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

Lesson Assessment Tool for — Food Smarts Workshop: Kids 6 week, 60 minutes—*Week 4 – Understanding Labels and Ingredients*

□ 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.):

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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**  *Yes or No* | | If adaptations were made or activity was not done, please describe what was changed and why. *Please be as specific as possible.* |
| --- | --- | --- | --- |
| **Topic 1** | **Yes** | **No** | **Comments and/or Changes** |
| **Welcome and Introduction** |  |  |  |
| **Nutrition Words to Know** |  |  |  |
| Give instructions for workbook page, match words from the Nutrition Facts Label to definitions.  Review nutrition terms:   * Gluten * Vegetarian * Vegan * Organic   Try It! Next time you look at a food package, try to find words you don’t know. How can you discover what they mean? |  |  |  |
| **Don’t Call Me Sugar**  Outcomes:  Students identify foods high in added sugar by recognizing the names of different types of sugar. |  |  |  |
| Provide *additional information* to students:  *Deciphering Labels*   * It can be confusing to try to find out how much added sugar a food contains. * The sugar listed on the Nutrition Facts label lumps all sugars together, including naturally-occurring milk and fruit sugars, which can be deceiving. * This explains why, according to the label, one cup of milk has 11 grams of sugar even though it doesn’t contain any sugar “added” to it.   *Reading the ingredients list*  Learn to identify terms that mean sugar, including sugar, white sugar, brown sugar, confectioner’s sugar, corn syrup, dextrin, honey, invert sugar, maple syrup, raw sugar, beet sugar, cane sugar, corn sweeteners, evaporated cane juice, high fructose corn syrup, malt, molasses, turbinado sugar, sorbitol, aspartame, dextrose, sweetener, glucose, saccharin, fructose, maltose, NutraSweet, and lactose. |  |  |  |
| Have students complete the “Sugar Word Search” on workbook p. 41. |  |  |  |
| Have each student read three labels, listing all the forms of sugar found in each food. |  |  |  |
| Discussion Questions   * Why is having different names for sugar confusing?   What are some examples of food that have naturally-occurring sugars? |  |  |  |
| Time Goal: 10 minutes |  |  |  |
| **Food Labels—Nutrition Facts**  Outcomes:   * Students locate and identify different parts of a nutrition label. * Students develop criteria for determining whether a particular packaged food is a healthy choices for their family. |  |  |  |
| Tell students:   * Learning how to read the nutrition facts label is essential for being a smart and healthy shopper. It presents a lot of information and every food is required to display the same format so you can compare easily. |  |  |  |
| *Serving Size*   * Ask students to find the “serving size” on the nutrition label. * Explain the definition of serving size; the nutritional information on the label is all based on this measurement of the food product called serving size. * Example: ¼ cup is the serving size of this product. All the other information (the amount of sugars, fat, calories, etc.) corresponds to this amount of food. * Ask: Does this seem like a reasonable serving size? Fi you were to eat this food, how many servings sizes would you eat at one time? |  |  |  |
| *Calories*   * Ask students to find “calories” on the nutrition label. * Calories are a measurement of energy that can be used when eating a food product. Eating too many calories per day is linked to both overweight/obesity and chronic diseases, such as type 2 diabetes and heart disease. * Adults need approximately 2,000 calories per day, but kids may need less or more depending on age, gender, and activity level. |  |  |  |
| *Sodium*   * Ask students to find “sodium” on the nutrition label. * Limit sodium intake to <2,300 mg/day (no hypertension), <1500 mg/day (with hypertension). * Eating too much sodium may increase risk for chronic disease. * Ask: What are some foods you eat that are high in sodium? Do you routinely salt your food? |  |  |  |
| *Ingredient list:*   * Ask students to find the “ingredient list” on the food product. * The first ingredient listed is the most abundant. * Example: Tell students that if sugar is the first ingredient, then the product is probably not healthy. Tell students we should look for “whole wheat” or another whole grain to be first on the list to ensure the product is made without refined flours. “Wheat flour” does not mean “whole wheat.” |  |  |  |
| *Saturated Fats and Trans Fats*   * Ask students to identify “saturated fat” on the nutrition label. * Aim for foods that are close to 5% or less. * Eating too much saturated fat may increase risk for chronic disease. * Many times the nutrition label will show “0g” for Trans Fat, but you will notice partially hydrogenated corn oil” (or similar) in the ingredient list. This means that for a single serving size, there is less than 1g. It does not mean there are no trans fats in the product. |  |  |  |
| Have a facilitated discussion using workbook p. 36-37. |  |  |  |
| **Recipe Demonstration or Activity** | **Yes** | **No** | **Comments and/or Changes** |
| Use directions from *Incorporating Recipes into*  *your Workshop* to select and prepare recipe. |  |  |  |
| Use Food Demonstration Planning Template to  prepare for cooking or food demonstration. |  |  |  |
| Ask closing question:   * Besides eating healthy food, what are other ways to be healthy? |  |  |  |
| Time Goal: 30 minutes |  |  |  |
| **Materials and Supplies** | **Yes** | **No** | **Comments and/or Changes** |
| Used Materials and supplies  -Visual Aids -Posters -Teaching Supplies  -Optional: Used additional handouts from list on p. 38. Write title in comment section. |  |  |  |

**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.***