

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 5 — Protein Power*

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: • Introduce yourself and your program.			
• Review previous lesson and recite Marty’s Messages. • Review main concepts from previous lesson. • Ask what bone building activities students tried? • Address amount of beans (calcium) in the jug...Congratulate the students on their progress with consuming 2-3 cups of dairy foods each day.			
Time: 3-5 minutes			
Add	Yes	No	Comments and/or Changes
Introduce the Protein Group: • Identify where this group is on MyPlate. • Identify variety of foods found in this group using food models. • Identify that Protein foods come from both plants and animals. • Point out that the foods in the group are “grow” foods. • Ask, why are Protein foods called Grow foods? • Note that this is because they contain protein that builds muscles and bones. • Tell students, protein is part of every cell in our bodies. Our bodies need protein all the time to repair body cells when they wear out.			

March 5, 2018

	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"> • Protein foods give us energy to grow longer bones, build strong muscles, blood, hair and fingernails (hooves). • It also helps us fight infections. Eating foods from this group is especially important to children and teenagers because it helps them grow into healthy adult size. 			
Time: Not specified			
Apply	Yes	No	Comments and/or Changes
<p>Activity A: P is for Protein</p> <p>Lead students through activity:</p> <ul style="list-style-type: none"> • Ask students if they remember some of the main reasons we need to eat foods containing the nutrient protein? • Remind students that foods from the dairy and protein groups are called “grow” foods. • Tell students they’re going to play a game that will help them understand the different sources of protein foods. • Distribute a graphic to each student. • Ask the students to find their “partner” (the picture that shows where the food came from originally). • Remind student this is a learning activity so it is ok to take a guess and guess wrong because Marty’s helper will give all the correct answers. • Have students show their foods and then the original sources of the foods. If necessary, help to group the foods appropriately. State all foods pictured in the room are good sources of protein. • Ask which two food groups are represented by the foods. • Explain that the foods containing milk belong in the dairy group, but they are also good sources of protein. • Finally, have students with foods from plants go to one side of the room, and students with foods from animals go to the other side. Talk about how protein foods come from both animals and plants. • Thank students for helping Marty explore protein foods and ask them to take their seats. 			

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<p>Tell students:</p> <ul style="list-style-type: none"> • Let's talk about another nutrient that we get from Protein foods...Fat. • Fat protects our organs by being a 'cushion'. It carries some vitamins through the blood and stores some vitamins. It keeps us warm. It also adds flavor to food. • Fat is full of energy, so we need to make sure we eat just a little bit to get what our bodies need for good health. Animal protein foods can have a lot of fat which is not healthy. • Let's close our eyes and think of animal meat (like hamburger, from cattle or a piece of chicken before it's cooked). What does the fat look like? • Hamburger usually has too much fat for good health. How do we get less fat from hamburger? • Note that cooking it helps melt the fat so some of it drips out, blot cooked portion with a paper towel to take away more of the melted fat. • Where is the fat in chicken? • How do you eat less fat in chicken? • Note that you can pull off visible fat before cooking and not eat the skin. 			
Time: 20 minutes for Add and Apply			
Apply	Yes	No	Comments and/or Changes
<p><u>Activity B: S is for Strength</u></p> <ul style="list-style-type: none"> • Explain to students that the physical activity for today will focus on strengthening our muscles. • Ask the students to stand behind their chairs and lock the fingers of their left hand with the fingers on their right hand at chest height. • Ask students to try and pull their hands apart without letting their fingers slip. • Ask the students what muscles they can feel working. Let the students relax a few seconds and then repeat the exercise. • Next let students know they'll focus on the stomach muscles. Ask students to stand straight and tall and pull in their stomach muscles. Hold for a few seconds. Relax. Repeat. 			

	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 children to play a game with you that will explore all the unique characteristics of Marty's friends in the forest. After each scenario, have students name muscles used. Follow script to lead students through exercise. 			
Time: 10 minutes			
Apply	Yes	No	Comments and/or Changes
<u>Food tasting: Might Moose Bean Dip</u> <ul style="list-style-type: none"> Tell students, now that we've worked our muscles a bit, Marty wants you to sample one of his favorite plant protein snacks. Prepare samples with student helpers. Have other students wash hands, then work on worksheets. Share that everyone gets to make their own sample today by using their finger muscles as 'machines' that will mash up the beans and turn them into flavorful bean dip. **List what worksheets were used in the comments section.			
During preparation or while students sample their tasting, address the following food safety points: <ul style="list-style-type: none"> Germs need food and water to grow, just like we do. Germs in foods from the Protein and Dairy groups grow fast. How do we stop germs from growing? (Keep them cold. They don't grow as fast in the cold.) This is why it is important to refrigerate these foods quickly after we get home from the grocery store, and after a meal if there are leftovers. ** Put ingredients or alternate recipe used in comments section.			
Time: 15 minutes			
Apply (Optional Activity)	Yes	No	Comments and/or Changes
<u>Activity C: Protein Partner Push-ups</u> <ul style="list-style-type: none"> Optional activity for classroom or PE teachers to use. 			
Time: Not specified			

	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 (If this is NOT the last class)	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"> Marty wants you to think about places you like to play. Tell Marty what muscle strengthening activities you did, and where you did them and what part of your body is getting stronger. Let him know you are going to do this by writing your name/h hoof print on his Challenge poster. Leave challenge poster with teacher to hang up. 			
Time: 5 minutes			
Away (If this IS the last class)	Yes	No	Comments and/or Changes
If this is the last lesson offered in the series, use the last 10 minutes to conduct an approved youth post-survey.			
Conclude with: <ul style="list-style-type: none"> Marty says "Thank you" 2nd graders for being interested in learning how to graze on healthy food, romp and play more every day and how to explore your environments for healthy choices. We've had a lot of fun together! And Marty would like to give you a certificate because you have helped Marty Moose turn into Smarty Moose! Distribute certificates. Give the Teacher evaluation form to do there or return by mail. Distribute parent newsletter surveys. 			
Time: 10 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies: -Visual aids -Posters -Teaching Supplies			

