

**Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement**

Lesson Assessment Tool for — *Marty Moose: Lesson 7 — Smarty Marty Chooses Healthy Environments*

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.

	<b>Completed as Written</b> <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>
<b>Introduction and Anchor</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome participants: • Introduce yourself and your program.			
• Review previous lesson and recite Marty’s Messages. • Review main concepts from previous lesson. • Tell students, last week Marty challenged you to change ‘claw’; servings to ‘cup’ servings to stay in balance. What did you do? Where did you do it? Congratulate students on making healthier choices.			
Time: 3 minutes			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Activity A: Where Are My Food and Activity Environments?</u> Tell students: • Over the last 6 weeks, Marty challenged each of you to write to him about where you find food and what food was found. • Marty finds his food and plays in all the places he lives...his environment. • Marty’s natural environment provides food and places to play. • Marty’s natural environment is good to him because it provides only the “anytime” foods and physical activity that he needs for good health.			

	<b>Completed as Written</b> <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"> <li>• State that Marty wonders if it's the same for humans' health in their environments. He wants me to share what he found out when he read the weekly challenges.</li> <li>• Explore the many places that they/humans have food and physical activity (learn, live, play, shop, and eat).</li> </ul>			
Time: 10 minutes			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Activity B: Exploring my Environment</u> Tell students: <ul style="list-style-type: none"> <li>• Marty wants us to explore these places.</li> <li>• When Marty read through your mailbox challenges he also learned what food and physical activities you did in these environments (share some examples).</li> <li>• Point out that there is food in most every environment, but for humans, it is not only "anytime" foods.</li> <li>• Review anytime, sometime, and once-in-a-while food choices.</li> <li>• Ask, what environment has the most 'anytime' foods?</li> <li>• How do second graders make healthier choices in environments where they find sometimes or once-in-a-while foods? (Ask the adult in charge that shares the environment).</li> <li>• What is one change we could make to _____ (environment) where we might make an unhealthy choice?</li> <li>• Celebrations happen all year long so remember to bring healthy, fun foods and physical activities to each special occasion.</li> </ul>			
Time: 10 minutes			
<b>Apply</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Marty's Last Classroom Challenge</u> Tell students: <ul style="list-style-type: none"> <li>• Now Marty wants to give you one last challenge.</li> <li>• Marty wants you to think about making the environment you share (classroom) a healthier environment. He wants your class and teacher to consider accepting the Smarty Marty's Healthy Celebration Proclamation Challenge.</li> </ul>			

	<b>Completed as Written</b> <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"> <li>• Read the Proclamation aloud.</li> <li>• If the class wants to meet this challenge, what do they need to do? (Ask adults in charge and their teacher.)</li> <li>• What type of healthy changes can you make for healthy classroom celebrations?</li> <li>• What ideas does Mr./Ms.__(teacher) have for how to celebrate occasions healthfully?</li> <li>• Should the class accept, everyone who wants to join Smarty Marty’s Healthy Celebration Challenge for the classroom should sign the poster with the teacher. Take a picture to send to the SNAP-Ed educator with what the class plans to do for Healthy Celebrations. When you have a healthy celebration, invite the Principal, SNAP-Ed educator to your event during the school year. Take a photo of the ‘signed’ proclamation and the first celebration with healthy options; send the pictures to the SNAP-Ed Educator.</li> <li>• I will be very excited to see what this class does with this challenge!</li> </ul>			
Time: 5 minutes			
<b>Apply</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Graduation</u> Tell students: <ul style="list-style-type: none"> <li>• Briefly summarize adventures with Marty, including exploring new foods and environments, activities and learning about anytime and sometimes foods.</li> <li>• Review Marty’s Messages for the last time.</li> <li>• Thank the students for helping Marty Moose become Smarty Moose.</li> <li>• Distribute Graduation Certificates.</li> </ul>			
<u>Food Tasting: Mooseberry Crunch</u> (or Air-popped corn with flavorings) <ul style="list-style-type: none"> <li>• Prepare samples with student helpers.</li> <li>• Have other students wash hands, then work on worksheets.</li> <li>• Serve quick taste of this simple snack.</li> </ul> <i>** Put ingredients or alternate recipe used in comments section and list what worksheets were used.</i>			
Time: 10 minutes			

	<b>Completed as Written</b> <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>
<b>Away</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Activity C: Smarty Marty's Tic Tac Toe Tell students: <ul style="list-style-type: none"> <li>Marty has planned some great fun for us today. He has a special game that we are going to play. It's called Smarty Marty's Tic Tac Toe.</li> </ul>			
Distribute parent letters to students or have classroom teacher put in back packs.			
If instructed by your supervisor, hand out post-surveys to the classroom teacher to administer within 2 days of the last class.			
Hand out Teacher Observation sheet and parent surveys.			
Time: Until the end of class			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Used materials and supplies: -Visual aids -Posters -Teaching Supplies			

