

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Kids in the Kitchen: Lesson 4, Level C – I'll Eat These Veggies*

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 Vegetable Group.			
Time goal: 5 minutes			
Anchor & Add			Comments and/or Changes
<u>Core Activity: Riddle-icious Activity Sheet</u> Introduce lesson by asking students to solve some of the riddles from the <i>Riddle-icious activity sheet</i> . Discuss with students: <ul style="list-style-type: none"> • Vegetables are one of the food groups • Vegetables give us vitamins, minerals, and fiber to help us grow and stay healthy • Vitamin A <ul style="list-style-type: none"> • One of the important vitamins we get from vegetables • Vitamin A keeps our eyes and skin healthy and protects us from infection • Dark green, red, and orange vegetables are good sources of vitamin A • Ask students to name some of these vegetables (carrots, spinach, turnip, collard greens, sweet potatoes, kale, dark green lettuce, acorn squash, pumpkin, tomatoes, red peppers) 			
Ask students to share which vegetables they like to eat.			
Time Goal: 5-10 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>
Apply	Yes	No	Comments and/or Changes
<u>Core Activity: Nutrient Comparison</u> Give students some of the vegetable food model cards and spend time comparing vitamin A levels in different vegetables (read percentages on back of cards) <ul style="list-style-type: none"> • What vegetables are good sources of vitamin A? • Let students know veggies can lose nutrients when we prepare/cook them. • Discuss how to keep nutrients in vegetables 			
Time Goal: 5-10 minutes			
Apply	Yes	No	Comments and/or Changes
<u>Core Activity: Cook's Toss-Up Ball</u> <ul style="list-style-type: none"> • Encourage all students to participate • Toss ball around circle and ask students to answer the question under their left thumb then toss the ball out again 			
Time Goal: 5-10 minutes			
Add	Yes	No	Comments and/or Changes
Safety Tips: <ul style="list-style-type: none"> • Wash hands and counters before cooking • Scrub vegetables with a brush before using • Prick potatoes with a fork or knife in several places before cooking in the microwave • Use hot pads when cooking with ovens and microwave 			
Time goal: 2-4 minutes			
Food Preparation	Yes	No	Comments and/or Changes
<u>Core Activity: Baked Potato with Cheesy Vegetables</u> 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 recipe: <ul style="list-style-type: none"> • Explain and show how to clean and chop vegetables • Review knife safety tips • Show <i>Knives</i> poster and discuss different uses of knives • Demonstrate grating cheese 			
Show students how to use equipment			

	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"> Distribute and discuss <i>Oven Safety, 10 steps to Microwave Safety, and Stove Top Safety</i> handouts 			
Review the cooking term <i>drain</i>			
Emphasize the importance of stirring while heating to prevent lumps and sticking. Let students know they are making a basic white sauce. Discuss examples.			
Review what various cooking abbreviations mean.			
Ask students to wash their hands.			
Allow students to prepare and taste snack.			
After tasting distribute recipe copies to the students.			
Ask students to help clean up .			
Time Goal: 20-25 minutes			
Away			
Ask what questions students have			
Review: <ul style="list-style-type: none"> What are some dark green and orange vegetables? What are some ways to save nutrients in vegetables? Where are most nutrients in vegetables? What are some vegetables we eat with the peel? What do the cooking terms scrub and drain mean? What does the abbreviation C stand for in recipes? 			
Close class and thank everyone for Participating.			
Time goal: 5 Minutes			
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 and why in comments section			
<u>Nutrition Concept</u> <p>Vegetables are one of the food groups</p> <ul style="list-style-type: none"> They give us fiber, vitamins, and minerals and help us stay healthy and grow. Vitamin A is an important vitamin we get from vegetables. It keeps our eyes and skin healthy and protects us from infection Dark green, red, and orange vegetables are good sources of vitamin A 			
<u>Snack preparation and eating</u> <p>Taco Bowl</p> <ul style="list-style-type: none"> Ask students to wash their hands Demonstrate how to make a taco bowl Invite students to make and enjoy the recipe 			
<u>Review</u> <ul style="list-style-type: none"> Why do we need to eat vegetables? Name the vitamin found in dark green, red, and orange vegetables that keeps our eyes and skin healthy. 			
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 23, 2017