

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 6 — Healthy Eaters Stay in Balance*

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 muscle strengthening activities students tried? Congratulate the students on their progress of increasing their muscle strengthening activities. 			
Time: 3-5 minutes			
Add	Yes	No	Comments and/or Changes
Show the MyPlate poster, review foods that are anytime, sometimes, and once-in-a-while foods:			
<ul style="list-style-type: none"> Relate these categories to energy balance: "anytime" because they are the healthiest for us; "sometimes" because they have some added sugar, fat or salt; and only "once-in-a-while" types as high in sugar, fat, and salt, not healthy and therefore should not have them very often. Anytime: fresh F/V, whole grain bread and tortillas, oatmeal; fish beans, nonfat or low-fat dairy and water. Sometimes: canned F/V, white bread or buttered popcorn, fried chicken, reduced-fat/2% milk. Once-in-a-while: fruit pies, doughnuts and cookies, chips, sausage, hot dogs, ice cream and pudding. 			

March 5, 2018

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<ul style="list-style-type: none"> Tell students, now that we have learned about these foods, Marty wants to show us how to make healthier choices by using a handy tool that we have with us all the time. 			
Time: 5-7 minutes			
Apply	Yes	No	Comments and/or Changes
<p><u>Activity A: It's the Cup, Not the Claw</u> Lead students through activity:</p> <ul style="list-style-type: none"> Hand out foods from all food groups, one to a student, until the models are all distributed. Explain that each food model represents a serving from its respective food group. Start with the Grains group, have those students stand and share the foods they have. Define a serving for each food represented. Explain that depending on our age, body size and physical activity level, we need at least six servings each day from the Grain group. At least half of these servings should come from whole grains. Continue this format with the remaining food groups, number of servings, etc. Ask students to look at their food models. Let them know that serving size can be complicated and confusing, but emphasize that a 'cupped hand' or 'handy cup' is about a serving size for most foods (use cupped hand as a visual to demonstrate). Talk about how when we get hungry or eat something we really like, we can dig into the food like a 'big hungry bear' with its claws. (Use your fingers spread wide on both hands like a claw for visual.) Provide example then ask students for foods that they use claw-sized servings for. Relate a correct serving size with the excess amounts of food we sometimes eat. Hold hands first like a cup then hold hands high, fingers stretched apart like a bear claw, while saying: "Serving sizes should be like the cup, not the claw." Tell students, sometimes we get really hungry, almost like a bear after hibernating. We claw into food and heap bunches on our plate and then we feel like we need to eat it all. After we start to eat some of the food, 			

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<p>we may find we are no longer hungry, but we try to eat all the food anyways. Eating too much food can make us uncomfortable and is actually not healthy for our bodies. We should always start with smaller portions to make sure we don't eat too much.</p> <p>Remember when eating foods, 'it's the cup not the claw.'</p> <ul style="list-style-type: none"> • Have students bring food models forward, calling them up by food group. 			
Time: 10 minutes			
Apply	Yes	No	Comments and/or Changes
<p><u>Food tasting: MyPlate Stack Snack</u></p> <ul style="list-style-type: none"> • Prepare food sample with student helpers. • Have students identify the food group to which each food belongs: whole grain, vegetable, fruit, dairy and protein. • Before eating it, ask students to reflect on whether this snack is "cup" or "slaw" size. <p><i>** Put ingredients or alternate recipe used in comments section.</i></p>			
Time: 10 minutes			
Add and Apply	Yes	No	Comments and/or Changes
<p><u>Healthy Eaters Stay in Balance</u></p> <p>Tell students:</p> <ul style="list-style-type: none"> • We learned that we need to eat from all the food groups and we need to eat the right amounts of food. What else does Marty do every single day to stay healthy? • Note that he grazes...or moves around to find food. He balances the energy he takes in with the energy he puts out when he is living his life. • Ask, how many minutes a day are we supposed to be physically active? • Note that we need 60 minutes. It doesn't have to be all at once. You might have 2 or 3 times a day during school, PE class, activities after school and sometime during the evening ...that all counts. • We should all try to play hard enough that our breathing gets heavy...like we are almost out of breath. • Now, let's go on an adventure with Marty. 			

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<p><u>Activity B: The Move More Game</u> Have students stand at their desk.</p> <ul style="list-style-type: none"> • Explain that activity should be done hard enough that it causes you to breathe deeply. Tell students, in place, pretend you are swimming in a river with Marty. Marty has long legs and can get through the river fast, so swim fast enough to keep up. (Do this long enough to increase heart rate and breathing.) • Talk about how some activities make muscles strong. Ask, what are these from lesson 5? • Tell students, put your arms straight out to your sides, palms up. Pretend Marty has been playing in the woods and found a pretty rock in a stream. He swims over and picks it up...OOOOH it's heavy! He carries it back to show you. It's a big rock! Now raise and lower your arms imagining the heavy weight. This type of activity, lifting heaving things, requires strong muscles to use lots of energy. • Share with kids that bone strengthening activities are also important for kids. Strong bones are needed for running, jumping rope, and lifting heavy things...Like rocks. Have students run in place, trying to keep up with Marty, who has spotted his friends raccoon and rabbit up the hill. • Talk about how physical activity is how we use the fuel from food. Tell them, we have to balance how much we eat with how much we use. On days we are very active, we may feel hungry more often. On days we are not active, we may not feel very hungry so our bodies are telling us we need less food. • Give students a few seconds to think of a physical activity they like to do. Call on, up to 5 students to share their favorite activities. Have everyone act out each movement for 15-30 seconds. • Afterwards have students place their hand over their heart. Ask them, what do you notice about your heartbeat? • Note that it's beating really fast because this type of activity makes our heart muscle work harder...to get strong! 		

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<ul style="list-style-type: none"> Ask, what do you think your heart is saying to you for helping it get strong? Demonstrate with your hand patting your chest to the rhythm of the heartbeat while saying, your heart is saying 'Thank You! Thank You, Thank you!' 			
<u>Summary</u> <ul style="list-style-type: none"> Congratulate students, tell them to remember on days we are very active, we may feel hungry more often. On days we are not active, our bodies may need less food. We need to listen to our tummies. Ask students, what have we learned about being a healthy eater? Healthy Eaters choose mostly anytime foods from MyPlate and drink water! Healthy Eaters choose at least 60 minutes of activity every day. Healthy Eaters serve themselves with handy cups, not claw-sized portions. 			
Time: 12 minutes			
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. <ul style="list-style-type: none"> Attaching parent surveys with envelopes here is optional. 			
Hand out teacher observation reports.			
If time, read some of last week's environmental discoveries from the mailbox.			
<u>Marty's Weekly Challenge:</u> <ul style="list-style-type: none"> Marty wants you to think about what foods that you usually take with your claw. Tell Marty what foods they are, the place you were when you reached with your claw, and what you did to stay in balance. Write these things on Marty's card and drop it in the mailbox. If you decide to change your serving to a handy cup, write your name/hoof print on this week's challenge poster. Leave challenge poster with teacher to hang up. 			
Time: 5-10 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 (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"> • Handing out Smarty Marty Certificates with each student's name on one. • Shake their hands and/or pass out NEREI: Pencil. • If this is the last lesson of the series in your school, play Smarty Marty's Tic Tac Toe from Lesson 7. 			
Time: 10-15 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies: <ul style="list-style-type: none"> -Visual aids -Posters -Teaching Supplies 			

