log of their physical activity for one week. Instruct them to keep a daily journal of all the times that they are physically active, even if it is for less than an hour. If they have a smartphone, they could try using a free fitness app to assist in tracking, such as SuperTracker. • In the next class, they will tally the time and see if they get enough activity and will learn how to judge their level of exertion. 			
<p>Optional Physical Activity Play Activity Charades: use the Activity Charades game. Cut out the cards, place in a bag or basket, and have teens take turns pulling activities from the bag and acting them out.</p> <ul style="list-style-type: none"> • When the teens figure out what the leader is doing, they should do the activity as well. 			

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<ul style="list-style-type: none"> Once everyone is doing the activity, have the next teen perform their charade. To wrap up the game, have teens share other activities that they do that are not mentioned in the game. Encourage teens to do these activities to help them achieve 60 minutes or more of activity each day. 			
Time Goal: 10 minutes			
Goal Setting and Close	Yes	No	Comments and/or Changes
Have teens share how they will apply what they have learned this week. <ul style="list-style-type: none"> Help them set one goal to improve their eating habits in one of the food groups, such as making a healthy snack at home for their family or eating a piece of fruit with breakfast. Congratulate them on their great work in preparing a healthy snack. 			
Build anticipation for the next class and the food preparation you will be doing. Make sure the room is in great shape and better than you found it!			
Time Goal: 5 minutes			
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.