

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Media Smart Youth: Lesson 4 — Nutrition Know-How... Eat It Up!*

☐ 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>
Welcome and Introduction	Yes	No	Comments and/or Changes
Welcome participants: <ul style="list-style-type: none">• Introduce yourself and your program.			
Time:			
Core Activity	Yes	No	Comments and/or Changes
Activity A: More Than One Kind of Kid Warm-up (5 minutes) Tell youth they'll be going back to the subject of nutrition and talking about whole-grains.			
Have youth do a quick brainstorm. <ul style="list-style-type: none">• Name as many grains and foods as they can.• Provide examples and record responses.			
Congratulate youth on all their ideas. <ul style="list-style-type: none">• Discuss examples of grains, why they are part of a nutritious diet, and that they are relatively low in calories, high in fiber and other important nutrients.			
Explain that there are two main types of grain: Whole-grains and refined grains. <ul style="list-style-type: none">• Show the picture of a whole-grain and note that a whole grain contains all the parts of the grain—Bran, endosperm, and germ.• Use the picture to explain the parts of the grain, and point out that each of these parts contains nutrients that are important in helping young people grow and develop in a healthy way.• Discuss what nutrients each part of the grain provides.			

	Completed as Written Yes or No		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<p>Explain the difference between whole-grains and refined grains including how grains are processed to become refined.</p> <ul style="list-style-type: none"> Discuss what parts of the grain and nutrients that are removed during processing. 			
<p>Say:</p> <ul style="list-style-type: none"> In the US, most of the grain-containing foods that people eat are made of refined and enriched grains, rather than whole-grains. At least half of our recommended total grain intake each day should be whole-grains, according to the Dietary Guidelines for Americans. We should aim to replace many of the refined-grain foods we eat with the whole-grain foods. When we do eat refined grains, they should be enriched with vitamins and minerals. 			
<p>Ask youth:</p> <ul style="list-style-type: none"> Why do you think health experts encourage us to eat whole-grains and foods instead of refined grains? Listen to ideas and guide them to: <ul style="list-style-type: none"> Whole-grains contain the bran, germ, and endosperm so you get all of the nutrients that the grain has to offer. Eating whole-grain foods can help keep us healthy. 			
<p>Tell students:</p> <ul style="list-style-type: none"> Whole-grain foods often have more fiber than refined or enriched grains. Dietary fiber is a kind of carbohydrate (sugars and starches are the other two kinds). Fiber is important because it helps keep your digestive tract healthy. Fiber comes from plant foods (vegetables, fruits, whole-grains, nuts, beans and peas, and seeds). It is not found in animal foods (milk, eggs, meat, poultry, or seafood). The amount of fiber in foods varies a lot. A few foods, like beans and peas, are very high in fiber. Some foods like whole-grains and brown rice, have just a little fiber. Most fiber-containing foods, such as whole-wheat flour, oatmeal, and most vegetables and fruits, fall somewhere in between. 			

	Completed as Written Yes or No		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"> We can increase the fiber content of our diet by consuming a variety of fiber-rich foods as part of meals and snacks. The fiber we eat in whole fruits, vegetables, beans and peas, whole-grain breads, cereals, popcorn, and other foods adds up! Eating fiber-containing foods may help lower the risk of heart disease, diabetes, and obesity. 			
Activity Part 1: Using the Package To Find Whole Grains (8 minutes) Ask youth: how do you know if you're eating a whole-grain?			
Explain how to know if a food is made from whole-grains, what to look for on the package, and what specific examples of these are. <ul style="list-style-type: none"> Tell students they're going to use food packages to understand more about whole-grains. 			
Distribute empty packages for grain products. Ask youth to look at the ingredients list and share clues that tell them whether the food is made from whole-grains or refined, enriched grains. <ul style="list-style-type: none"> Listen to ideas and guide them to the following: Clues for foods made from whole grains: <ul style="list-style-type: none"> "Whole" or "Whole grain" is listed before the grain ingredient's name. Provide examples. All grains included are whole grains and no refined grains are included in the ingredients list. The package may say "100% whole grain" or "100% whole wheat." Many whole-grain foods have 3 grams or more of fiber per serving. Clues for foods made from refined, enriched grains: <ul style="list-style-type: none"> Words like "wheat flour," "enriched flour," or "degerminated cornmeal" are in the ingredients list. Many foods made from refined, enriched grains have 1 gram of fiber or less per serving. The ingredients list includes vitamins and minerals, such as thiamin, riboflavin, and iron, which are added back after the grain is refined. 			

	Completed as Written Yes or No	If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<p>Tell youth about other clues to look for:</p> <ul style="list-style-type: none"> • A grain food with brown or dark color isn't always a whole-grain food. The color can come from molasses or other ingredients. • Many breads, crackers, and cereals are made from both whole grains and refined grains, and the amount of whole grains compared to refined grains varies. These foods are not 100% whole-grain foods because they contain both types of grains. Eating foods made from both whole and refined grains is one way to increase the whole-grains we eat. • Foods labeled as "multi-grain," "Stone-ground," "100% wheat," "cracked wheat," "seven-grain" or "bran" are usually not 100% whole-grain foods. • A whole-grain health claim on the package tells you the food is made from whole grains. Provide an example. Note that these can mean that the product is made with some whole grains, but it may not be a 100% whole-grain food. • The phrases "Made with whole- grains" or "Whole grains guaranteed," often found on cereal boxes, do not always mean the product is a healthy, fiber-rich food. Even though the cereal could be made from a whole grain, it could be a low-fiber grain, like corn or rice. These cereals also can be high in added sugars. 		
<p>Ask youth to look at the Nutrition Facts label.</p> <ul style="list-style-type: none"> • Ask them to find "Fiber" on the label. • Ask them which grains have more fiber. 		
<p><u>Activity Part 2: At the Grain Mill (11 minutes)</u> Explain activity and provide clear instructions. Assign students to hold signs to signify different parts of the grain.</p> <ul style="list-style-type: none"> • Once students have formed a "grain" have them walk across the room together signifying that they are still a whole grain. • Repeat this again to demonstrate a refined grain by removing the bran, germ, vitamin E, fiber, and antioxidants to show the loss of nutrients during processing. Have iron and B vitamins step a short distance away to signify that these are added back in during enrichment. 		

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<ul style="list-style-type: none"> Throughout activity provide examples of various grain products and reinforce the point that whole-grains provide important nutrients. This activity will help you understand the difference between whole-grains and refined, enriched grains, and why you should choose whole-grain foods more often. 			
After activity, conduct a quick debriefing: <ul style="list-style-type: none"> What do you think about what happened to a whole-grain during the milling process? Has this demonstration changed your opinion about grain foods? If so, how? 			
Note that even though nutrients are added back when the grain is enriched, it doesn't mean that the final product is exactly the same or as nutritious as the original whole-grain.			
Discuss the kinds of grain foods youth like.			
Ask youth for suggestions about ways to choose whole-grain foods in daily eating. <ul style="list-style-type: none"> Focus on good times, places, and occasions to eat these foods. Use the <i>Tips for Eating More Whole-Grain Foods</i> as a guide to help youth as needed. Write ideas on the flipchart and keep for next activity. 			
<u>Closing the Activity (1 minute)</u> Thank youth for their wonderful ideas and suggestions.			
Time: 25 minutes			
Snack Break	Yes	No	Comments and/or Changes
<u>Fruit and Krunch Kebabs</u> What's in it? <ul style="list-style-type: none"> Crunchy whole-grain breakfast cereal Fat-free or low-fat yogurt Fruit 			
Ensure that youth wash and dry hands before preparing and eating snacks. <ul style="list-style-type: none"> Adapt snacks as needed to reflect the cultures of the youth in your group or for food allergies. <i>** List ingredients or alternate recipe used in comments section.</i>			
How To Put It Together: <ul style="list-style-type: none"> Provide instructions for assembling 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>
<ul style="list-style-type: none"> Point out that the cereal they are eating is a whole-grain food and that yogurt is a good source of calcium—a nutrient that’s important for healthy bones and teeth. Tell youth they will be able to take home recipes for the snack and encourage them to share it with friends and family. 			
Time: 10 minutes			
Core Activity	Yes	No	Comments and/or Changes
<u>Activity B: Cutting Back on Solid Fats and Added Sugars</u> Warm-Up (9 minutes) Welcome youth back and say: <ul style="list-style-type: none"> We’ve already talked about fruits, vegetables, and whole-grain foods and why they are good for our bodies. Now, we’re going to talk about solid fats and added sugars and why they aren’t so good for our bodies. 			
Ask youth: <ul style="list-style-type: none"> You each make choices every day about the foods you eat, especially when it comes to having snacks. Do you ever think about fat or sugar in food item when you make food choices? Why is it important for young people to be aware of how much fat and sugar they eat? Listen to ideas and guide youth to: <ul style="list-style-type: none"> Young people need nutrients to help their bodies grow. Many foods that are high in solid fats or added sugars can fill us up and provide lots of calories without offering important nutrients. It’s important to make sure that our food choices satisfy hunger cravings while also giving our bodies the nutrients they need. The way you eat now has an impact on your future health. When you’re young, eating foods that are rich in nutrients and low in solid fats and added sugars helps you build good eating habits and keeps your body healthy as you grow older. Over time, diets that are high in solid fats and added sugars, high in calories, and low in fiber can lead to health problems, such as heart disease, diabetes, and obesity. 			

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<p>Tell students there are 2 main types of fat:</p> <ul style="list-style-type: none"> • Solids—fats that are solid at room temperature. Found mostly in animal foods. Provide examples and note that most solid fats are saturated. • Liquids—fats that are liquid at room temperature. Provide examples and note that they are unsaturated fats. • Solid fats and liquid oils provide the same number of calories per gram. But oils are better for your health because they contain less saturated fats and/or trans fats and provide important nutrients like vitamin E. • Saturated fats and trans fats affect the risk for heart problems, obesity, and other problems as we get older. • Follow these recommendations for choosing foods to eat and how you prepare them: <ul style="list-style-type: none"> ○ Make major sources of solid or saturated fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not everyday foods. ○ Choose lean meats or poultry and fat-free or low-fat milk, yogurt, and cheese. ○ Switch from solid fats to oils when preparing foods. 			
<p>Tell youth to do a quick brainstorm.</p> <ul style="list-style-type: none"> • Ask them to name as many foods as possible that they think are high in solid fats. • Think about 2 different kinds of fat and the 2 ways that fats are found in food (naturally and added during processing). • Write their ideas on flipchart paper. 			
<p>Tell youth there are 2 ways that sugars are found in foods:</p> <ul style="list-style-type: none"> • Naturally occurring sugars, such as the sugars found naturally in fruit and milk. • Added sugars, such as sugars and syrups that are added to foods during processing or preparation. 			
<p>Say:</p> <ul style="list-style-type: none"> • Even though our bodies process natural and added sugars in the same way, foods that have naturally occurring sugars also tend to have more nutrients than do foods that are high in added sugars. • Provide examples such as an orange verses jelly beans. 			

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Tell youth they're going to do another brainstorm. Ask them to name as many foods as possible that are high in added sugars. • Write ideas on flipchart and use list to help if needed.			
Congratulate youth on their ideas. • Tell them that health experts often talk about solid fats and added sugars together. Why do you think they do that? • Listen to ideas and guide them to: ○ Solid fats and added sugars are found together in many foods (such as cookies or ice cream). ○ We should cut back on solid fats as well as added sugars.			
Tell students that as they can see from the lists, many favorite foods and drinks are high in solid fats, added sugars—or both. • That's important to remember because solid fats and added sugars add calories to the diet but they don't provide any other nutrients. • Cutting back on solid fats and added sugars gives you room in your daily eating to enjoy foods and drinks that do provide nutrients and fiber.			
<u>Activity (13 minutes)</u> Tell youth they are going to play a game to brainstorm ideas for reducing intake of solid fats and added sugars in their diets. Ask youth: • What are 3 important ways to reduce solid fats and added sugars? • Listen to ideas and guide them to: ○ Choose alternatives that are low in solid fats and added sugars and that provide nutrients. ○ Choose small amounts of foods that are high in solid fats and added sugars. ○ Choose foods that are high in solid fats and added sugars less often.			
Tell youth that their ideas should build on these 3 approaches.			
Divide youth into 2 or 3 small groups, and put each group at a workstation that is set up with flipchart paper and markers.			
Ask each group to select youth for these roles: • Notetakers will write down the group's ideas on flipchart paper.			

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<ul style="list-style-type: none"> • Encouragers will cheer on the group and urge it to finish in time. • Presenters will read the list when the group is done. 			
<p>Have groups brainstorm as many strategies as possible for reducing solid fats and added sugars in their diets.</p> <ul style="list-style-type: none"> • Tell them to think about their own lives, what they eat, and what strategies would work for them in their daily lives. 			
<p>Allow 5 minutes to brainstorm and write down ideas.</p> <ul style="list-style-type: none"> • Visit each group to provide help as needed. Guide youth to include examples such as: <ul style="list-style-type: none"> ○ Have a plain breakfast cereal instead of frosted cereal. ○ Choose fat-free or low-fat milk or water most of the time instead of soda. ○ Have plain, broiled chicken instead of chicken nuggets. ○ Choose a small order of fries instead of large. ○ Make cookies a “sometimes treat” instead of a regular snack. ○ Snack on a piece of fruit instead of granola bar. ○ Split an ice cream sandwich with a friend instead of eating it all yourself. 			
Allow groups 1 minute to present.			
<p>Congratulate youth for their teamwork and creative ideas.</p> <ul style="list-style-type: none"> • Point out that their lists show there are many different ways to reduce solid fats and added sugars in our diets. 			
<p><u>DVD Segment #5: Eat It Up!</u></p> <p>If using the Media-Smart Youth DVD:</p> <ul style="list-style-type: none"> • Introduce the video and mention that it shows young people in real-life situations faced with making choices about snacks. 			
<p>If not using DVD tell youth:</p> <ul style="list-style-type: none"> • It’s important to choose foods and drinks that are low in solid fats and added sugars so that your bodies can get all the nutrients they need to grow now, and to prevent health problems in the future. 			

	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>
Ask group: <ul style="list-style-type: none"> Which of the approaches for reducing solid fats and added sugars did you like best? Which ideas are you most likely to try? 			
Closing the Activity (1 minute) Thank youth for all their great work and ask if there are any questions or comments.			
Time: 23 minutes			
Action Break	Yes	No	Comments and/or Changes
A Cool Wind Blows Set up chairs in half-circle with one less chair than youth. Choose one youth to remain standing in front of the chairs, facing the group.			
Explain the activity: <ul style="list-style-type: none"> Have a person call out a statement that describes members in the group by saying, "A cool wind blows for anyone who _____" The person in the middle finds a seat and anyone who the statement applies to must get up and find a new seat. Explain the two rules for this activity. 			
Try to think of descriptive qualities that relate to media, food, and physical activity.			
Ask if youth had fun. <ul style="list-style-type: none"> Ask if "A Cool Wind Blows" counts as physical activity. Explain that anything that has them moving quickly, jumping around, and getting out of breath is great way to be physically active and have fun. 			
Encourage youth to try this activity with their friends, family, or sports teams. **This activity may be substituted for an action break from Appendix B. If a different activity was used, list in comments section.			
Time: 10 minutes			
Core Activity	Yes	No	Comments and/or Changes
Activity C: Mini-Production: Creating a Nutrition Page for a Social Networking Site Warm-Up (3 minutes) Say: <ul style="list-style-type: none"> We've talked about nutrition and explored the wonderful qualities of F/V in lesson 1. In this lesson, we talked about whole-grain foods and the importance of reducing solid fats and added sugars. 			

	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"> Now we're convinced that it's a good idea to make these kinds of food choices. But what about other young people? How can you convince them to reach for F/V, go for whole-grain foods, and cut back on solid fats and added sugars? It's time to design an attention-grabbing nutrition page for a social networking site that will influence your target audience. This Mini-Production includes several of the 6 Media Questions you learned about in the previous lesson—sponsor, purpose, and audience—but its main focus is on Media Questions #3: Who is the intended target audience? In this Mini-Production, you'll practice skills that you can use in your Big Production at the end of the workshop, and you'll flex your nutrition know-how. 			
Briefly review the first 3 Media Questions and tell them that lesson 2 focused on point of view and the sponsor of media product.			
Ask youth: <ul style="list-style-type: none"> Who is the author or sponsor of this Mini-Production? Listen to responses and guide them to: We are. 			
Say: <ul style="list-style-type: none"> Lesson 3 focused on the purpose of media product. In that lesson, the purpose of the product was to persuade an audience to take an action. 			
Ask youth: <ul style="list-style-type: none"> What is the purpose of this Mini-Production? Listen for ideas and guide them to: <ul style="list-style-type: none"> Educate and inform the audience about important nutrition concepts. To persuade them to choose F/V or whole-grain foods more often, or reduce their intake of solid fats and added sugars. 			
Focus on Media Question #3. <ul style="list-style-type: none"> Ask who the target audience is? Listen to ideas and guide them to: young people. 			

	Completed as Written Yes or No		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
Activity (16 minutes) Divide into 2 or 3 groups per workstation.			
Say: <ul style="list-style-type: none"> Each group is going to create a fun and creative mock page for a social networking site to highlight nutrition for young people. The page should focus on one topic only—choosing more F/V, choosing more whole-grain foods, or cutting back on solid fats and added sugars. Ensure that pages are based on nutrition concepts discussed in lesson and include some suggestions for ways to incorporate these foods and strategies into daily eating. 			
Provide groups with specific instructions for how to complete pages. Ensure to include: <ul style="list-style-type: none"> Short descriptions that communicates nutrition concept and purpose of the page. Ideas for fun features that appeal to target audience. Discussion board to post comments. 			
Closing the Activity (1 minute) Congratulate youth on their fine work and ask for any comments or questions.			
Time: 20 minutes			
Conclusion	Yes	No	Comments and/or Changes
Thank youth for doing great work today.			
Ask for volunteers to share something fun or interesting they learned today. <ul style="list-style-type: none"> Listen for ideas about these key topics: <ul style="list-style-type: none"> Differences between whole-grains and refined grains. The importance of cutting back on solid fats and added sugars. How to use pictures and words together to help other young people learn about healthy eating. 			
Distribute <i>Take Home a New Idea!</i> and <i>Tips for Media-Smart Parents</i> sheets.			
Ask youth to turn in signed permission slips for grocery store field trip (if applicable).			
Time: 2 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies: -Visual aids -Posters -Teaching Supplies			

March 8, 2018

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.

March 8, 2018