

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

Lesson Assessment Tool for — *Eat Fit: Lesson five — Food Label Facts*

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>
<b>Welcome</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome participants: • Introduce yourself and your program.			
<b>Goal tracking</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Have students turn to <i>Track It!</i> Sheet. • Demonstrate how to complete this page. • Students shade one section of the thermometer if they met their goal for the week. • Students complete the <i>Track It!</i> Sheet to monitor progress on their goal. • Those who successfully reach their goal receive a raffle ticket. • Remind students of the raffle reward to entice them to continue working towards goals.			
Time: 2 minute			
<b>Anchor</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Lesson questions</u> How do I know which foods to choose to support my eating goal?			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Opening Discussion</u> Read lesson question aloud, and explain the process for investigating the answer. Discussion questions: • Why do you choose the foods you eat? • How do different foods make you feel? • What is a food label?			

	<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>• Where can you find a food label?</li> <li>• How can the nutrition facts label help you?</li> <li>• Discuss hurdles to using the Nutrition Facts label.</li> <li>• How can the Nutrition Facts label help you?</li> <li>• Discuss barriers to using the Nutrition Facts label.</li> <li>• How can the Nutrition Facts label to help you make food choices?</li> <li>• Have students follow along with discussion about food label using the large food label in the <i>Check it out</i> workbook section.</li> <li>• Discuss the following concepts: <ul style="list-style-type: none"> <li>○ The meaning of good source, “percent daily value,” and “serving size.”</li> <li>○ The location for information on total fat, sugar, calcium, iron, and vitamins A and C.</li> </ul> </li> </ul>			
Time: 8 minutes			
<b>Apply</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Food Label Fax</u> <ul style="list-style-type: none"> <li>• Set up six food label stations, and place numbered station cards and foods or food cards at each station.</li> <li>• Divide students into six groups and assign each group to a different station.</li> <li>• Using the <i>Food Label Facts</i> sheet in the workbook, give students three to five minutes at each station.</li> <li>• Students may work together to answer questions.</li> <li>• When each group has visited all six stations, bring the students back together and go over answers using the answer sheet provided.</li> </ul>			
Time: 30 minutes			
<b>Apply (any order)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Recipe: Mexican Omelet</u> <ul style="list-style-type: none"> <li>• Have students wash hands thoroughly.</li> <li>• Prepare recipe according to instructions.</li> <li>• Discuss what the percent daily value means and what nutrients this recipe includes.</li> <li>• Highlight how preparing food will help them reach their eating goals.</li> </ul>			
Time: not specified			

	<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>Away</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Closing discussion</u> <ul style="list-style-type: none"> <li>• What beverage has the least the least fat and most calcium?</li> <li>• Which fruity drinks don't contain much actual juice?</li> <li>• Which food has the most iron?</li> <li>• What is the best choice for a beverage with no added sugar or calories?</li> <li>• What is something surprising you learned today?</li> <li>• Name a time and place when you could use the food label?</li> <li>• What part of the food label would you focus on to reach your eating goal?</li> </ul>			
Time: 5 minutes			
<b>Take Home Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Designer Label</u> <ul style="list-style-type: none"> <li>• Have students obtain a food item sold at the school cafeteria, vending machine, or snack bar that displays a Nutrition Facts label.</li> <li>• Students should fill out the label provided in their workbooks and answer the related questions.</li> </ul>			
Time: 2 minutes			
<b>Lesson Enhancements (optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Favorite Food Labels			
<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			

**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**

November 7, 18