

# Curriculum Overview

## Grazin' with Marty Moose

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### **Important:**

Grazin' with Marty Moose (MM) is an emerging curricula. Local SNAP-Education providers using this curricula must coordinate with the Curriculum and Evaluation Teams for Washington State SNAP-Education.

Please use only the version of MM posted on the Curriculum Website. Lessons are written for second grade students and must be taught in second grade classrooms only.

All lessons must be taught as written. No modifications or additions are allowed.

### **Core Components**

The purpose of the lessons are to help children make safe and healthy food choices, develop healthy attitudes toward food, enjoy and engage in physical activity, and appreciate differences in themselves and others.

To encourage parent involvement, weekly letters about the program are sent home to the parents. The letters tell parents what their child is learning and list some ideas for parents to interact with their children, tips for making healthier food choices, and a lesson-related recipe to try at home.

### **Objectives**

Lesson objectives are specified at the beginning of each lesson. The general goals are for students to be healthier as a result of:

- Making better food choices
- Drinking water each day
- Being physically active
- Improving food preparation and food safety skills
- Being accepting of self and others
- Increased awareness that our food and activity environments can affect our choices

### **Theoretical framework**

Grazin' with Marty Moose is based on emerging evidence.

### **Setting & target audience**

The setting for this curriculum is second grade classrooms. Access to adequate handwashing

facilities for each lesson is required.

The target audience is second grade students.

### Number and duration of lessons

Grazin' with Marty Moose includes 7 lessons. Each lesson takes 60 minutes. A minimum of lessons 1-5 is required to maintain curriculum fidelity. The additional two lessons, although optional, increase dosage to allow for more review time, introduction of concepts about energy balance and the importance of our food and activity environments influencing our behavior. Educators may teach a series of 5 lessons (lessons 1-5), 6 lessons (lessons 1-6) or all 7 lessons (lessons 1-7).

### Recommended pacing

Suggested time frames for each part of the lesson are outlined in every lesson plan. Frequency of lesson delivery is not specified. Best practice is to teach lessons one week apart. Do not teach two lessons at a time or more than two lessons in one week.

### Instructional order & strategies

Lessons should be taught in order; each lesson builds on the previous one. Lessons may not stand alone.

Lesson	Title	Duration
1	Grazin' the Plate	60 minutes
2	Grazin' on Grains	60 minutes
3	Eating a Rainbow	60 minutes
4	Where's Your Moostache?	60 minutes
5	Protein Power	60 minutes
6	Healthy Eaters Stay in Balance	60 minutes
7	Smarty Marty Chooses Healthy Environments	60 minutes

### Core Activities

All activities included in each lesson are part of the core content. All lessons must be taught as written. No modifications or additions to the curriculum are allowed.

### Optional Activities

Some lessons include additional activities to be completed as time allows. See individual lessons for optional activities and worksheets.

## Materials

Each lesson includes a list of materials and supplies needed to teach the lessons and food tastings. Newsletters, worksheets, posters, visual aids, recipes, weekly challenge cards, and vocabulary words are all included in the Lessons.

See the Appendix B for Resource List and Appendix C for Supplementary Materials. The resource list summarizes all sources of supplies and teaching aids purchased from outside vendors. The supplementary materials include binder covers and spine label, Marty's Mailbox graphic, "Nibble Stickers", achievement certificates, stationary and a CD label. There is also a model release for food tasting and food allergies in English, Spanish and Russian.

## Training

- ✓ Review curriculum overview.
- ✓ Review teachers guide and materials.
- ✓ Practice or talk through at least one lesson with another educator or your supervisor.
- ✓ Observe another educator teach a Marty Moose lesson (if possible).

## Recipes

Recipes are included for each lesson. Educators are encouraged to use food activity/recipe provided in the curriculum. Recipes should always support core content of lessons.

Other recommended recipes resources can be found at:

- <https://snaped.fns.usda.gov/basic-nutrition-everyone/healthy-low-cost-recipes>
- <http://growhappykids.org/>
- <https://cfacaa.human.cornell.edu/dns.fnec/files/resources/4HRecipeBookFinal.pdf>
- <http://www.foodhero.org/>
- <https://spendsmart.extension.iastate.edu/recipes/>

## Fidelity is...

The extent to which a curriculum or program is delivered in accordance with the intended (and tested) design. This means:

- Using program materials.
- Adhering to recommended pacing.
- Keeping the program's instructional order.
- Utilizing the program 'routines'.

- All teachers using the same materials to equalize student learning opportunities and meet instructional objectives.

### **Making adjustments while delivering with fidelity**

Because this is an emerging curriculum, no adjustments to the lessons are allowed.

### **Evaluation**

The Implementation and Evaluation Guide for *Grazin' with Marty Moose* should be followed. A link to this guide can be found here: <http://extension.wsu.edu/curriculum-fidelity/links-to-curriculum/>

### **Link to curriculum:**

<http://extension.wsu.edu/curriculum-fidelity/links-to-curriculum/>