

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —*My Plate in Practice: Lesson 2 – Are Yours Whole Grains?*

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 and Introduction			Comments and/or Changes
Welcome Students Review last week’s lesson – Hand-Washing • Collect completed hand-washing charts			
Display <i>MyPlate</i> poster and discuss that today we will be discussing the “Grains” group			
Remind students that grains are the “Go” group and provide our bodies with energy • The nutrients for energy are called Carbohydrates ○ Spell it out on board			
Time goal: 7 minutes			
Lesson – Grains			Comments and/or Changes
Ask students to name grains they like to eat • Explain the definition of a grain: ○ The seed of the plant			
Discuss how to tell if something is made with whole grains. • Emphasize looking at the ingredient list			
Display the enlarged wheat kernel cutout • Show and discuss the three different parts of the grain ○ Bran ○ Endosperm ○ Germ			
Explain that the germ gives us all kinds of vitamins that are good for the brain			

	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"> Explain that we get fiber from the outside covering of the grain seed (Bran) and discuss what fiber is good for <ul style="list-style-type: none"> Fiber helps with digestion 			
Time Goal: 15 minutes			
Physical Activity	Yes	No	Comments and/or Changes
Ask students to participate in <i>Farm Workout</i>			
Time Goal: 3 minutes			
Lesson Activity	Yes	No	Comments and/or Changes
Discuss how much food from the grain group a student should eat each day <ul style="list-style-type: none"> 5-6oz per day 			
Use food models to show one serving size of different grain foods <ul style="list-style-type: none"> Use food models to show how many grains are in 5-6oz students should eat per day 			
Distribute <i>Label Detective</i> handout <ul style="list-style-type: none"> Discuss how to read a nutrition label Hand out cereal boxes and have students work in pairs to complete the worksheet <ul style="list-style-type: none"> Hand out both whole grain cereals and other types of cereals Ask students to share if they found a whole grain cereal <ul style="list-style-type: none"> How did they know it was a whole grain? Discuss “healthy” cereals having less than 6 grams of sugar and more than 3 grams of fiber <ul style="list-style-type: none"> Ask students to share if they found a “healthy” cereal 			
Time Goal: 15 minutes			
Food Activity	Yes	No	Comments and/or Changes
Introduce concept of “adventure bite” <ul style="list-style-type: none"> Review waiting to eat until instructed 			
Go over proper hand-washing technique prior to letting students help prep and/or taste			
Allow students to help with Trail Mix prep <ul style="list-style-type: none"> Discuss what grains are in the trail mix Allow students to taste and enjoy ** Trail Mix can be made ahead for time restraints			
Time Goal: 12-15 minutes			

	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>
Closing	Yes	No	Comments and/or Changes
Thank students and ask what questions they have			
Ask students to look at their favorite cereal at home and found out the serving size and if it is a “healthy” cereal			
Leave teacher with <i>How Much Sugar in Your Bowl</i> worksheet for extension activity during the week			
Discuss parent Newsletters and leave with teacher for distribution			
Time Goal: 1-3 Minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies - Visual Aids - Posters - Teaching Supplies - Hand washing 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 13, 2018