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

Lesson Assessment Tool for — Food Smarts Workshop: Kids 6 week, 90 minutes—*Week 3 Learning About Whole Food*

□ 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**  *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.* |
| --- | --- | --- | --- |
| **Taste Test** | **Yes** | **No** | **Comments and/or Changes** |
| Provide bite-sized sample portions of your taste  test item *(See Tate Test Combination*  *Suggestions p. 104).* Provide students with  workbook p. 6. |  |  |  |
| Ask participants to eat slowly and not comment on the food immediately, but rather observe it using their senses:   * **Sight:** What color is the food? Does it look appealing? Can you tell what it is? * **Smell:** What does it smell like? * **Touch:** What is the temperature like? Is the food soft or hard? Wet or dry? * **Sound:** Does it make a sound when you eat it? * **Taste:** Does it remind you of any other foods? How would you describe the taste? Does the taste change as it’s in your mouth? |  |  |  |
| Once everyone has had a chance to try the item, invite students to share their observations. |  |  |  |
| SMART goal check-in, record on Goal Tracker  found on Workbook p. 8-9. |  |  |  |
| Time Goal: 10 minutes |  |  |  |
| **Topic 1** | **Yes** | **No** | **Comments and/or Changes** |
| **GO, SLOW, STOP!**  Outcomes:   * Students differentiate between “whole foods” and “minimally processed” and “very processed” foods. * Students list reasons why whole foods and minimally processed foods are healthier. * Students equate low processing with high nutrition, and vice versa. |  |  |  |
| Review workbook p. 24   * Ask which foods are healthy to eat every day? Which are best to avoid? * A GO food is a fresh, whole food. We want to eat mostly GO foods. * A SLOW food is minimally processed, and can often be a healthy choice. * A STOP! Food is a highly processed food that we should avoid eating. * Review examples in handout. Ask students what foods they would add to each group? |  |  |  |
| Line up several different types of foods that fall into “whole foods,” “minimally processed,” and “overly processed” categories. |  |  |  |
| Ask participants   * What are the differences between these foods? * How are they made? * Could they be made at home? * How many ingredients does each have? |  |  |  |
| Define whole foods: natural, unprocessed.   * Explain whole food benefits: * Original nutrients intact * Less processed means less energy to produce = better for the earth * Nothing added – no salt, sugar, chemicals, colorings, etc. * Less processing usually means less packaging = less waste |  |  |  |
| Brainstorm different ways to process food.   * How are bread and cereal made? Soft drinks? Hot chips? * When we make the recipes for our class, we are processing the food. * Consider healthy ways to process food, additives to limit, etc. |  |  |  |
| Have students complete p. 16 with new examples they can think of. |  |  |  |
| Options:   * Give each table a whole food and have them list different processed foods that come from that whole food. For example: apples are the whole food, processed foods are: apple juice, apple pie, applesauce, etc. * Give examples of highly processed food and try and think what the original whole foods might be. Chewing gum? Hot chips? Soda? |  |  |  |
| **Three Little Pigs**  Ask students:   * What foods can we eat to make our bodies as strong and healthy as possible? * Discuss workbook p. 25. * Have students draw pictures of foods that belong in each category. |  |  |  |
| Time Goal: 15 minutes |  |  |  |
| **Topics** Pick 2 of the following | **Yes** | **No** | **Comments and/or Changes** |
| **Plant Parts We Eat**  Working alone or with partners, have kids complete the workbook page. You may wish to prompt them by providing a few more examples for each part, such as:  **Roots and bulbs**: onion, yam, carrot, radish, ginger, garlic, beet, potato.  **Leaves**: all green leafy vegetables such as spinach, cabbage, kale, lettuce; herbs such as mint, basil.  **Fruits:** peppers, tomato, squash, cucumber, apple, peach.  **Stems and stalks**: Celery, asparagus, some herbs (like cilantro stems.)  **Seeds**: corn, peas, beans, sunflower seeds, pumpkin seeds, sesame seeds, peanuts; some fruits/vegetables with edible seeds such as strawberries and cucumbers: some seed grains such as quinoa.  **Flowers**: broccoli, cauliflower  Also help them identify the common spice we use that comes from tree bark: cinnamon.  Discussion questions  Which plant parts do you think you eat the most?  What plants have more than one part you can eat? (examples: fruits and vegetables with edible seeds, carrots and carrot tops, celery and celery root.) |  |  |  |
| **Make Half Your Grains Whole**  1.Review the handout (on workbook p. 28) and diagram with the whole group.  2. Pass out the packaging samples to individuals or pairs.  3. Explain that they should try to find products that have whole grains as a first ingredient. These usually have “whole” or “whole grain” in the name, such as “whole wheat” or “whole grain oats.” |  |  |  |
| Discussion Questions  \*What whole grains do you like? How often do you eat them?  \*What whole grains have you heard about or seen that you’d like to try?  \*Which of your products contained whole grains? How do you know?  \*Were you surprised by any other products? |  |  |  |
| Adapting for Younger Kids  Display a sample of whole wheat berries in an unmarked container or baggie. (Rye berries, faro, oat groats, and whole barley are an acceptable substitute) Have kids observe the grain up close with a magnifying glass, if possible. Can they identify what it is? Explain: this is what our favorite white bread, noodles, and cakes are usually made form!  \*Then display unmarked samples of white flour and whole wheat flour. Again, ask kids to observe and guess what these are.  \*Finally, explain how the flours are made by grinding the wheat berries and, in the case of white flour, removing some parts.  \*Ask: Which do you think takes the work for your body to break down? Which do you think has the most nutrients in it? The least? Why?  \*If possible, provide small samples of 100% whole wheat bread vs. soft white bread to taste test. Encourage kids to observe that the white bread has less taste and texture than the whole wheat because some parts have been removed. |  |  |  |
| **Beans Game/Grain Game**  Outcomes:  Students learn to identify various whole grains and beans. |  |  |  |
| Explain directions:   * In pairs, have students pass around the bag and try to identify the names of each food by placing the corresponding number from the baggie in the space provided on the workbook page.   Go over answers from workbook p. 32-33 and explain different ways of cooking the beans and grains. |  |  |  |
| EatFresh.org Integration:  Show participants how to search for a bean or grain. These pages include information on storage and cooking, as well as links to related recipes |  |  |  |
| **Fueling Your Brain**  (Workbook p. 29)  \*How can eating whole foods help your brain?  **\*Breakfast**- A good breakfast may help you keep steady energy and stable moods later in the. Choose to eat a healthy, balanced breakfast instead of sugar and caffeine.  Review Instead of…Try… diagram.  sugary cereal/oats or shredded wheat  coffee/green tea  juice/whole fruit or diluted juice  pastries, Danishes, or donuts/vs whole wheat toast w/cream cheese or peanut butter.  Skipping breakfast/eating breakfast  **\*Lunch** -What do you eat for lunch? Do you bring it from home or get it at school? How do you feel before lunch- hungry or famished? How do you feel after lunch – energized or sleepy? Choose to eat a healthy, balanced lunch (and a mid-morning snack).  Review items on the Instead of…Try… diagram.  Potato chips/almonds or sunflower seeds  Soda/water or milk  Candy/fruit  Pizza or fast food/ veggie wrap or turkey sandwich. | **Yes** | **No** | **Comments and/or Changes** |
| Time Goal -10 minutes |  |  |  |
| 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:   * Do you notice a connection between different foods you eat and how you feel after eating them? |  |  |  |
| Time Goal: 10 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.***