

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

Lesson Assessment Tool for —*My Plate in Practice: Lesson 3 – Fruits: What is Your Beverage Choice?*

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.

	<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>Welcome and Introduction</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome Students			
Review last week's lesson – Grains Group			
Display <i>MyPlate</i> poster and discuss that today we will be discussing the "Fruits" group <ul style="list-style-type: none"> <li>• Ask student to share what fruits they like and why</li> <li>• Discuss that we need to eat 1 ½ cups of fruit and 2 cups vegetables a day</li> <li>• Highlight that F/V are "Glow" foods</li> </ul>			
Tell Story of Sailors			
Review and discuss Vitamin C <ul style="list-style-type: none"> <li>• Helps heal cuts and wounds, helps resist infection, keeps our gums healthy</li> <li>• Show food models or visuals of foods high in Vitamin C</li> </ul>			
Time goal: 10 minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask students to participate in the <i>Go Bananas Activity</i>			
Time Goal: 3 minutes			
<b>Lesson – Fruits</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review and discuss Vitamin A <ul style="list-style-type: none"> <li>• Important for healthy skin, hair, growing bones, and eyesight</li> <li>• Fruit and vegetables high in Vitamin A are orange, yellow, or dark green in color.</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>Provide visual examples of produce high in Vitamin A</li> </ul>			
Review and discuss Fiber <ul style="list-style-type: none"> <li>Important for digestion and helping us stay full</li> <li>Whole grains, fruits, and vegetables are good sources of fiber</li> </ul>			
Time Goal: 7 minutes			
<b>Lesson Activity – Sugar Sweetened Beverage Demo</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss different drink choices and their relation to health <ul style="list-style-type: none"> <li>Water</li> <li>100% Juice</li> <li>Partially fruit juice (5%, 10%, 50% etc.)</li> <li>Sweetened Beverages</li> <li>Tea/Coffee</li> <li>Milk</li> </ul>			
Highlight the sugar added in partially fruit juice and sugar sweetened beverages. <ul style="list-style-type: none"> <li>Discuss health issues with excess sugar</li> </ul>			
Time Goal: 10 minutes			
<b>Lesson Activity – Sugar Sweetened Beverage Recipe</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask students what carbonated beverages are made of. <ul style="list-style-type: none"> <li>Add ingredients and build a beverage as students call out answers               <ul style="list-style-type: none"> <li>Sugar</li> <li>Food coloring</li> <li>“Flavoring”</li> <li>“Caffeine”</li> <li>Sparkling water</li> </ul> </li> </ul>			
Ask students about the health contents of this drink: <ul style="list-style-type: none"> <li>Does this drink have Vitamin A for healthy eyes?</li> <li>Vitamin C for healing cuts?</li> <li>Calcium for strong bones?</li> </ul>			
Discuss ways we can drink less of these unhealthy drinks			
Time Goal: 7 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>Food Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review tasting rules and expectations • Encourage “adventure bites”			
Go over proper hand-washing technique prior to letting students help prep			
Allow students to help with food prep • Allow students to taste and enjoy			
Option 1 – Apple Wedge Tasting • Taste compare red verse green apples • Highlight different senses while experiencing the fruit			
Option 2 – Juice Sparkler Tasting • Create homemade carbonated beverages with 100% frozen juice and sparkling water • Highlight that this drink can replace other less healthy drinks ○ Does not have added sugar, caffeine, artificial color or flavoring **Put recipe used in comments section			
Time Goal: 15 minutes			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Play <i>Name That Fruit Game</i> **Optional if no Sugar Sweetened Beverage recipe activity was done			
Thank students and ask what questions they have			
Discuss parent Newsletters and leave with teacher for distribution			
Time Goal: 3-10 Minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.***

March 13, 2018