

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Teen Cuisine: Lesson 2 — You Are What You Eat*

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
Welcome participants back to Teen Cuisine. <ul style="list-style-type: none"> Review key concepts from the week before, including MyPlate, handwashing, measuring, reading a recipe, and physical activity. 			
Ask: <ul style="list-style-type: none"> Who would like to share a recipe they made at home or if they were able to meet their MyPlate goal for this week? 			
Warm Up: Have You Ever? Have teens hold up both hands with fists. Tell participants “put a finger up if you...” followed by each item on this list: <ul style="list-style-type: none"> Drink water every day Try new foods you have never had before Eat breakfast Get at least 8 hours of sleep Spend less than two hours in front of a screen outside of school Eat at least one fruit a day Are active for at least 60 minutes every day Wash your hands before you eat Eat at least one vegetables a day Eat something that is whole grain 			
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, 			

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and feeding your future family.)			
<p>Provide a Teen Cuisine student workbook to each participant.</p> <ul style="list-style-type: none"> • Have them write their name on the front. • Collect them after each class. • Teens will be allowed to take the workbooks home after the last class. <p>Tell students, if they have more than five fingers up, you are doing a great job at living healthy! Congratulate yourself for the things you are doing well and give yourself a High Five!</p> <p>Include these thoughts in discussion:</p> <ul style="list-style-type: none"> • How difficult would it be to do all these things every day? • Can you change habits all at once? • Is there one habit you'd like to improve? 			
Time Goal: 5 minutes			
Nutrition	Yes	No	Comments and/or Changes
<p>Display the Nutrition Facts Label poster and hand out student workbooks from previous class.</p> <p>Note: Use nutrition facts label comparison and other resources for optional discussion about new and current food label.</p>			
<p>Get the Facts: Reading The Nutrition Facts Label</p> <p>Have teens name some of their favorite foods. Ask:</p> <ul style="list-style-type: none"> • Are foods your favorite because they are good for you or because of taste? • How can we determine if the foods we like are also good for us? 			
<p>Pass out the Mystery Food Nutrition Facts Game cards, one per teen.</p> <ul style="list-style-type: none"> • Ask teens to decide if the label they have represents a healthy or unhealthy food. • Have teens share what clues they have to make this decision. • Test their knowledge about what they know about the nutrition facts labels, such as which nutrients we need more of and which ones to limit. 			
<p>Ask:</p> <ul style="list-style-type: none"> • Why are Nutrition Facts Labels included on the food we buy? 			
With the Mystery Food Nutrition Facts Game cards in hand, have teens turn to pg 7 in			

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workbooks to analyze the meaning of the Nutrition Facts Label.		
<p><i>Step 1—Look at serving size:</i></p> <p>Ask:</p> <ul style="list-style-type: none"> • What does serving size tell us? • How many tortillas are in one serving from the label in the student book? Discuss how many they would usually eat and how many calories that would add up to. 		
<p><i>Step 2—Check Calories:</i></p> <p>Ask:</p> <ul style="list-style-type: none"> • Can anyone explain what a calorie is? • What do you think the term “empty calorie” means? 		
<p>Remind students:</p> <ul style="list-style-type: none"> • Calories are not good or bad, they are just a unit of measure of energy. • “Empty calories” are foods that contain calories but have few or no nutrients. Foods that have many nutrients and relatively few calories are called “nutrient-dense.” • The Nutrition Facts Label shows nutrient information based on a 2,000 calorie diet. Each student may need more or less calories depending on age, sex, activity level, and genetics. 		
<p><i>Step 3—Nutrients to Limit:</i></p> <p>Ask:</p> <ul style="list-style-type: none"> • Which nutrients on the label should we try to limit? 		
<p>Discuss how these nutrients can affect our health if eaten in excess.</p> <ul style="list-style-type: none"> • The 2015-2020 Dietary guidelines for Americans and the updated Nutrition Facts Label which appears on some packaging, focuses on limiting added sugars, saturated fats, and sodium. • The current Nutrition Facts label lists total sugars but does not distinguish between natural and added sugars in the food. • Share with teens the “5/20 Rule.” This pertains to the daily Value percentages listed on the right side of a food label: <ul style="list-style-type: none"> ○ 5% or less of a nutrient to limit is considered a low source and more nutritious. ○ 10-20% of a nutrient to limit is considered a moderate source. ○ More than 20% of a nutrient to limit 		

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means that it is very high source and should only be eaten once in a while if at all.		
<p><i>Step 4—Nutrients to Increase:</i> Ask:</p> <ul style="list-style-type: none"> • Which nutrients do we need to increase in our diet? 		
<p>Share with teens:</p> <ul style="list-style-type: none"> • The “5/20 Rule” when looking on the Nutrition Facts Label for nutrients you need to increase: <ul style="list-style-type: none"> ○ 5% or less of a nutrient to increase is considered a low source. ○ 10-20% of a nutrient to increase is considered a good source. ○ More than 20% of a nutrient to increase means that it is a high source of that nutrient. • The 2015-2020 Dietary Guidelines for Americans and on the updated Nutrition Facts Labels, nutrients to increase include dietary fiber, vitamin D, calcium, iron, and potassium. On many nutrition Facts Labels you will find a label that includes dietary fiber, vitamin A, vitamin C, calcium and iron. Some food manufacturers choose to include labels with more than the basic nutrients. 		
<p><i>Step 5—Footnotes:</i> Ask:</p> <ul style="list-style-type: none"> • What amount of calories is used to calculate the % Daily Values on the Nutrition Facts Labels? • What other information is given in the footnote that is helpful in understanding the nutritional value of the food? • Explain that the footnotes show how the % Daily Values are calculated for a 2,000 calorie diet. Some food packages are small and they leave off this information. 		
<p><i>Double Check</i> Have teens look again at the Mystery Nutrition Facts Label Game cards.</p> <ul style="list-style-type: none"> • Place the cards of the names of the foods represented on the table and have the teens choose which food matches their mystery label. • Discuss which of these foods are nutrient-dense and which are considered empty calories. • Compare nutrients of similar foods and 		

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discuss which choice is the best option.		
Portion Detectives Ask: <ul style="list-style-type: none"> • What is the difference between a portion and serving? • Portion: the amount of food that you choose to eat for a meal or snack, such as a helping, a handful, a bowlful or a spoonful. • Serving size: The unit of measure used on Nutrition Facts Labels to make it easier to compare similar foods. 		
Have teens take a bowl and a box of cereal. <ul style="list-style-type: none"> • Ask them to pour out what they would eat for breakfast then measure how much they poured out. • Compare that to what the box calls a serving and determine how many servings they actually would have eaten. • Assure teens that eating more than one serving is acceptable, but it is important to be aware of the actual number of calories and nutrients being eaten in the chosen portion size. 		
Ask: <ul style="list-style-type: none"> • When should you stop eating your bowl of cereal? • When the bowl is empty, when you have eaten one serving, or when you are full or satisfied? 		
Explain: <ul style="list-style-type: none"> • Paying attention to our hunger and fullness cues can help us best know when to start eating and when to stop. • Eating slowly can help you figure out if you are eating for boredom or because you need to. It can also help you make sure you don't over eat. • One helpful strategy is to think of hunger and fullness on a scale of 1 to 10, where 1 is ravenously hungry, or starving, and 10 is uncomfortably full, or stuffed. 		
Ask: <ul style="list-style-type: none"> • What happens when you start eating a meal when you are very hungry? • How full are you when you are finished? • What happens when you start eating a meal when you are slightly hungry? • How full are you when you are finished? • Discuss how eating before you are very 		

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hungry can help you control portions and not feel uncomfortably full.		
<p>Review Right-Size Your Portions in the student workbook on pg 8.</p> <ul style="list-style-type: none"> • Ask teens to imagine the serving size of a fast food burger. Can they estimate how many ounces of meat or bread are in one burger? • Ask them to use their hands to compare a serving of meat to the palm of their hand. One slice of sandwich bread is considered an ounce or one serving. Use pg 8 in the workbook to discuss portions sizes. • Set out a clear plastic cup. Fill it with 8 ounces or 1 cup of a drink, and ask teens to guess how much is in the cup. • Alternatively, have them try to pour what they think one cup looks like. Have them measure and compare their estimates. Have teens share reactions to portion sizes. 		
Use the MyPlate Daily Checklist to see the recommended amounts for the different food groups. Use the graphic on pg 8 to visualize what those amounts would look like.		
<p>Ask:</p> <ul style="list-style-type: none"> • How can you measure a serving of each food group using your hand as a standard? For example, demonstrate what 3 ounces of meat or chicken would look like by having teens examine the palm and thickness of their hand. • Why have portion sizes increased so much in the past few decades? For example, a typical fast food burger 30 years ago was what is now the current kid's meal size. • What motivates a restaurant to sell oversized portions? • How might this have influenced American's health? 		
<p>Optional Activity: What's In It? Use The Ingredient List</p> <p>Pass out Processed Food Label to teens.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Where can you find more information on the food packaging to determine how nutritious a food is? Do you recognize all of the ingredients listed on your label? 		
<p>Tell teens:</p> <ul style="list-style-type: none"> • By law, all packaged foods and beverages 		

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<p>must have a list of ingredients, unless produced by a small business, like baked goods from a farmer's market.</p> <ul style="list-style-type: none"> • Ingredients are listed by weight in descending order (from most to least). • There are many types of sugar: Corn syrup, high-fructose corn syrup, dextrose, maltose, etc. The suffix "-ose" means sugar. Look on the food labels to find foods that have one or more types of sugar listed. • Fats also come in many forms, including different kinds of oils. • Healthier foods usually have a shorter ingredients list. Highly processed foods tend to have longer lists, with many of the ingredients being additives and preservatives. 			
<p>Ask:</p> <ul style="list-style-type: none"> • What foods have two or more sources of added sugars? • What ingredients are high in fat? • What are some ingredients that you do not recognize? How do you feel about eating foods that contain ingredients that you do not recognize or are highly processed? • Why do food manufacturers add so many ingredients to their foods that most people do not use in home cooking? 			
<p>Explain:</p> <ul style="list-style-type: none"> • Food manufacturers include many ingredients to aid in preservation, stability, appearance, texture, and flavor that people do not need to use in home cooking. 			
<p>Time Goal: 20 minutes</p>			
Food Safety	Yes	No	Comments and/or Changes
<p>Where Germs Grow Share the Food Safety Fact Sheet: CLEAN resource and display the Food Safety Posters in the classroom.</p> <ul style="list-style-type: none"> • Ask teens to recall the previous week's discussion on the spread/growth of germs on hands. • If you did the apple activity, observe which apple slices had the most bacterial growth and which and the least. • Share thoughts about the importance of cleaning and sanitizing surfaces. 			

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Ask: <ul style="list-style-type: none"> • Can a kitchen look clean and not be sanitary? • What are some ways germs can grow and spread in the kitchen? 		
Discuss these items: <ul style="list-style-type: none"> • Dirty washcloths and dish towels • Food or utensils that have fallen on the floor • Licking fingers or utensils and not washing afterward • Mishandling raw meat, poultry, fish and eggs • Preparing several dishes and not cleaning surfaces in between dishes • Improperly storing foods in the refrigerator • Leaving foods out for more than two hours at room temperature • Playing with pets and not washing hands • Thawing meat at room temperature. 		
Have teens practice washing their hands correctly before food preparation.		
How fast do they grow? Bacterial Growth Demonstration Remind teens that germs are everywhere and can spread quickly. Explain that when given the right conditions, bacteria can multiply every 20 minutes. Show how bacteria can grow to dangerous levels in just 2 hours by displaying the bags with beans or rice representing the doubling of bacteria every 20 minutes. Let teens know that not only are bacteria multiplying on surfaces, but even more quickly on food. After two or more hours, the growth of bacteria can cause sickness. Foods should never be left out for more than two hours. If time allows challenge teens by having them calculate how many germs would accumulate after 4 hours (20,480). How many bacteria could be present if you left food out overnight for 8 hours (84 million)		
Ask: <ul style="list-style-type: none"> • Why is it important to frequently wash your hands and the surfaces where you prepare food? • Why is it important to refrigerate or freeze leftover foods quickly after eating? 		
Have teens make a solution of bleach in spray		

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bottles to use in class today or use a commercial counter top cleaner. Use ¼ teaspoon of bleach for every 2 cups of water in the spray bottle. Make a new batch daily as bleach dissipates quickly. Spray surfaces and wait one minute. Wipe up with a clean cloth and allow to dry before food preparation.			
<p>Optional Activity: The Messy Chef</p> <p>Have a volunteer or leader conduct a mock cooking demonstration in which they make several food safety mistakes. Have the teens identify the safety violations they observe in the presentation, and discuss them afterward.</p> <p>Include the following errors in the Demonstration:</p> <ul style="list-style-type: none"> • Chef dresses inappropriately: excessive jeweler, hair down, loose clothing, open-toed shoes • Have stuffed animals on the counter top representing pets in the home • Have fake raw ingredients, like meat, on the cutting board with fresh produce • Leave a sponge near the food being prepared. Pretend to clean up raw meat juice • Pet the animal and then handle food • Have cell phone close to food • Touch your nose or sneeze and keep preparing food • Talk on the phone while cutting vegetables 			
Time Goal: 10 minutes			
Food Prep	Yes	No	Comments and/or Changes
<p>Set up the following stations for teens to explore each topic.</p> <ul style="list-style-type: none"> • Cooking equipment station: use the “What is This? Kitchen Equipment Identification game to match each piece of equipment to its function. You may choose to do this using real kitchen items that are available at the facilities where you are holding class. • Cooking Terminology Station: Review cooking terms on page 5 of the student book. Have teens share foods that could be prepared using each cooking term. • Optional: To learn more terms, cut out the cooking terms Matching Game Cards. Have teens match the terms to their definition. Have teens describe the cooking term and 			

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then find foods that could be prepared that way using the Dairy Council Food Models of fresh fruits and vegetables and other foods. <ul style="list-style-type: none"> • Cutting Skills Station: Review “How to Use a Chef’s Knife” on pg 9 of the workbook. Demonstrate how to chop, cube, stick, slice, dice, and mince using ingredients in the recipe for the class. • Explain that different cuts relate to the shape and size of foods, and will influence how a recipe looks, tastes, and cooks. The smaller the cut, the faster it will cook or the more flavor it will impart. 			
Have teens read the recipe for the day and determine how the different ingredients should be cut. Have them practice on a few sample pieces of food.			
Review recipes and steps needed. Have teens gather equipment they will need and divide the responsibilities between the group.			
Before cooking, divide cleaning tasks in each group. Remind teens to clean the kitchen as they go so they are not left with a big mess at the end. Make sure each group has cleaned up their work area completely before eating the food they prepared.			
Eat together and discuss how teens have improved using the knife. Have teens complete the optional Culinary Skills Checklist they received in Lesson 1. Take note of any skills that still need to be covered.			
Time Goal: 40 minutes			
Physical Activity	Yes	No	Comments and/or Changes
How Much Physical Activity Do You Need? <ul style="list-style-type: none"> • Review with teens their PA journals or fitness trackers from the previous week they tracked. • Have them total the number of minutes they were active for each day and the week. Have them decide if they met the guidelines of 60 minutes each day. Since this is a personal matter, they do not need to share with the class. 			
Have teens share or highlight activities that they consider moderate intensity. Then share or highlight activities that were vigorous intensity. <ul style="list-style-type: none"> • Share and review the Rate of Perceived Exertion Charts and have them discuss activities that fit along the scale. 			

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<ul style="list-style-type: none"> Ask teens to share why moderate or intense PA is important to them. Remind them that PA can strengthen and tone muscles, improve skin, improve sleep and mood, maintain and build bone strength, improve immune function, reduce stress and increase relaxation, and help to manage weight. 			
<p>In the next week, have teens keep their activity journal again but this time have them include a score from the Perceived Rate of Exertion scale.</p> <ul style="list-style-type: none"> Challenge them to get at least 3 days of vigorous intensity activities or in the range of 7-10 on the scale. Remind them of the list they just brainstormed for vigorous activities for ideas on ways to be active in the coming week. 			
<p>Optional Physical Activity After sharing the rate of perceived exertion scale, have teens perform the following exercises and judge their intensity levels. Remind teens that this is an individual measure and what may be moderate for one person, might be more vigorous for others.</p> <ul style="list-style-type: none"> Chair sit and stands: 10 repetitions for 3 sets with a 10-second break in between sets. Calf raises: 10 repetitions (raise up on your tip toes and back down to flat feet), for 3 sets with a 10-second break in between sets. Jog in place: 10-second intervals for 3 sets with 10-second break in between intervals. 			
Ask teens if they are breathing harder, noticing their heart rate increase, or if they are starting to sweat. Have teens rate how hard they were working using the rate of perceived exertion scale.			
Time Goal: 10 minutes			
Goal Setting and Close	Yes	No	Comments and/or Changes
<p>Review what teens have learned from label reading and encourage them to look at some of their food labels at home.</p> <ul style="list-style-type: none"> Ask them to identify one food that they would count as nutritious and one they think they should limit in their home. Have teens set goals for increasing vigorous intensity physical activity in the coming week. 			
Time Goal: 5 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes

