

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 2 – GO Foods

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>
Activity 1: Discussion	Yes	No	Comments and/or Changes
<p>A. Use the dialogue box to explain the CATCH healthy eating message:</p> <ul style="list-style-type: none"> • Think back to the story about Gus Goodfood and Jumping Jacki. What are the two things you learned that kids can do to be healthy? • Today we’re going to start learning about healthy foods. But first, listen to this important announcement: There is no such thing as a “bad” food. But it <i>is</i> true that some foods are healthier than others. And it’s best to eat healthier foods more often than less healthy foods. • What did Gus eat for a snack in the story? Do you think these are healthy foods? Should Gus – and kids like you – eat healthy foods like these more often than candy and cookies? • Think about crunchy potato chips and crunchy carrots. Which of these should you eat more often? • Think about low-fat milk and a soft drink. Which of these should you drink more often? • It’s okay to choose foods like candy, cookies, potato chips, and soft drinks once 			

	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>
in a while. But if you choose them often, then you might not be as healthy as you could be.			
<p>B. Use the following dialogue box to explain how foods are classified in the CATCH program:</p> <ul style="list-style-type: none"> • In the CATCH program, foods are divided into three groups: GO, SLOW, and WHOA. Go foods are the healthiest foods. WHOA foods aren't very healthy at all. And SLOW foods are in-between. • When you're older, you'll learn about SLOW foods. In Kindergarten, you'll hear about WHOA foods, but you'll mostly learn about GO foods • Where the apple slices Gus ate for snack a GO food or a WHOA food? Almost all fruits are GO foods. So do you think pears, peaches, and strawberries are GO foods? • Were the whole-wheat animal crackers Gus ate a GO food or a WHOA food? Most foods made with whole-wheat flour are GO foods. So do you think whole-wheat noodles and whole-wheat crackers are GO foods? • Listen to some other GO foods: eggs, beans, oatmeal, etc. • Listen to some WHOA foods: ice cream, cake, cookies, pies, etc. • Foods that are fried are WHOA foods too. So do you think fried chicken is a WHOA food? Are fried fish sticks a WHOA food? 			
<p>C. Tell students to raise their hand whenever you name a GO food.</p> <ul style="list-style-type: none"> • Name the following foods several different GO and WHOA foods. 			
Time Goal: 12 minutes			
Activity 2: Game	Yes	No	Comments and/or Changes
A. Students are going to play a game in which they walk around the perimeter of the classroom and respond to GO and WHOA foods they you announce			

	Completed as Written Yes or No		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
B. Use the following dialogue box to explain the game: <ul style="list-style-type: none"> Let's play a make-believe game. We're going to make-believe travel around the United States with Gus and Jacki. They're going to announce which state we're traveling to and which foods we'll eat when we get there Listen carefully to each food that Gus and Jacki name. If they name a GO food, you can keep traveling by walking. But if they name a WHOA food, you have to stop traveling and stand still. You can't start traveling again until you hear another GO food Be careful not to run into other student's while you're traveling. 			
C. Direct students to their starting points, leaving space between each student. Then read the Game Script: Traveling to States . Do not read the "GO" or "WHOA" in parenthesis after each food. <ul style="list-style-type: none"> If puppets are available have them "read" the foods in their voices 			
D. Make sure that students stop and stand still whenever you say a WHOA food, and that they keep walking whenever you say a GO food.			
Time Goal: 10 minutes			
Activity 3: Summary	Yes	No	Comments and/or Changes
A. Use the following dialogue box to review the lesson. <ul style="list-style-type: none"> Are any foods "bad" foods? If you want to be healthy, should you eat some foods more often than others? Which foods should you eat more often – WHOA or GO foods? You heard about a lot of GO foods today. Let's finish the lesson by naming some of the GO foods that you could eat for a snack. 			
B. As time allows, have students name GO foods that can be eaten for a snack.			
Time Goal: 3 minutes			

