**Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement**

Lesson Assessment Tool for — Food Smarts Workshop: Kids 5 week, 90 minutes—*Week 2 – What Is on a Healthy Plate?*

□ 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***Yes or No* | If adaptations were made or activity was not done, please describe what was changed and why. *Please be as specific as possible.* |
| --- | --- | --- |
| **Welcome and Introduction** | **Yes** | **No** | **Comments and/or Changes** |
| Introduce yourself and this lesson’s topic. |  |  |  |
| **Time Goal:** 5 minutes |  |  |  |
| **Taste Test**  | **Yes** | **No** | **Comments and/or Changes** |
| Provide bite-sized sample portions of your taste test item *(See Tate Test Combination**Suggestions p. 104).* Provide students with workbook p. 6.  |  |  |  |
| Ask participants to eat slowly and not comment on the food immediately, but rather observe it using their senses:* **Sight:** What color is the food? Does it look appealing? Can you tell what it is?
* **Smell:** What does it smell like?
* **Touch:** What is the temperature like? Is the food soft or hard? Wet or dry?
* **Sound:** Does it make a sound when you eat it?
* **Taste:** Does it remind you of any other foods? How would you describe the taste? Does the taste change as it’s in your mouth?
 |  |  |  |
| Once everyone has had a chance to try the item, invite students to share their observations.  |  |  |  |
| SMART goal check-in, record on Goal Tracker found on Workbook p. 8-9. |  |  |  |
| **Time Goal:** 10 minutes |  |  |  |
| **Topic 1***\*\*\*Pick one of the following\*\*\** |  |  |  |
| ***Option 1:* My Plate**  | **Yes** | **No** | **Comments and/or Changes** |
| Ask kids to share what they know about “food groups”  |  |  |  |
| Have kids look at the MyPlate sheet with labels on it, workbook p.17. * Discuss each of the five groups shown and share some examples.
* Have kids share examples they think belong to each group as well. If you have pictures to display, ask kids to identify which group each items belongs to.
 |  |  |  |
| Once you feel kids are comfortable with the concepts, ask them to use the blank MyPlate to create a balanced meal they would like to eat. They can write or draw their ideas. Remind them that this meal should include ingredients from each group.  |  |  |  |
| Have volunteers share their finished meals with the group. |  |  |  |
| Discussion Questions: * What are some foods that are hard to sort? Why?
* Do you think every meal you eat needs to look like MyPlate and include all the groups? Why or why not?
* Which group do you have the easiest time getting enough of every day? Which group is hardest for you to get enough of?
 |  |  |  |
| ***Option 2:* Comparing My Plate and Healthy Eating Plate**  | **Yes** | **No** | **Comments and/or Changes** |
| * Have students compare My Plate to Healthy Eating Plate. Workbook pgs. 17-18
* Use the chart on pp.70-71 in the Instructors manual to compare.

*Key Takeaways*\*Both My Plate and Healthy Eating Plate recommend filling half the plate with fruits and vegetables.\*Both recommend eating some grains and high-protein foods.\*Even though both images show all the food groups, it is not necessary for every meal to include every food group. Rather, go for overall balance through the day. |  |  |  |
| **Time Goal:** 15 minutes |  |  |   |
| **Topic 2: Eat the Rainbow/My Family’s Rainbow of Fruits and Vegetables** | **Yes** | **No** | **Comments and/or Changes** |
| Have students fill in the chart on workbook p. 26 with examples of their family’s favorites. * Which colors are missing?

Share this information: * Orange foods often contain Vitamin A, which keeps our eyesight sharp and our skin healthy
* Green foods
* Vitamin B: helps release food’s energy so our body can use it. It also helps our body make red blood cells, which is crucial to making sure oxygen is carried throughout our bodies.
* Vitamin E: maintains our body’s tissues in our eyes, skin, and liver. It also protects our lungs from air pollution.
* Vitamin K: helps our blood clot when we get a cut!
* Red and orange citrus fruits often contain Vitamin C, which helps keep our body’s tissues (like our muscles and gums) in good shape. It also works hard to keep our immune system strong and heal us when we get hurt. (Broccoli and cabbage also contain Vitamin C.)
 |  |  |  |
| Explain the difference between fat soluble and water soluble vitamins. * Fat soluble vitamins are stored in the fat tissues of your body and wait until your body needs them (A, D, E, K)
* Water soluble vitamins (B, C) travel through your bloodstream and are either used immediately or discarded by your body. Make sure to eat these vitamins every day!
 |  |  |  |
| Ask Discussion Questions: * Based on the information, what kinds of foods do we need to make sure we eat EVERY day?
* Whole grains
* Citrus fruits or other fruits containing Vitamin C
* Leafy greens
 |  |  |  |
| Review workbook p. 27:* Which color do you eat the most of?

Eating a variety helps your body stay healthy.  |  |  |  |
| Adapting activity for younger kids: * Consider having kids write or draw a food recall of what they have eating in the last day. Then work with them to identify which colors they have eaten so far and which they haven’t.
* Have the whole group make a “Rainbow of Fruits and Vegetables” poster. Distribute small construction paper squares in the different rainbow colors and have kids draw or write a matching fruit/vegetable example on each, then arrange the squares in a rainbow pattern on a large poster board. Alternatively, have them draw on white squares using different colored crayons or markers.
 |  |  |  |
| **Time Goal:** 15 minutes |  |  |   |
| **Topic 3** *\*\*\*Pick one of the following\*\*\** |  |  |  |
| ***Option 1:* Healthy Hopscotch**   | **Yes** | **No** | **Comments and/or Changes** |
| Draw a large hopscotch board with sidewalk chalk and write the name of one food group in each square. |  |  |  |
| A player throws a beanbag or other small marker onto a square. Before the player hops, s/he must name a food from that food group.The player continues from square to square, naming foods for the indicated food group until the course is completed.If an incorrect answer is given, the player gets a second chance after the next student takes a turn. |  |  |  |
| Reward everyone with a piece of fruit as a prize or a piece of sidewalk chalk. |  |  |  |
| ***Option 2:* Food Group Bingo** | **Yes** | **No** | **Comments and/or Changes** |
| Have students open workbooks to the Food Group Bingo sheet on p. 19. Randomly select a food item, and either call out the name or show the picture or item. * Ask student to identify the food.
 |  |  |  |
| Have students write the name of the food in one of the squares for that food group on their cards. *For example, if a muffin is shown, students write ‘muffin’ in one of the Grain Group squares.* The first player to fill five squares horizontally, vertically or diagonally wins.* As a check, have the winner read off the names in the winning food/food group squares.

*\*To play this game more than once, have students write the name of the food you mention in the top left corner of each box; in later rounds, have them write food named in the bottom right.* |  |  |  |
| **Time Goal:** 15 minutes |  |  |  |
| **Recipe Demonstration or Activity** | **Yes** | **No** | **Comments and/or Changes** |
| Conduct food demonstration or activity using lesson appropriate recipe.*\*Record recipe used in comment section.* |  |  |   |
| Ask closing question:* What is on a healthy plate?
 |  |  |  |
| **Time Goal:** 30 minutes |  |  |  |
| **Materials and Supplies** | **Yes** | **No** | **Comments and/or Changes** |
| Used Materials and supplies -Visual Aids-Posters-Teaching Supplies-Optional: Used additional handouts from list on p. 38. Write title in comment section. |  |  |   |

**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.***