

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 1 — Grazin' on MyPlate*

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	Yes	No	Comments and/or Changes
Welcome participants: <ul style="list-style-type: none"> • Introduce yourself and your program. • Note that you are a nutrition educator from (identify your agency). 			
If directed by your supervisor, conduct an approved youth pre-test.			
Introduction	Yes	No	Comments and/or Changes
Welcome students to <i>Grazin' the Plate</i> with a new friend, Marty Moose. <ul style="list-style-type: none"> • Share that Marty will lead them in healthy food and physical activity adventures. • Give an overview of the program: 5-7 lessons—each talks about a health topic that's important to Marty and he wants to share with second graders. 			
Explain additional class rules: <ol style="list-style-type: none"> 1. Respect each other and our environment 2. Listen and raise hands 3. Must have permission slip to taste—you will get a 'license' 4. Be brave—encourage students to take adventure bites 5. Be polite—don't yuck anyone else's yum 6. If you don't like your taste, throw it away—no sharing 7. No one takes a bite before I give the signal! 8. Have fun!! 			
Time: Not specified			

March 5, 2018

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Anchor	Yes	No	Comments and/or Changes
Introduce Marty Moose (graphic or puppet): <ul style="list-style-type: none"> • Explain his Mailbag. • Explain that students can tell Marty what they found on Marty's weekly challenge by dropping a card in his mailbag. 			
Time: 3-5 minutes for Intro and Anchor			
Add	Yes	No	Comments and/or Changes
Introduce MyPlate: <ul style="list-style-type: none"> • Distribute MyPlate handout to each student (optional). • Cover basic concepts of variety and food groups. • Introduce that all types of foods are important for us to eat because they keep us healthy in different ways. Marty wants us to be "healthy eaters" like him. • Introduce Go, Glow, and Grow food/food groups and colors. • Ask students, why is water important to all living things (including humans)? • State that we need plenty of water every day (quantity of daily water needs represented by the pitcher). • Ask, how do we make sure we get enough water? • State that we can meet our water needs both by the beverages we drink such as water or milk and the foods we eat. Explain that soups, fruits and other foods have lots of water. 			
Time: 10-12 minutes			
Apply	Yes	No	Comments and/or Changes
<u>Activity 1 A: The Glow Germ Experiment</u> Tell students: <ul style="list-style-type: none"> • Part of eating healthy is making sure our food stays safe. • Bacteria or germs are natural and they are an important part of our world. Most germs will not hurt us. In fact, most germs are good to us and the world around us. But a few specific types of germs can make us sick. This is the reason washing our hands is so important. 			

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<ul style="list-style-type: none"> We use our hands a lot, so if we are not careful about how we wash our hands, we can spread germs that make us and other people sick without even knowing it! Just think, everywhere we go we touch or pick up stuff. We pick up germs on our hands and we leave some of these germs for the next person to pick up and pass around even further. To decrease the spread of germs, Marty wants us to wash our hooves (hands) often and thoroughly. Wouldn't it be great if we could see the germs on our hands and on other things? If we could see germs, we would know not to touch certain things. We would know when to wash our hands. Today, Marty wants us to do an experiment that will help us understand just how easy it is to spread germs. We are going to use a lotion called "glo-germ lotion." When we are done with the experiment, we will follow Marty's advice and wash our hooves (hands) often. 		
<p>Provide instructions for Glow Germ Experiment:</p> <ul style="list-style-type: none"> Give each student a small amount of lotion and ask them to rub it into their hands until it disappears. Ask students to touch things on their desk. Educator puts lotion on hands and touches food models. Explain to students that they should stay in their seats and you'll come around to them. Under the black light, show students the lotion on your hands. Then show them the lotion on the food models. Explain that this is why it is very important to always wash our F/V when we get home from the store. How many people handled the food before we bought it. Did they put their germs on it when they touched it? Ask the teacher to shake hands with you. Explain that you have just shared your germs, shown by the lotion under the light. 		
<p>Optional (omit if time is short):</p> <ul style="list-style-type: none"> With the hand-held black light, go to each student. Hold the light to their hands for them to see the lotion. Then wave the light over their desk to see just where they spread the lotion. 		

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Have students wash their hands.			
<p>With students seated, use the black light to show them the “hot” spots on their clean hands and their desk.</p> <ul style="list-style-type: none"> Point out to the student that if there is any area where lotion remains, that is an area where soap and water did not get rid of all the germs. Conclude the experiment by stating there is an easy way to make sure we clean our hands thoroughly, and that is by singing the lyrics to the song, “Twinkle, Twinkle, Little Star” every time we wash our hands. Ask everyone to join you in singing the song as everyone pretends to wash their hands while seated at their desks. (Make sure educator demonstrates cleaning between fingers and around thumbs and wrists.) 			
Time: 25 minutes			
Apply	Yes	No	Comments and/or Changes
<p><u>Food Tasting: Fishing with Marty</u></p> <p>Tell students:</p> <ul style="list-style-type: none"> Now that our hands are clean, we can go fishing with Marty. Hand out fishing licenses. Engage students in the tasting activity. Ask student helpers to distribute ingredients (dip, fruits, veggies, crackers) while other students work on the suggested worksheets. <p>**List what worksheets were used in the comments section.</p>			
<p>Tasting instructions:</p> <ul style="list-style-type: none"> Tell students to take the pole and dip it in the bait. Then dip the bait end of the pole into the variety of “fish.” Eat and enjoy your catch (including the pole)! <p>** Put ingredients or alternate recipe used in comments section.</p>			
<p>During sampling, talk about the different sizes and shapes of food.</p> <ul style="list-style-type: none"> Reinforce/review which MyPlate food groups are represented here. 			
Time: 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>
Away	Yes	No	Comments and/or Changes
Distribute parent letters to students or have classroom teacher put in back packs.			
Marty's Weekly Challenge: <ul style="list-style-type: none"> Tell students this week, Marty challenges you to explore where healthy foods from MyPlate are found at home. On your weekly challenge card, write to Marty to tell him what foods you found and the place you found them. 			
State the next time you visit, Marty will help you explore the Grains group of MyPlate.			
Leave suggested worksheets with teacher if not used while preparing snack.			
Time: 2 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies: -Visual aids -Posters -Teaching Supplies			

