

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 10 – Tricky Drinks/Program Wrap-up

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	Comments and/or Changes	
Activity 1: Story & Discussion				
A. Remind students that it is best to choose fresh fruits more often than fruit juice. <ul style="list-style-type: none"> Then use the following dialogue to point out that fruit juices are still GO foods: It's true that there are fewer vitamins in fruit juices than in fresh fruit – and fruit juices do have more sugar in them, but they're still GO foods. When you drink a fruit juice, though, you have to watch out. That's because there's another kind of drink you might be tricked into thinking is a GO fruit juice but isn't. Let's read a story about this. Gus and Jacki are characters in the story. So are some boxes of drinks. Listen carefully to find out what Gus and Jacki learn about these drinks. 				
B. Read the Story: Tricky Drinks <ul style="list-style-type: none"> Point to Transparency L as indicated If the Gus and Jacki puppets are available, show them whenever these characters talk. 				
C. After reading the story, ask the following questions: <ul style="list-style-type: none"> What are the two drinks that Gus and Jacki were going to choose from? 				

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<ul style="list-style-type: none"> • When you see 100% on a box or can of juice this means that only fruit juice is in it. <ul style="list-style-type: none"> ○ Point to the 100% on the box of orange juice on the transparency. • What was the difference in the kinds of sugar in the drinks? Did Gus say that foods with natural sugar or added sugar are more likely to be GO foods? • Which drink have more vitamins? Jacki said that if the sugar in a food was added at a factory, that the food probably doesn't have a lot of vitamins. Is a food with added sugar more likely to be a GO food or a WHOA food? 			
<p>D. Point to the box of fruit drink in the transparency and read aloud the phrase "Does not contain fruit juice."</p> <ul style="list-style-type: none"> • Use the dialogue to explain how drinking fruit juice can be tricky: • What does "Does not contain fruit juice" mean? • Yet this box of fruit drink looks like a box of juice. This is what makes fruit juice tricky. You have to be careful that you're choosing a GO 100% fruit juice and not a WHOA fruit drink. What number on the can or box will help you know you're choosing a fruit juice? • What are the names of some WHOA fruit drinks? • Raise your hand if you're going to choose a 100% fruit juice instead of a fruit drink most of the time. 			
Time Goal: 10 minutes			
Activity 2: Homework	Yes	No	Comments and/or Changes
<p>A. Tell students they are going to get another Family Tip Sheet to take home, but that first you want to talk about Family Tip Sheet 3.</p> <ul style="list-style-type: none"> • Use the following dialogue to do this: • Raise your hand if you read the tip sheet called "A Rainbow of Fruits" with a grown-up. • Did you make a rainbow and fill it in with fruits of different colors? 			

	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>
<ul style="list-style-type: none"> Did you and a grown-up achieve the goal you set? 			
<p>B. Distribute Family Tip Sheet 4: Added Sugars.</p> <ul style="list-style-type: none"> Tell students that in this tip sheet they will play a detective game, set a goal, and find out more about sugar in food. 			
Time Goal: 3 minutes			
Activity 3: Program Wrap-up	Yes	No	Comments and/or Changes
<p>A. Use the dialogue to review the <i>Jump into Health</i> program.</p> <ul style="list-style-type: none"> We've reached the end of our <i>Jump into Health</i> program! Let's think about the important things you've learned. Today, you found out why fruit juices are GO foods, but fruit drinks aren't. Why are fruit drinks WHOA foods? What number is on cans and boxes of GO fruit juices? Fruit juices are healthier than fruit drinks. But fruit juices do have a lot of natural sugar in them. Since they have so much sugar, what is the most you should drink in a day? If you can choose between drinking fruit juice or eating fresh fruit, what should you do most of the time? Let's sing the song we learned about fresh fruit. 			
<p>B. Lead students in singing the following song:</p> <ul style="list-style-type: none"> <i>(To the tune of Jack & Jill)</i> Fruits can me made into juice, But fresh fruits more nutritious. Each day try to eat fresh fruit. It's sweet and its delicious. 			
<p>C. Use the following dialogue to continue review of the program:</p> <ul style="list-style-type: none"> You learned that there are many different colors of fruit – and vegetables too. Why is it important to eat fruits and vegetables of different colors? Remember to be brave about trying new fruits and vegetables. 			

	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>
<ul style="list-style-type: none"> In the very first lesson, you sang a song about two things you can do to be healthy. Eating GO foods like fruits and vegetables is one thing, what else can you do? Let's sing the song you learned in the first lesson about eating healthy foods and moving your body. 		
<p>D. Ask students to stand and sing the following song.</p> <ul style="list-style-type: none"> Have them do some type of movement, such as marching in place, as they sing. <i>(To the tune of "The Farmer in the Dell"</i> We want the energy To learn and run and play. That's why we mostly eat Good, healthy foods each day. We want the energy To learn and run and play. That's why we move our bodies Almost every day! 		
<p>E. Use the following dialogue box to finish the review of the program:</p> <ul style="list-style-type: none"> You learned that when you move your body you're doing a physical activity. Some physical activities, called GO activities, are the best for making your heart, lungs, and muscles strong. What are the two things you'll feel when you're doing a GO activity? How much should you do GO activities? What should you do if you can't do them outdoors? Let's say the rhyme you learned about GO activities. 		
<p>F. Have students recite the following rhyme:</p> <ul style="list-style-type: none"> Go activities are fun, fun, fun Not matter where they're done, done, done. 		
<p>G. Remind students to do the Family Tip Sheet with a grown-up at home as soon as possible.</p>		
<p>H. Congratulate students for all their hard work during the <i>Jump into Health</i> program.</p>		

