

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

Lesson Assessment Tool for —*My Plate in Practice: Lesson 1 – Hand washing and Introduction to MyPlate*

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	
<b>Welcome and Introduction</b>			<b>Comments and/or Changes</b>
Welcome Students Introduce yourself and the program			
Administer Pre-survey <ul style="list-style-type: none"> <li>• Ask students to share classroom testing expectations <ul style="list-style-type: none"> <li>○ Explain that survey is for finding out what they already know</li> <li>○ Inform them that they will take the same survey at the end of the program to find out what they have learned</li> </ul> </li> </ul> **Teacher may have already completed survey before class			
Go over additional nutrition and food tasting rules (Added Value Contract): <ul style="list-style-type: none"> <li>• Respect each other and our environments</li> <li>• Listen and raise hands</li> <li>• Be brave <ul style="list-style-type: none"> <li>○ Encourage students to take adventure bites</li> </ul> </li> <li>• Be polite</li> <li>• If you don't like your taste, throw it away <ul style="list-style-type: none"> <li>○ No sharing</li> </ul> </li> <li>• Wait to taste</li> <li>• Have fun!</li> </ul>			
Time goal: 20 minutes			
<b>Lesson – MyPlate Introduction</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Explain how our bodies are like cars and that nutrients are like our body's gas and oil.			

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	<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>
Explain that the items we need for our bodies to run smoothly include: <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Protein</li> <li>• Fats</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> </ul>			
Introduce <i>MyPlate</i> concept and display <i>MyPlate</i> visual			
Explain the 5 different food groups on <i>MyPlate</i> and how our bodies use the nutrients we get from these food groups <ul style="list-style-type: none"> <li>• Grains – “Go” foods that give us energy</li> <li>• Fruits and Vegetables – “Glow” foods that give us vitamins minerals and water</li> <li>• Dairy and Protein– “Grow” food that gives us protein, fat, vitamins, and minerals</li> </ul>			
Ask students to share what they notice about the size differences for the different food groups <ul style="list-style-type: none"> <li>• Are some bigger? Why?</li> </ul>			
Time Goal: 10 minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Remind students that being healthy also includes being active <ul style="list-style-type: none"> <li>• Children at this age should be physically active for 60 minutes a day</li> </ul>			
Discuss breaking physical activity into smaller blocks of time to add up to 60 minutes a day			
Ask students to share their favorite types of physical activity			
Time Goal: 3 minutes			

	<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>
<b>Hand Washing Demonstration</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Discuss with students the importance of hand washing prior to food activities. Prompt students with questions like:</p> <ul style="list-style-type: none"> <li>• Who has washed their hands today?</li> <li>• What are germs and where do they come from?</li> <li>• Do you have germs on your hands right now?</li> <li>• Are they making you sick?</li> <li>• What are some ways that germs can get into our body?</li> </ul>			
<p><b>Glow Germ Activity Option 1</b> (Choose this shorter option if pre-survey was done)</p> <ul style="list-style-type: none"> <li>• Give each student a small amount of the “Glow Germ Lotion” to rub on their hands</li> <li>• Ask students to wash their hands and return to their seats</li> <li>• Shine black-light over students washed hands <ul style="list-style-type: none"> <li>○ Missed places will glow under light</li> </ul> </li> <li>• Provide feedback on where “germs” can still be seen and discuss places where germs like to hide</li> </ul>			
<p><b>Glow Germ Activity Option 2</b> (Choose this longer option if no pre-survey was done)</p> <ul style="list-style-type: none"> <li>• Read “Those Mean, Nasty, Dirty, Downright Disgusting.... But Invisible Germs”</li> <li>• Do “Pretest” by asking students to stand up and mime all the steps of washing their hands with their eyes closed. <ul style="list-style-type: none"> <li>○ Time students and record the number of students still standing after 20 seconds</li> </ul> </li> <li>• Do “Post-test” by demonstrating proper hand-washing and have students watch and mimic</li> <li>• Give each student a small amount of the “Glow Germ Lotion” to rub on their hands</li> <li>• Show them the “germs” under black-light</li> <li>• Ask students to go wash hand and return to their seats</li> <li>• Shine black-light over students washed hands</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>○ Missed places will glow under light</li> <li>• Provide feedback on where “germs” can still be seen and discuss places where germs like to hide</li> </ul>			
<b>For Both Activity Options</b> Go over 4 parts of good hand washing <ul style="list-style-type: none"> <li>• Warm water</li> <li>• Soap</li> <li>• Clean Towel</li> <li>• Time (20 seconds)</li> <li>• Discuss turning off faucet and opening door with paper towel</li> </ul>			
Time Goal: 25 minutes			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Thank students and ask what questions they have			
Discuss the Germ Buster Hand-washing Chart <ul style="list-style-type: none"> <li>• Tell them there will be incentive prizes given to those who complete the chart</li> </ul>			
Discuss parent Newsletters and leave with teacher for distribution			
Time Goal: 2 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> <li>- Hand washing 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.***

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