

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

Lesson Assessment Tool for — Energize Your Life Gardening for a Healthier You – Lesson 1: Plan and Prep to Plant

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</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome participants • Introduce yourself and your program			
Ice breaker or group introductions • Ask participants to fill out their name tags or folded name table tents • Ask participants to share their thoughts on: o What attracted you to sign up for this gardening series? o OR - What experience, if any, do you have with gardening? • These can be shared during the group introductions and throughout the lesson			
Share the program and lesson objectives			
Time Goal: 5 minutes			
<b>Anchor</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask participants work in pairs or small groups • Distribute 6-8 F/V cards to each group • Ask participants to spread out the cards, look at the photo side and share with each other which fruits and vegetables they like to eat and/or any they may not have tried			
Time Goal: 10 minutes			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Distribute Participant Workbooks			
Plan Activity 1 - Ask the groups to examine the nutrition information on the opposite side of the cards from the anchor section			

	<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>Ask them to note the nutrients on the bar graph, the edible part of the plant, and the nutrition facts for one serving</li> <li>Have them identify 3 to 4 examples of fruits and vegetables they might like to grow</li> <li>Ask them to decide what influenced their choices: taste, color, nutritional value, save money, try something new, etc.</li> </ul>			
<p>Explain that when planning the garden there is a lot of choice. Ask participants to consider the following:</p> <ul style="list-style-type: none"> <li>Easy-to-Grow <ul style="list-style-type: none"> <li>Have participant's open workbooks to the <i>Warm and Cool Season Crop Chart</i></li> <li>Ask participants to select 2 to 3 plants that are listed on the chart</li> </ul> </li> <li>Value <ul style="list-style-type: none"> <li>Ask participants to look at the <i>Vegetable Value and Production Charts</i></li> <li>Define and explain <i>vegetable value</i></li> </ul> </li> <li>Nutrient Value <ul style="list-style-type: none"> <li>Ask participants to look at the <i>Vegetables for Greater Nutrition Chart</i></li> <li>Encourage participants to choose plants that give the most nutritional value</li> </ul> </li> </ul>			
<p>Ask if participant choices offer at least one nutrient that contains 10% of its nutrient value in a ½ cup serving</p> <ul style="list-style-type: none"> <li>If not, encourage participants to make another choice that could improve their garden's nutritional value</li> </ul>			
Time Goal: 10 minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss that gardening is a physical activity and that warming up muscles that mimic garden tasks is important to avoiding soreness and injury			
<p>Explain movements and how they relate to gardening activities</p> <ul style="list-style-type: none"> <li>Use proper cueing of movements to prevent injury</li> </ul> <p>*List movements used in comments section</p>			
Time Goal: 5 minutes			
<b>Apply</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Plan Activity 2 - Ask participants to design and sketch a garden area or space			

	<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>Distribute or display examples of garden designs and diagrams</li> <li>Provide 2-5 seed packets with readable directions to each table or group</li> <li>Provide paper, pencils and reference handouts</li> </ul>			
<p>Ask participants to create a garden design even if they are unsure where or what they may be planting in their own gardens</p> <ul style="list-style-type: none"> <li>Have them practice reading 2-3 seed packets to become familiar with seed planting directions, then draw or write where in the garden area 2-3 different crops might be placed</li> </ul>			
<p>Review and discuss key concepts to consider when creating a successful garden design:</p> <ul style="list-style-type: none"> <li>Total planting area</li> <li>Sun exposure</li> <li>Nearest water source</li> <li>Desired crops and their planting directions to obtain best sun/heat exposure</li> <li>Seed planting methods</li> <li>Germination time and temperature</li> <li>Time to plant: after the last frost</li> <li>Time until harvest: before first hard frost</li> </ul>			
Time Goal: 10-15 minutes			
<b>Add</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Discuss and explain different ideas to consider when planting seeds</p> <ul style="list-style-type: none"> <li>Planting method – rows or scatter pattern</li> <li>Space between seeds</li> <li>Distance between rows</li> <li>Size and depth of containers or pots</li> <li>Water drainage, especially if using pots or containers</li> </ul> <p>Highlight that some of this information will be covered next lesson</p>			
<b>Food Prep/Sampling</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p><b>Preparation of Seed Salad Recipe</b></p> <ul style="list-style-type: none"> <li>Time will vary depending if the recipe is made during the lesson or before and just taste-tested</li> <li>Use the <i>Five Steps to Food Safe Fruit &amp; Vegetable Home Gardening</i> to review the importance of washing all produce</li> </ul>			
Time Goal: 10-15 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 &amp; Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Distribute copies of any optional handouts to the workbook			
Review what tasks need to be completed before Lesson 2: <ul style="list-style-type: none"> <li>• Purchase seeds (EBT cards can be used to buy food seeds and edible plant starts)</li> <li>• Prepare garden area/space by clearing it of weeds &amp; plant debris</li> <li>• Share the scheduled date of Lesson 2</li> </ul>			
Time Goal: 2-5 minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Used Materials and supplies <ul style="list-style-type: none"> <li>- Visual Aids</li> <li>- Posters</li> <li>- Teaching Supplies</li> </ul>			

