

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

Lesson Assessment Tool for —*My Plate in Practice: Lesson 6 – The Protein Group – How Lean is Your Protein?*

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 – Dairy Foods			
Display <i>MyPlate</i> poster and discuss that today we will be discussing the protein food group <ul style="list-style-type: none"> <li>• Have students name examples of different protein foods</li> <li>• Distribute <b>Parent Newsletter Surveys</b> for students to bring home to their parents and return as "homework"</li> </ul>			
Time Goal: 3 Min			
<b>Lesson – Nutrition and Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Introduce the concept of protein <ul style="list-style-type: none"> <li>• Discuss the importance of protein for our bodies and health               <ul style="list-style-type: none"> <li>○ Builds strong muscles and replaces old cells in our bodies</li> </ul> </li> <li>• Protein is a "Grow" food similar to dairy</li> </ul>			
Discuss the importance of physical activity in building and maintaining strong muscles. <ul style="list-style-type: none"> <li>• Ask students to share or act out their favorite activities.</li> </ul>			
Time goal: 10 minutes			
<b>Lesson – Protein Foods</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss that protein foods come from two sources: Plants and animals. <ul style="list-style-type: none"> <li>• Ask students to share their favorite protein foods from animals.</li> </ul>			

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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>
<ul style="list-style-type: none"> <li>Ask student to share their favorite protein foods from plants.</li> <li>Use food models or visuals of these different protein foods.</li> </ul>			
Introduce the concept of vegetarian. <ul style="list-style-type: none"> <li>Write the word on the board for students to see</li> <li>Discuss how someone who does not eat meat gets enough protein in their diet.</li> </ul>			
Time Goal: 10 minutes			
<b>Lesson – How Much</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss what it means to be a “lean” protein. <ul style="list-style-type: none"> <li>Highlight the health benefits of eating proteins lower in fat</li> </ul>			
Discuss that 3 <sup>rd</sup> graders only need 5 ounces of protein a day <ul style="list-style-type: none"> <li>Provide different visual examples of how much food 5 oz is</li> </ul>			
Review and discuss Iron found in red meats <ul style="list-style-type: none"> <li>Iron carries oxygen to all parts of our bodies and keeps us from getting too tired (anemia)</li> </ul>			
Review the concept of “processed” foods and discuss how to make healthier choices			
Time Goal: 10 minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask student to participate in <i>On the Farm Workout</i> OR Ask students to participate in <i>Simon Says</i>			
Time Goal: 3 minutes			
<b>Food Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review tasting rules and expectations <ul style="list-style-type: none"> <li>Encourage “adventure bites”</li> </ul>			
Go over proper hand-washing technique prior to letting students help prep			
Allow students to help with food prep <ul style="list-style-type: none"> <li>Allow students to taste and enjoy</li> </ul>			
<b>**If this IS the last lesson of the series:</b> Prepare an <i>Almost-A-Plate Parfait</i> for students to taste. <ul style="list-style-type: none"> <li>Plan for extra time for students to prepare and eat.</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>
<b>**IF this is NOT the last lesson of the series:</b> Prepare a tasting of hummus, pita, and cucumber <ul style="list-style-type: none"> <li>Ask students to work on worksheet while tasting is being prepared/distributed</li> </ul>			
Time Goal: 15 minutes			
<b>**NOT the Last Lesson: Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Do <i>Chips in a Bag</i> activity to show how much fat hides in snack foods <ul style="list-style-type: none"> <li>Empty a bag of chips on top of a stack of papers out of the way and leave for next lesson</li> </ul>			
Thank students and ask what questions they have			
Remind students to bring home and return the <b>Parent Newsletter Surveys</b> next lesson			
Time Goal: 5 Minutes			
<b>**Last Lesson: Closing and Conclusion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Distribute Bingo game certificate and food stickers to the students <ul style="list-style-type: none"> <li>If time allows play the Bingo game.</li> </ul>			
Discuss the importance of making your own choice to be healthy and strong <ul style="list-style-type: none"> <li>Ask students to share what they are doing differently since having the nutrition class</li> </ul>			
Thank students and ask what questions they have			
Remind students to bring home and return the <b>Parent Newsletters Surveys</b> next lesson			
Remind teacher to give post-assessment as soon as possible <ul style="list-style-type: none"> <li>Arrange a time to collect parent surveys and post-assessments</li> </ul>			
Time Goal: 5-8 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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