

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Teen Cuisine: Lesson 5 —Kick the Sugar Habit*

☐ 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>
Welcome and Introduction	Yes	No	Comments and/or Changes
Follow up from the last lesson by asking teens to share ways they reduced saturated fats from their diets, reduced screen time, and were more active.			
Ask teens to share a food jingle they know. For example: "Lucky Charms are Magically Delicious," "L'Eggo My Eggo," "Do the Dew," or "I Wish I were an Oscar Meyer Weiner." Another option for this activity is to identify the brand related to the following slogans or add your own: Unleash the Beast.....Monster Energy Drink Do the Dew.....Mountain Dew Eat Outside the Bun.....Taco Bell I'm Lovin' It.....McDonald's Come Hungry, Leave Happy.....IHOP Taste the Rainbow.....Skittles Hungry? Why Wait?.....Snickers			
Ask: <ul style="list-style-type: none">• How does advertising affect the food choices you make?• What types of foods are most often advertised?• Why do you think healthy foods like fruits and vegetables do not have commercials?			
If time permits at the end of the lesson, have participants make a jingle for a healthy food and share it with the group.			

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Time Goal: 10 minutes			
Nutrition	Yes	No	Comments and/or Changes
Empty Calories Ask: <ul style="list-style-type: none"> What types of foods advertisements do you see most often? How do these ads appeal to teens? Discuss what these foods have in common. (they tend to be highly processed and high in added sugars, saturated fat, and sodium.) How would you describe the nutritional value of these foods? How do you feel after eating or drinking foods high in added sugars? 			
Write EMPTY CALORIES on the board. <ul style="list-style-type: none"> Discuss why many of these foods are classified as “empty calories.” (Empty calories are the opposite of nutrient-dense foods. They tend to be high in calories, but do not provide the vital nutrients our bodies need to function.) 			
Explain to teens: <ul style="list-style-type: none"> Americans consume more empty calories from added sugars in beverages and processed foods than is recommended. Americans teens on average get almost half of their added sugars just from sugar-sweetened beverages. Excess sugar in the diet can lead to chronic disease and tooth decay. 			
Ask: <ul style="list-style-type: none"> Why should teens be concerned about eating too many empty calories? (They can replace nutrient dense foods and beverages and can contribute to weight gain.) 			
Have teens review “Kick the Sugar Habit” on page 21 in the student workbook. <ul style="list-style-type: none"> Discuss their reaction to the amount of sugar found in the foods listed on the page. 			
Do an internet image search on “tooth decay” to show teens how sugar and improper dental hygiene can damage teeth and gums.			
Display a small bag with 50 grams of sugar (12.5 tsp). Tell teens: <ul style="list-style-type: none"> MyPlate recommends limiting added sugars to 10% of total daily calories. For an average 2,000 calorie a day diet, this would be 200 calories from added sugars or 50 grams. 			

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<ul style="list-style-type: none"> It is hard to get nutrients needed every day and not exceed daily calories needs when consuming more than 10% of calories from added sugars. Ask teens if they think they consume less than 50 grams of added sugars a day. 		
<p>If possible, use website to have teens identify the checklist that best meets their needs based on age, gender, height, weight, and activity level. Their personalized checklist will show recommended calories per day. Based on recommended calories, use the formula on page 21 in the student workbook to calculate their added sugar limit in teaspoons.</p> <ul style="list-style-type: none"> The Track My Added Sugars handout has a form to help students do the calculations as well. If teens cannot access their personal checklist use the following example: 2000 calorie food plan x 10% = 200 calories limit for added sugars 200 calories / 4 calories per gram = 50 grams of added sugars 50 grams / 4 grams per teaspoon = 12.5 teaspoons added sugars per day. 		
Optional: use the Track My Added Sugars handout for teens to learn how to calculate their recommended limit for added sugars and to track added sugars in foods they commonly consume when completing the stations.		
<p>2. Added Sugars Stations:</p> <p>Set up three learning stations for drinks, breakfast, and snacks.</p> <ul style="list-style-type: none"> Place paper, pencils, and calculators at each station. Give each group the Names of Sugar handout. Use this at each station to identify different types of sugar found in the foods and beverages. Include instructions and questions at each stations so teens can complete the activities independently. 		
<p><i>Notes on the Nutrition Facts Label and Added Sugars</i></p> <p>Tell students:</p> <ul style="list-style-type: none"> The current Nutrition Facts Label reports sugars in foods which include naturally occurring sugars and added sugars. Naturally 		

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<p>occurring sugar can be found in fruits and dairy products (and sometimes sweeter tasting vegetables like carrots and beets).</p> <ul style="list-style-type: none"> Added sugars come in many forms. The Names of Sugar handout list many of the common forms. Natural sugars are not included in the 50 grams per day limit of added sugars recommended by the 2015 Dietary Guidelines for Americans. The updated Nutrition Facts Label lists only added sugars, making it easier to determine how many grams of added sugars are found in a serving. It is useful to monitor how much added sugars one is consuming and judge if one is keeping below the limit. If food labels used in this activity are the current format, instruct students to evaluate the product to determine if the sugars are mostly natural or added. Have them check the ingredients list to identify any forms of added sugars. If these ingredients appear as the first few listed, the product probably contains mostly added sugars. If the product contains fruit or milk products as one of the first ingredients, then the sugar may be natural. Be Careful: many food manufacturers add fruit juice concentrate to sweeten foods, which should be considered as added sugars. 		
<p>Drink Station Place instructions and questions along with 8 to 10 containers from a variety of beverages.</p> <ul style="list-style-type: none"> Put a bowl in front of each. Place the “Go, Slow, Whoa” poster at this station. The water and low-fat or fat-free milk are “Go” drinks, 100% fruit juice and flavored milk are “slow” drinks, and the others are “Whoa” drinks. 		
Have sugar, either loose, in cubes, or in packets to measure. Note: If you plan to have teens measure sugar, it is recommended to use salt instead.		
Have students follow instructions at each of the three stations and answer the questions.		
<p>Optional: Place a variety of drink cups from different restaurants or convenience stores at the station.</p> <ul style="list-style-type: none"> Cups should range from small (12 oz) to super-sized (48oz). Teens will then calculate the amount of 		

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<p>added sugars in fountain drinks.</p> <p>Note: for younger participants, or if time does not permit, you may choose to premeasure the sugar in bags and label each bag with the amount of sugar in grams or teaspoons. Have teens match the measured sugar samples with the beverages.</p>			
<p>Breakfast Station</p> <p>Place instructions and questions along with packaging from typical breakfast foods at this station. Have students follow instructions and answer station questions.</p>			
<p>Snack Station</p> <p>Place instructions and questions along with packaging from typical breakfast foods at this station. Have students follow instructions and answer station questions.</p>			
<p>Station Debrief</p> <p>After teens visit each station, discuss their reaction to seeing how much added sugars are in common foods and how much they are consuming each day.</p> <ul style="list-style-type: none"> • Review the Names of Sugar handout and observe how many different names were found on the foods they examined. • Discuss the importance of limiting added sugars for teens and their families. • Discuss why water and low-fat or fat-free milk are the recommended “Go” drinks. • Brainstorm ideas to make small changes that would reduce the amount of added sugars they consume. • Make a poster to hang in the classroom with their “Top 10” ways to reduce sugar consumption. 			
<p>Optional:</p> <ul style="list-style-type: none"> • To challenge the teens, have them calculate how much added sugars they would consume in a week, month, or year if they drank two sugar sweetened beverages a day. • Discuss how this could affect their chance of developing a chronic disease like diabetes or heart disease. • Have teens create a bulletin board to educate their peers on the amount of added sugars is in the drinks and foods they commonly consume. 			
Time Goal: 30 minutes			

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Food Safety	Yes	No	Comments and/or Changes
The Danger Zone Have teens open to page 22 in the student workbook. Refer to the Food Safety Fact Sheets: CHILL and COOK. Ask: <ul style="list-style-type: none"> Why is the temperature range of 40 degrees to 140 degrees considered the Danger Zone? 			
Share with teens: <ul style="list-style-type: none"> Temperature danger zone is the temperature range in which microorganisms grow quickly and sometimes reach levels that can make people ill. Foods and perishable beverages like milk should not remain in the danger zone for more than 2 hours. Have teens record the temperatures of the danger zone, as well as the proper refrigeration 33 degrees to 39 degrees and freezer temperatures -10 to 0 degrees. Discuss times that food might be in the danger zone for long periods of time (>2 hours) such as a picnic, during a family, church or community gathering, or when leaving leftovers out to cool. Remind teens that bacteria can still grow on food in the refrigerator temperature range of 33 to 39, even though it will be much slower. For this reason, leftovers should not be left in the refrigerator more than 4 days. Monitor other foods according to their shelf life and product dating. (See Refrigerator and Freezer Chart for reference). 			
Ask: <ul style="list-style-type: none"> How often do you check the "Use By" date on foods you eat? What foods do you eat that have these dates? (i.e. eggs, dairy, and meats.) What do you do when you notice foods has passed the recommended use-by date? (Refer to the "For Your Information: Lesson 411" section at the end of this lesson for more information on date labeling on foods.) 			
Danger Zone Simulation: This experiment shows the effect Temperature has on bacterial growth. <ul style="list-style-type: none"> Display 3 small clear cups and label them COLD, WARM, and HOT. Place an instant-read thermometer next to 			

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each cup. <ul style="list-style-type: none"> Put 1/3 cup of water at room temperature in a liquid measuring cup. Add a packet of Rapid Rise Yeast and a teaspoon of sugar. Stir to dissolve. Divide the mixture between 3 cups. Add about 1 cup of cold water with a few ice cubes, if available, in the COLD cup, warm water in the WARM cup (bath temp) and boiling or very hot water in the HOT cup. Let cups stand. After at least 20 minutes, have teens make observations on the growth of the "bacteria" in each cup. 			
Results: <ul style="list-style-type: none"> The cup with cold water should show a few bubbles. Note that growth is occurring but very slowly, like it would under refrigeration. Discuss that food left in the refrigerator after 5 days could have bacteria growth and should be discarded to be safe. The warm water cup should have a good amount of froth on the top showing strong growth. Discuss how bacteria grows exponentially in this temperature range (doubles about every 20 minutes). After a few hours in the right conditions, a few bacteria can become thousands. Food left out at room temperature for more than 2 hours can be unsafe and should not be eaten. The hot water cup should show no growth. All the yeast should be dead lying at the bottom of the cup. Depending on the food, cooking to an internal temperature of 145 to 165 should keep it safe. Discuss how the results of this experiment might change the way you handle food. Review the best temperature settings for refrigeration and freezing. Refrigeration should be set at 37 degrees and freezers should be set at 0 degrees. Challenge teens to use a refrigerator thermometer to check their refrigerators at home. 			
Time Goal: 10 minutes			
Food Prep	Yes	No	Comments and/or Changes
Demonstrate how to assemble a blender cup to prevent leaks, how to take it apart and how to clean it.			

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<ul style="list-style-type: none"> The blender should always be taken apart, cleaned, and allowed to dry before reassembling. Remind teens of the danger zone when cleaning and storing blenders. If not cleaned properly, bacteria can grow on the blender parts to dangerous levels. Review the operation of the blender. 			
<p>Make the Banana Berry Smoothie or the Berry Purple Smoothie.</p> <ul style="list-style-type: none"> For a challenge, have teens create new smoothie recipes by trying different fruit combinations. Vegetables, like spinach and kale, make great additions as well. Other healthy options include adding a few tablespoons of nut butter, avocado, or herbs, like mint and basil. 			
<p>Ask:</p> <ul style="list-style-type: none"> Would a smoothie be an acceptable substitute for a milkshake? Why or Why not? What are some ways you can reduce sugar-sweetened beverages and sugary snacks and increase the amount of water you drink? 			
Time Goal: 20 minutes			
Physical Activity	Yes	No	Comments and/or Changes
<p>Get More Activity Every Day</p> <p>Discuss reactions to screen time from the last session. Have students share their reactions to how much time they spend on screens. Share any new activities they tried to help break up or reduce their screen time.</p>			
<p>Ask:</p> <ul style="list-style-type: none"> If you had to add in 10-minutes of activity in your day, when would you do it? Is there a time when you are sedentary that a quick break of activity would help make you feel better? What activity could you do in those 10-minutes? 			
<p>Share with teens:</p> <ul style="list-style-type: none"> Doing multiple 10-minute bouts of exercise throughout the day can be just as effective as 30-60 minutes of exercise at once. Have teens share ideas of fun activities they can do in 10-minutes. Remind them that being active is fun and enjoyable, and it is not hard to make exercise a regular habit. Have them consider quick activities that can 			

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<p>be done with friends or families as they are more likely to be active when others are involved.</p> <ul style="list-style-type: none"> Suggest that music can be helpful in staying motivated while walking, running, or working out at a gym. And music can get them up to dance, which is another excellent physical activity. 			
<p>Have teens set goals for doing more small bouts of physical activity to break up their screen time.</p> <ul style="list-style-type: none"> Remind teens that finding motivation to do more physical activity is challenging. Encourage them to include friends and family to help with staying active. 			
<p>Optional Physical Activity</p> <p>Have teens practice activities they can do quickly, for short periods of time.</p> <ul style="list-style-type: none"> Have them warm up with 10 squat jumps, 10 side lunges, and 10 standing butt kicks. Repeat these exercises 3 times with a short 30-second break in between. 			
<p>While doing these exercises, have teens think about two things:</p> <ul style="list-style-type: none"> Can you do these exercises at home while watching TV or in-between subjects when doing homework? How can you make physical activity more enjoyable? Try to think of different ways that you could make exercising more fun so you can be more inclined to do it for at least 60 minutes a day. 			
Time Goal: 10 minutes			
Goal Setting and Close	Yes	No	Comments and/or Changes
<p>Help teens to set and share goals to reduce the amount of added sugars in beverages and foods they eat each day. Remind students that small changes in what they eat and drink can make a big difference in the long run.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Replacing one sugar-sweetened beverage with water every day, or drinking tow refillable water bottles at school. Trying to make big changes quickly is difficult and hard to turn into a lifelong habit. 			

