

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

Lesson Assessment Tool for — *Eat Smart, Live Strong: Lesson One — Reach Your Goals, Step by Step*

☐ 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>
Exercises (optional)	Yes	No	Comments and/or Changes
Explain that each session has time for physical activity at the beginning and end as a warm-up and cool down. State that these exercises can improve strength, balance, and flexibility.			
Encourage all to join at a level that is comfortable: <ul style="list-style-type: none"><li>State that participation is voluntary and it is okay to sit out if you have a physical condition that prevents you from exercising.</li></ul>			
Pass out <i>Handout 1b, Session 1 Exercises</i> and lead participants by demonstrating each exercise and inviting everyone to follow along: <ul style="list-style-type: none"><li>Walking in Place</li><li>Leg Curls</li><li>Upper Body Twists</li><li>Bicep Curls</li></ul>			
Time goal: 10 minutes			
Welcome	Yes	No	Comments and/or Changes
Welcome participants <ul style="list-style-type: none"><li>Introduce yourself and your program</li></ul>			
Explain that this is the first of 4 sessions and today is about identifying ways to set and reach your goals, step by step.			
Get to know each other by stating name and sharing a recent personal goal you have set.			
State the purpose of today's lesson: <ul style="list-style-type: none"><li>To eat more F/V</li><li>To get more physical activity</li></ul>			

	<b>Completed as Written</b> <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>
If directed by your supervisor, conduct approved adult pre-rest.			
Time goal: Not Specified			
<b>Anchor</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Explain that the <i>Eat Smart, Live Strong</i> program focuses on 2 important behaviors that health experts recommend to improve health and well-being at all ages:</p> <ul style="list-style-type: none"> <li>• Eat at least 3½ cups F/V every day.</li> <li>• Participate in at least 30 minutes of moderate-intensity physical activity most days.</li> </ul>			
<p>State that the amount of F/V for any person depends on activity level, age, and gender. Older adults need:</p> <ul style="list-style-type: none"> <li>• 1½ cups from fruit</li> <li>• 2 cups from vegetables</li> </ul>			
<p>Ask participants to name benefits of eating F/V every day. Ensure the following are mentioned:</p> <ul style="list-style-type: none"> <li>• Get vitamins, minerals, and fiber needed for good health</li> <li>• Maintain regularity</li> <li>• Help prevent or delay effects of chronic conditions such as obesity, diabetes, hypertension, and heart disease</li> <li>• Add color, taste, and variety to diet</li> </ul>			
<p>Ask participants to list ways they can be physically active. Be sure to include:</p> <ul style="list-style-type: none"> <li>• Walking briskly</li> <li>• Mowing the lawn</li> <li>• Aerobics</li> <li>• Weight lifting</li> <li>• Jogging</li> <li>• Dancing</li> <li>• Swimming</li> <li>• Stationary cycling</li> <li>• Active walking or running with grandchildren</li> </ul>			
<p>Discuss benefits of engaging in 30 minutes of physical activity most days. Mention the following:</p> <ul style="list-style-type: none"> <li>• Help prevent or delay effects of chronic disease</li> <li>• Feel better</li> <li>• Decrease mild stress, anxiety, and depression</li> <li>• Build and maintain healthy bones, muscles, and joints</li> <li>• Improve strength</li> </ul>			

	<b>Completed as Written</b> <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"> <li>• Increase balance and reduce risk of falling</li> <li>• Improve sleep</li> </ul>			
Time goal: Not specified			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Invite participants to talk about the recommendations and ask: <ul style="list-style-type: none"> <li>• Is this something you think you can do? Why or why not?</li> <li>• What makes it hard for you to eat more F/V?</li> <li>• What makes it hard for you to get enough exercise?</li> </ul>			
Stress that every little bit helps, making small Changes can make a big difference.			
Time goal: Not Specified			
<b>Apply - Skill Building Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Prepare 1 cup samples of a variety of fruits and vegetables. Show what 1 cup of F/V looks like. Pass examples around and encourage discussion by asking: <ul style="list-style-type: none"> <li>• Which of these measures surprises you?</li> <li>• How many (grapes, berries, carrots, green beans) are in 1 cup?</li> <li>• How do you estimate 1 cup of fruit or vegetable?</li> </ul>			
<u>Activity: How Did I Do Yesterday?</u> Set the samples in a place where people can see them as they record what they ate yesterday. Distribute <i>Handout 1c, How Did I Do Yesterday?</i> <ul style="list-style-type: none"> <li>• Help participants identify how many F/V they are currently eating</li> <li>• Have participants share how many cups of F/V they reported eating yesterday.</li> </ul>			
Refer to the physical activity list created earlier. <ul style="list-style-type: none"> <li>• Ask people to record number of minutes they participated in physical activity yesterday.</li> <li>• Have a discussion about exercising. What are the advantages?</li> </ul>			
Ask participants to report how many minutes they exercised yesterday. <ul style="list-style-type: none"> <li>○ Have everyone stand, ask people to sit if they exercised less than 10 minutes, 20 minutes, 30 minutes.</li> <li>○ Congratulate those who exercised 30 minutes or more.</li> </ul>			

	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>
Away	Yes	No	Comments and/or Changes
<u>Goal setting:</u> Distribute and discuss <i>Handout 1a, Set Your Goals</i>			
Have participants set a goal for this week using the handout. <ul style="list-style-type: none"> <li>• Discuss new ways to eat fruit and vegetables</li> <li>○ Have participants share goals with group</li> <li>○ Have each participant compare goals to what they ate the day before.</li> <li>○ Discuss importance of variety and color in choosing fruits and vegetables.</li> <li>○ Encourage participants to try new kinds of f/v.</li> <li>○ Help participants set goals for physical activity.</li> <li>○ Give participants a few minutes to share goals.</li> </ul>			
Encourage participants to take handout home and record progress throughout the week.			
<u>Challenges to reaching goals:</u> <ul style="list-style-type: none"> <li>• Have participants share challenges they might face reaching their goals.</li> <li>• Discuss obstacles that older adults face and how to overcome these (optional).</li> <li>• Talk about how to eat more F/V on a limited budget. <ul style="list-style-type: none"> <li>✓ Participate in SNAP</li> <li>✓ Enroll in Senior Farmers Markets voucher program</li> <li>✓ Choose produce in season</li> <li>✓ Use local Food Distribution programs</li> <li>✓ Purchase dried, frozen, or canned f/v on sale.</li> <li>✓ Use SNAP benefits to purchase seeds and grow a garden.</li> </ul> </li> <li>• Talk about how time is a barrier to achieving physical activity goals and brainstorm ways to include exercise in daily routine.</li> </ul>			
Goal time: Not Specified			

	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>
<b>Wrap Up</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Recap main point: <ul style="list-style-type: none"> <li>The value of setting goals in order to eat more fruits and vegetables and be more physically active</li> </ul>			
Thank participants for joining and invite them to the next session: <ul style="list-style-type: none"> <li>Remind everyone to bring completed weekly logs with them</li> </ul>			
Use Handout 1d <i>Participant Feedback sheet</i> and/or discussion to ask for feedback (optional).			
Goal time: Not Specified			
<b>Exercises (optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Lead group in cool down exercises to end class using the same exercises from the warm-up.			
Time goal: 10 minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Used materials and supplies: <ul style="list-style-type: none"> <li>-Visual aids</li> <li>-Posters</li> <li>-Teaching Supplies</li> </ul>			

**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.**

November 28, 2017