

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Eating Smart • Being Active: Feeding Your New Baby*

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 | |
| Welcome & Anchor | | | Comments and/or Changes |
| Welcome participants • Introduce yourself and your program | | | |
| Explain that this lesson is about breastfeeding, formula feeding, and being active after pregnancy | | | |
| Ask participants to share with a partner how they feed their babies. If they know, also have them share how their mother and grandmother fed their babies • Ask them to talk about how feeding babies has changed over time | | | |
| Highlight that breastfeeding is recommended by doctors because how good breastfeeding is to mothers and babies | | | |
| Time goal: 5 minutes | | | |
| Add | | | Comments and/or Changes |
| Distribute and discuss <i>Feeding Your New Baby</i> worksheet • Breastmilk and/or formula only for first 6 months • No solid foods until 6 months • No cow's milk until 1 year • Continue breastfeeding and/or formula feeding until 1 year old | | | |
| Use the display board to explain why breastfeeding is good for both mothers and babies | | | |
| Time goal: 5-10 minutes | | | |

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| | 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> |
|---|---|-----------|--|
| Apply | Yes | No | Comments and/or Changes |
| Activity: Breastfeeding Benefits Matching Game <ul style="list-style-type: none"> • Ask participants to work in groups • Participants will place game pieces in the circle they believe best describes the breastfeeding benefit associated with the game piece • Ask participants to share which circle they placed each piece on • Some benefits fit into more than one category • Use the lesson key to discuss each benefit with the group | | | |
| Time Goal: 5 minutes | | | |
| Add | Yes | No | Comments and/or Changes |
| Display different formula containers (powder, liquid, ready to feed, etc.) for participants to see <ul style="list-style-type: none"> • Discuss how to use each • Highlight the benefits and disadvantages of each • Emphasize that changing brands or forms of formula are generally okay for baby, but avoid changing type (soy to regular, etc.) | | | |
| Time Goal: 3 minutes | | | |
| Apply | Yes | No | Comments and/or Changes |
| Activity: Using Infant Formula Ask participants to turn to page 2 of their worksheets <ul style="list-style-type: none"> • Hold up and read the price per ounce of each formula (calculated before class) • Ask participants to write down the price on their worksheet next to the formula type • Share with participants the average monthly cost of each formula type • Ask participants to discuss the differences in price | | | |
| Time Goal: 2 minutes | | | |
| Being Active | Yes | No | Comments and/or Changes |
| Explain that this lesson will have time for being active. Explain the parts of this section including warm up, static stretch, activity, and cool down | | | |
| Encourage all to join at a level that is comfortable: <ul style="list-style-type: none"> • Remind them participation is voluntary and you hope they will choose to be active | | | |

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|---|---|-----------|--|
| Do activities with participants: <ul style="list-style-type: none"> • Warm up • Ankle stretch • Activity <ul style="list-style-type: none"> ○ Walking OR ○ Ankle rolls • Cool down **List activities chosen in comment section | | | |
| Time Goal: 5-10 minutes | | | |
| Add | Yes | No | Comments and/or Changes |
| Use the display board to point out the important steps of feeding with a bottle <ul style="list-style-type: none"> • Cleaning • Feeding • Storing <ul style="list-style-type: none"> ○ Breastmilk ○ Formula | | | |
| Time Goal: 5 minutes | | | |
| Apply | Yes | No | Comments and/or Changes |
| Activity: Feeding baby with a bottle: Ask participants to write down on page 2 of their worksheets at least one new thing they learned from each category: <ul style="list-style-type: none"> • Cleaning, feeding, and storing • Ask for volunteers to share | | | |
| Time Goal: 4 minutes | | | |
| Add | Yes | No | Comments and/or Changes |
| Explain discuss how frequently babies eat <ul style="list-style-type: none"> • 8-12 times a day or every 2-4 hours | | | |
| Explain ways to know your baby is eating enough: <ul style="list-style-type: none"> • Diaper counting • Weight checks • Baby's mood | | | |
| Use display board to explain different signals baby will use to say they are hungry <ul style="list-style-type: none"> • Crying is a late sign of hunger • Try and feed baby before they get too hungry | | | |
| Use display board to explain different signals baby will use to say they are full <ul style="list-style-type: none"> • Discuss not pushing baby to eat more than they need | | | |
| Time Goal: 4-9 minutes | | | |

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|--|---|-----------|--|
| Add | Yes | No | Comments and/or Changes |
| Discuss that the recommended time to start feeding solid foods is around 6 months old <ul style="list-style-type: none"> Explain why waiting is important | | | |
| Explain and discuss signs baby is ready for solid foods <ul style="list-style-type: none"> Holds neck and head steady Sits with support Keeps food in mouth | | | |
| Explain different opinions people may have about feeding babies solid foods and how participants can explain why these opinions are not healthy for young babies | | | |
| Time Goal: 4-9 minutes | | | |
| Apply | Yes | No | Comments and/or Changes |
| Read Rhonda's Story to participants <ul style="list-style-type: none"> Have participants follow along and work in groups to discuss what they would say to Rhonda's mother as you read the story | | | |
| Ask for volunteers to share their suggestions <ul style="list-style-type: none"> If participants are struggling with this discussion read the example from the lesson script | | | |
| Time Goal: 5 minutes | | | |
| Add | Yes | No | Comments and/or Changes |
| Discuss and explain different solutions to common breastfeeding questions <ul style="list-style-type: none"> All or nothing breastfeeding Breastfeeding with work or school Breastfeeding pain Breastfeeding in public Breastfeeding support Self-care | | | |
| Time Goal: 5-10 minutes | | | |
| Apply | Yes | No | Comments and/or Changes |
| Activity: Tips for feeding baby: Ask participants to work in groups to write down three helpful tips they've learned on page 3 of their worksheet <ul style="list-style-type: none"> Ask for volunteers to share their answers If no one volunteers to answer, use tip ideas from the lesson script | | | |
| Review: Distribute handouts for this lesson Review main points of lesson by going over handout: | | | |

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|--|---|-----------|--|
| <ul style="list-style-type: none"> Breastfeeding benefits Storing milk Feeding cues Starting solid foods | | | |
| Distribute prenatal magnets to those who did not attend the pregnancy lesson | | | |
| Time Goal: 5-10 minutes | | | |
| Away | Yes | No | Comments and/or Changes |
| Ask what questions participants have | | | |
| <u>Goal Setting:</u> Ask participants to complete the sentences on the last page of the worksheet: <ul style="list-style-type: none"> Ask participants to write the date/time of the next lesson on the worksheet | | | |
| Close class and thank everyone for participating <ul style="list-style-type: none"> Remind participants of support available: <ul style="list-style-type: none"> Their healthcare provider WIC clinics Nutrition educator | | | |
| Time goal: 3 minutes | | | |
| Materials and Supplies | Yes | No | Comments and/or Changes |
| Used Materials and supplies <ul style="list-style-type: none"> - Visual Aids - Posters - Teaching Supplies | | | |

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.

March 8, 2018