

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 4 — Where's Your Moosetache?*

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>
Introduction and Anchor	Yes	No	Comments and/or Changes
Welcome participants:			
<ul style="list-style-type: none"> • Introduce yourself and your program. 			
<ul style="list-style-type: none"> • Review previous lesson and recite Marty's Messages. • Review main concepts from previous lesson. • Ask what new orange or dark green veggies students tried. What were the results? 			
Time: 3-5 minutes			
Add	Yes	No	Comments and/or Changes
Introduce the Dairy Group: <ul style="list-style-type: none"> • Identify where this group is on MyPlate. • Identify variety of foods found in this group using food models (milk, cheese, yogurt, ice cream). • Most dairy foods that we eat or drink come from animals. What animals? • Ask, why are dairy foods called Grow foods? • Note that it's because they help grow strong bones and teeth. • Dairy foods can do this because of two very important nutrients they have: <ul style="list-style-type: none"> ○ Protein, a nutrient that helps us grow bigger bones and muscles. ○ A mineral called calcium that does many good things for our bodies, but mostly it makes our bones hard and strong. • So protein builds a lattice or frame; and calcium fills in the holes to make the lattice 			

	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>
<p>strong so it can't bend and break.</p> <ul style="list-style-type: none"> • Demonstrate by interlacing fingers so there are spaces between. Then move fingers together to close space in protein lattice. 			
Time: Not specified			
Apply	Yes	No	Comments and/or Changes
<p><u>Activity A: Bones, Bones, and More Bones</u> Lead students through activity:</p> <ul style="list-style-type: none"> • Ask students to guess how many bones are in our bodies. State there are 206 bones that make up our body's bone structure. Over half the bones are found in our hands and feet. • Ask students to guess where the largest human bone is located on our bodies (thigh/femur). Then ask students to guess where the smallest human bone is located (ear). • Explain that each bone has a very important reason for being there. Have students stand behind their chairs and place their hands on their ribs. Have them hold their breath and stretch their stomach muscles. Then ask them to feel their ribs. Ask what our ribs protect (heart, lungs, organs). • Have students feel their heads. Ask what bone they are touching (skull). Ask what part of the body it protects (brain). • Next, think about the feet. Our feet have many bones...some are long and others short. Why do you suppose our feet are long? Long feet help us balance to stay upright and not fall over. For example, with only one part of our feet on the ground, it is hard not to fall over. Because we have so many bones in our feet, we are able to stand on our tippy toes, walk on our heels, and jump high in the air. Our foot bones stay strong if we use them a lot. • How about our hands? Like our feet, they have many bones ... long and short. The variety of shapes and sizes of bones are the reason we can: point just one finger, make a fist, play the piano or other musical instrument, hold our toys, and pick up a pencil. 			

	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"> Ask the students what would happen if we didn't have any bones (we would not be able to stand, walk, run, play or sit in a chair). State that drinking milk and eating calcium-rich food is important for maintaining healthy and strong bones. 			
<u>Activity B: Know Your Calcium ABCs</u> <ul style="list-style-type: none"> Show class the pre-measured amounts of flour representing calcium for each age in zippered plastic baggies. Point out how much calcium they gain every few years when eating a calcium rich diet. Tell them, Marty wants us to make sure we eat enough calcium every day, so we can romp and play safely. The best source of calcium in our food is milk and other dairy like cheese and yogurt. 			
Time: 20 minutes for Add and Apply			
Add	Yes	No	Comments and/or Changes
Tell students: <ul style="list-style-type: none"> MyPlate recommends that children your age need 2-3 servings from the Dairy Group every day. Ask, how can we be sure to get enough foods in the Dairy Group each day? Now let's look again at MyPlate. Marty wants us to be healthy eaters when choosing food from MyPlate. To be healthy eaters, Marty wants us to choose dairy foods that are lower in fat, sugar and salt. These are "anytime" foods that include nonfat milk and low-fat milk, nonfat plain yogurt. "Sometimes" foods in the dairy group are 2% milk, low-fat cheese, low-fat yogurt. "Once in a while" foods are ice cream and pudding. 			
Time: 5 minutes			
Add (Optional)	Yes	No	Comments and/or Changes
<u>Food Safety</u> Tell students: <ul style="list-style-type: none"> Because dairy foods have "grow" nutrients, it also helps germs grow. Marty knows that keeping food safe for humans to eat is very important. Ask, when we have dairy at our homes, where do we keep it? 			

	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"> We store it in the refrigerator because germs that like to grow in dairy foods don't like the cold...so they don't grow as fast. Ask, what happens if we leave dairy foods on the counter all day or overnight? Note that germs grow fast where it is warm and spoils. These foods smell 'sour,' or may curdle...and tastes yucky; cheese starts growing mold. When it stays too long outside the refrigerator, milk foods are not safe to eat, so we should throw them away. 			
Time: 5 minutes			
Apply	Yes	No	Comments and/or Changes
<p><u>Food Tasting: Blue Moostache Smoothie</u> Tell students that now Marty wants them to sample one of his favorite snacks:</p> <ul style="list-style-type: none"> Prepare samples with student helpers. Have other students wash hands, then work on MP table tent and workbook handouts. Share that the food sample today is the Blue Moosetache Smoothie. It has two foods from the Dairy Group: low-fat milk and yogurt. It also has two foods from the Fruit Group: Ask, what are they? (Blueberries and orange juice.) Ask, what do you think these blue flecks are in the smoothie? Note that it is fiber. Relate 'blue flecks' to 'brown flecks' referred to in the whole grains lesson. During sampling, talk about the different choices we have for beverages, including soft drinks and milk. Introduce the concept that milk is packed full of nutrients while soft drinks only contain sugar in amounts that are not good for our teeth or our bodies. Ask, which is the healthier choice: a drink that builds strong bones and teeth that will last a lifetime, or a sugary drink that hurts our teeth and makes them weak? <p><i>** Put ingredients or alternate recipe used in comments section.</i></p>			
Time: 15 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>
Apply (Optional Activity)	Yes	No	Comments and/or Changes
Activity C: Building a Bone Bank			
<ul style="list-style-type: none"> As time allows introduce activity or leave with the classroom teacher. 			
Time: 5 minutes			
Away	Yes	No	Comments and/or Changes
Remind students to drop any challenge cards they have into Marty's Mailbox.			
Distribute parent letters to students or have classroom teacher put in back packs.			
If time, read some of last week's environmental discoveries from the mailbox.			
Marty's Weekly Challenge: <ul style="list-style-type: none"> Tell students, we talked about how doing certain physical activity makes our bones stronger. Marty wants to know what physical activities you did where you live and play that made your bones stronger. Tell Marty what activity you did and in what place you did them on his challenge card this week. Let him know you plan to try this adventure by writing your name/hoof print on his Weekly Challenge poster. After you do it, write down what you did and place it in the mailbox. Leave challenge poster with teacher to hang up. 			
Time: 5 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies:			
-Visual aids			
-Posters			
-Teaching Supplies			

