

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Kids in the Kitchen: Lesson 7, Level B – Does it Taste the Same?*

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			Comments and/or Changes
Welcome students			
Explain that today's lesson is all about the Dairy Group.			
Time goal: 5 minutes			
Anchor & Add			Comments and/or Changes
Show <i>MyPlate</i> poster and discuss: <ul style="list-style-type: none"> • Dairy is one of the food groups • Calcium helps us build strong bones and teeth • Children 9 years and older need 3 cups of milk each day 			
Discuss the different types of milk and explain that all the types are good sources of calcium and other nutrients.			
Time goal: 5-10 minutes			
Apply			Comments and/or Changes
Core Activity: Milk Tasting <ul style="list-style-type: none"> • Ask students to share what kind of milk they drink at home • Set up a tasting panel with four kinds of milk. • Give each student a tasting cup with a small sample of the first milk. Ask them to taste and guess the kind of milk. • Repeat with other three kinds of milk. • Ask students how easy or difficult it was to do. 			

	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>
Discuss how to know when milk and other dairy products are safe to eat or drink: <ul style="list-style-type: none"> • Dairy products should be stored covered in refrigerator • Dairy products should not be left out at room temperature. Germs may grow and the product will spoil. • We should not eat spoiled food • Signs of spoilage • Review sell by dates 			
Read each of the <i>What Would You Do? Situations</i> <ul style="list-style-type: none"> • Ask students to share what they would do • Encourage them to share if any of these situations has ever happened to them 			
Time Goal: 10-15 minutes			
Physical Activity	Yes	No	Comments and/or Changes
<u>Core Activity: Milk Shake</u> <ul style="list-style-type: none"> • Encourage all students to participate 			
Time Goal: 5-10 minutes			
Add			
Safety Tips: <ul style="list-style-type: none"> • Store milk, covered, in the refrigerator. • Check the sell by date on dairy foods. • Throw away dairy foods with mold on them. • Pour out sour milk. 			
Time Goal: 1-2 minutes			
Food Preparation	Yes	No	Comments and/or Changes
<u>Core Activity: Shamrock Shakes</u> <ul style="list-style-type: none"> • Review recipe format (rules, tips, terms, etc) 			
Discuss importance of waiting to lick or taste until after food preparation.			
Review cleanup and how/why it is important			
Demonstrate the recipe: <ul style="list-style-type: none"> • Review how to measure liquid ingredients • Demonstrate how to look at eye level • Distribute and discuss the <i>Using a Blender</i> handout • Discuss blender safety • Discuss the cooking term <i>blend</i> 			
Ask students to wash their hands.			
Allow students to prepare and taste snack.			

	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>
Demonstrate putting leftovers in the refrigerator.			
After tasting distribute recipe copies to the students.			
Ask students to help clean up.			
Time Goal: 15-20 minutes			
Away			
Ask students what questions they have.			
Review: <ul style="list-style-type: none"> • Name some different types of milk • Which type of milk did you like best? • Where should we store milk and dairy products? • How can you tell if dairy foods are safe to eat or drink? • What does the sell-by date tell us? • Will you ask your family to help you make the recipe at home? • What other flavors of shake would you like to make? • What does the term blend mean? • What should we remember about using a blender? • What kind of measuring cup do you use for liquids? Why? 			
Close class and thank everyone for Participating.			
Time goal: 5 Minutes			
Optional Additional Activity	Yes	No	Comments and/or Changes
Cheesy Choice			
Materials and Supplies	Yes	No	Comments and/or Changes
Used Materials and supplies -Visual Aids -Posters -Teaching Supplies			

	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>	
**KIK it Up! Lesson Option **Alternate lesson option with more emphasis on physical activity and less on food preparation **Can be added to traditional lesson if time permits			
	Yes	No	Comments and/or Changes
<u>Introduction</u> <ul style="list-style-type: none"> Introduce yourself, the activity and explain that we will be eating a yummy snack. 			
<u>Physical Activity</u> <ul style="list-style-type: none"> Choose physical activity from <i>Physical Activity Cards</i> Activity must include: <ul style="list-style-type: none"> Warm up Aerobic capacity building Strength Cool down Ensure that all students get a water break ** List physical activity chosen in comments section			
<u>Nutrition Concept</u> Dairy is one of the food groups: <ul style="list-style-type: none"> Milk and products made with milk provide us with the mineral calcium which helps build strong bones and teeth 			
<u>Snack preparation and eating</u> Cheesy Fruit Skewers <ul style="list-style-type: none"> Ask students to wash their hands Give each student a paper plate and a skewer Invite students to serve themselves fruit and cheese on a skewer 			
<u>Review</u> <ul style="list-style-type: none"> What mineral do we get from milk, cheese, and yogurt? How does calcium help us? 			
Materials and Supplies	Yes	No	Comments and/or Changes
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 or at 253-445-4529 if you have any questions about the completion of this form.

February 22, 2017