

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH 7th Grade - Lesson 3 – *The Reason For Those Milk Mustaches*

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>
Part A: Student Poll	Yes	No	Comments and/or Changes
1. Ask students to raise their hands if they've seen a commercial or ad in which a celebrity with a milk mustache promotes drinking milk <ul style="list-style-type: none"> Inform them that in this lesson they'll discover why the campaign to drink milk is so widespread and why the mineral calcium is so important 			
2. As needed, remind students that dairy foods are foods made from milk and that examples include yogurt, cheese, and ice cream <ul style="list-style-type: none"> Ask students to name two favorite types of milk or dairy foods <i>excluding ice cream</i> Tally responses on a chalkboard or transparency 			
Time Goal: 3 minutes			
Small Group Quiz	Yes	No	Comments and/or Changes
1. Tell students they're going to take a quiz. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Work as a group to take the quiz to test your knowledge of calcium Each student will get a quiz to take home, but the group members need to reach a consensus on each answer When the quiz is complete I will give each of you an answer sheet Group members should take turns reading aloud the explanations of the correct answers 			

	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"> Everyone should correct their quiz as needed The answers include scoring instruction. As a group, determine your score 			
2. Divide students into groups <ul style="list-style-type: none"> Give each student a <i>What's Your Calcium IQ?</i> Quiz Tell students how many minutes they have to take the quiz 			
3. As groups finish the quiz, each give each student a <i>What's Your Calcium IQ? – Answer Sheet</i>			
Time Goal: 12 minutes			
Review of Chart	Yes	No	Comments and/or Changes
1. Tell students that all calcium-rich foods are not equal – there are “good” and “excellent” sources of calcium <ul style="list-style-type: none"> Also explain that some sources are lower in fat, sugar, and calories than others 			
2. Give each student a <i>Calcium-Rich Foods</i> chart and state from the lesson or paraphrase the following: <ul style="list-style-type: none"> The foods are categorized as GO, SLOW, or WHOA foods Review which foods qualify for which category and why Explain that many people their age think that calcium rich foods cause weight gain. Reference the GO foods section and explain that these foods do not lead to weight gain if consumed in moderation Ask how students can tell which foods are excellent sources of calcium (they are marked with an asterisks) 			
3. Tell students to quickly read through the chart <ul style="list-style-type: none"> Ask them if any were surprised that the foods in the Non-Dairy section contain calcium Tell them that when they're buying foods they should look carefully on containers of non-dairy foods for phrases like “calcium-fortified” and “calcium-enriched” 			
4. Inform students that in the next lesson segment they'll use everything they've learned about calcium-rich foods to create posters that will help their peers to get enough calcium			

	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>
5. Tell students to take home their quiz, answer sheet, and <i>Calcium-Rich Foods</i> chart			
Time Goal: 5 minutes			
Part B: Create a Poster	Yes	No	Comments and/or Changes
1. State from the lesson or paraphrase the following: <ul style="list-style-type: none"> Your task is to complete a poster that includes at least 4 tips about what people your age can eat and drink to get the recommended 1300mg of calcium a day Aim to mention GO and SLOW calcium-rich foods Emphasis breakfast as a great opportunity for calcium 			
2. Divide the class into groups and distribute materials <ul style="list-style-type: none"> Optional – designate a leader for each group who will lead the planning and encourage students to stay on task Optional – provide a rubric you will use to grade the posters (provided in lesson) 			
3. If time permits, ask groups to share their tips with the entire class			
Time Goal: 18 minutes			
Conclusion	Yes	No	Comments and/or Changes
1. Ask students to name one important reason that celebrities encourage everyone to drink milk in the milk mustache ads (to get enough calcium)			
2. Ask students what they're going to do to get more calcium so that the amount is closer to the daily recommendation of 1300mg			
Time Goal: 2 minutes			
Extension Activity (Optional)	Yes	No	Comments and/or Changes
Assign groups of students to create a day's menu that includes at least two excellent sources and at least three good sources of calcium-rich foods			
Ask students to keep a food log for several days in which they record the calcium-rich foods they consume			
Make arrangements with cafeteria manager for students to participate in a smoothie taste-test <ul style="list-style-type: none"> During taste-test you may want students to ask Child Nutrition Service staff members about their use of GO and SLOW calcium-rich foods 			

	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>
Bring (or ask students to bring) empty, clean containers of calcium-rich foods to the classroom <ul style="list-style-type: none"> • Ask students to check the nutrition facts label to find out how much calcium, saturated fat, and sugars are in the foods • Tell students to compare their findings with their <i>Calcium-Rich Foods</i> charts 			
Give students an assignment to research and report on: <ol style="list-style-type: none"> 1. <i>Factors that contribute to bone health</i>, including weight-bearing exercise and Vitamin D (obtained from foods that naturally contain it, foods where Vitamin D is added, and from sunshine) 2. <i>Factors that are potentially detrimental to bone health</i>, including smoking, drinking alcoholic beverages, caffeinated beverages, and soft drinks 			
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.

March 14, 2018