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

Lesson Assessment Tool for — Food Smarts Workshop: Kids 6 week, 90 minutes—*Week 6 – Smart Strategies for Shopping and Cooking*

□ 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 Taste 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. |  |  | |  | | |
| 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 or Two of the following activities\*\*\* |  |  | |  | | |
| ***Option 1:* Anatomy of a Grocery Store** | **Yes** | **No** | | **Comments and/or Changes** | | |
| *Option A—Creating a Grocery Store Map*  Using the blank paper on workbook p.48, markers and magazines:   * Have students label the different parts of the grocery store and paste pictures of appropriate foods on their map. The main idea with this activity is that students are aware of where the whole foods are (usually on the perimeter) and where the processed foods are (usually on the aisles.) |  | |  | |  |
| *Option B—Creating a Grocery Store in the Classroom*   * Set up the classroom to be a “grocery store” and lay out ingredients used in the weekly recipe and/or food cards. * Take the students on a “tour” of the grocery store, highlighting the perimeter vs. the aisles. * Have them shop for their recipe. * Introduce some of the tricks of the grocer. |  | |  | |  |
| Discussion questions (for whole group or in pairs):   * Where are the healthiest foods located? * Are products displayed at the ends of aisles on sale? * Is there usually a difference in price between name brand and generic products? What about quality? * Why are candy and magazines always near the register? * Where are most expensive products located on the shelves? What about cereals marketed to kids? * When should you put refrigerated and frozen foods in your cart? Why? |  | |  | |  |
| ***Option 2:* Creating a Meal Plan & Grocery List** | **.d** | | **No** | | **Comments and/or Changes** |
| * On a piece of paper, have students write down everything they need to buy to feed their family for a week. Estimate how much this would cost. * Which are the most expensive items? * Which items are must-haves? * Which items could be substituted for less expensive items? * Which items are the most/least nutritious? * What kinds of things do you have to think about in order to make this list? |  | |  | |  |
| * Ask students: How does planning meals in advance save money and time? * Ingredients (esp. produce items) can be used in multiple recipes, which eliminates waste. * Food purchased is consumed during the week. * Last minute shopping at higher priced convenience stores is eliminated. * Less time and energy are spent wondering what’s for dinner! * Kids can help with the planning, making them more likely to eat the meals that are prepared. |  | |  | |  |
| Using the worksheet on p. 50, ask students to:   * Plan two dinners for their family. * Have them create a grocery list from those dishes. * Ask students to try to reuse ingredients whenever possible or consider items they already have on hand. |  | |  | |  |
| ***Option 3:* Food Advertisements** | **Yes** | | **No** | | **Comments and/or Changes** |
| As a class, consider the ad on Workbook p. 51 and have a facilitated discussion using the questions listed on that page. |  |  | |  | | |
| In small groups, answer the questions about the laminated food ads given to each group. |  |  | |  | | |
| **Time Goal:** 20 minutes |  |  | |  | | |
| **Topic 2** |  | |  | |  |
| **The Leah’s Pantry DO EAT List**  \*\*\*Do this activity, **plus** one or both of the following activities\*\*\* | **Yes** | | **No** | | **Comments and/or Changes** |
| * What are your favorite healthy foods? * Check the list on Workbook p. 30. Do you see any of your favorites?   Try IT! Can you make a SMART Goal about adding one of these foods to your diet? For recipe ideas, check EatFresh.org. |  |  | |  | | |
| \*\*\*Pick one or two of the following activities\*\*\* |  |  | |  | | |
| ***Option 1:*** **Make These Meals Healthier** |  |  | |  | | |
| Work together to improve the meals listed on workbook p. 20.   * Once students have “improved” the meals listed in the original activity, have everyone write down what they ate for dinner last night (or a recent meal) on a piece of paper. |  |  | |  | | |
| * Have students get into small groups, then shuffle the meals around and give each group a few meals to “improve” by adding whole grains, more veggies or by substituting with less expensive ingredients. |  |  | |  | | |
| * Invite each group to share their ideas with the whole class. |  |  | |  | | |
| * Invite students to brainstorm ways to prepare the meal more quickly or for multiple uses (such as freezing soups), or ways in which the meal could be varied by changing a few key ingredients. |  |  | |  | | |
| Adapting for Younger Kids   * Read aloud one of the meal examples and have kids draw it. * Ask them to look at the meal and figure out which MyPlate food groups are represented. Which are missing? * Then have kids identify which rainbow colors of fruits and vegetables are represented. * Have kids work with partners or groups to improve the meal by drawing in more food groups and/or colorful fruits and vegetables. |  |  | |  | | |
| ***Option 2:*** **Creating a Recipe** |  |  | |  | | |
| Discussion Questions  Fist ask students to consider the following questions:   * What are the parts of a recipe? * Do you have any favorite recipes? What are they? * Where do recipes come from? Who invents recipes? |  |  | |  | | |
| Lead students through this activity as outlined on Kids Instructor’s Guide p. 69. |  |  | |  | | |
| **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.* |  | |  | |  |
| **Time Goal:** 30 minutes |  |  | |  | | |
| **Post-workshop Questionnaire** | **Yes** | **No** | | **Comments and/or Changes** | | |
| Have participants complete post-workshop questionnaire. |  |  | |  | | |
| Closing question:   * What is one new thing that you will practice after attending this program? |  |  | |  | | |
| **Time Goal:** 10 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***](mailto:maggie.grate@WSU.edu) ***or at 253-445-4529 if you have any questions about the completion of this form.***