

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Energize Your Life Gardening for a Healthier You – Lesson 2: Weed, Water, and Wait

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	Yes	No	Comments and/or Changes
Welcome participants <ul style="list-style-type: none"> • Review key points from lesson 1 <ul style="list-style-type: none"> ○ Reading and using seed packets ○ How to warm up the body to prepare for physical activity in the garden 			
Share Lesson 2 objectives			
Time Goal: 5 minutes			
Anchor	Yes	No	Comments and/or Changes
Ask participants work in pairs or small groups <ul style="list-style-type: none"> • Use <i>Plant Parts Diagram</i> in the workbook • Distribute 3-5 F&V photo cards of various edible plant parts to each group • Ask participants to look at the graph side of the cards to identify what part of the plant is edible, the serving size of the plant parts and the nutrient content • Discuss any similarities or differences in nutritional value • Prompt with questions such as: <ul style="list-style-type: none"> ○ Which plant parts have high vitamin value for a serving? Which parts are high in carbohydrates and fiber? Which plant parts do you like to eat? Etc. • Ask participants to label the parts of the diagram 			
Time Goal: 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>
Add	Yes	No	Comments and/or Changes
Ask participants to take out their garden diagram/sketch and any seeds they brought <ul style="list-style-type: none"> Ask participants to refer to the workbook charts from Lesson 1 			
Ask participants to: <ul style="list-style-type: none"> Identify which edible plant parts are cool-season crops Identify which crops they want to plant first <ul style="list-style-type: none"> Remind them to consider the following: <ol style="list-style-type: none"> Easy to Grow; 2) Value; 3) Nutrient Value; 4) Available space 			
Distribute 2-3 seed packets to participants and read the planting directions for each crop <ul style="list-style-type: none"> Ensure that the planting area has soil depth appropriate for the desired crops Use the <i>General Rooting Depths for Some Common Vegetable Crops Grown in WA, Table 6</i> 			
If necessary, label the planting area on the diagram and indicate which edible plant parts they will be growing (i.e. radishes are roots, collards are leaves, and green onions are edible bulbs and leaves, etc.)			
Encourage participants to enter information into their garden journal or log <ul style="list-style-type: none"> Log the first planting entry with the crop name, planting date and time spent Keep the garden diagram with the journal or log and alter as needed for future plantings 			
Time Goal: 10 minutes			
Physical Activity	Yes	No	Comments and/or Changes
Remind participants that gardening is a physical activity and that warming up muscles that mimic garden tasks is important to avoiding soreness and injury			
Demonstrate warm-up movements and perform exercises as a group			
Preform exercises related to gardening movements 4-5 movements for 30-60 seconds OR Make a Fit Ball and use it to lead participants in similar gardening exercises *List movements used in comments section			
Time Goal: 5 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>
Apply	Yes	No	Comments and/or Changes
<p>Activity: Planting</p> <p>Option 1 – “Direct seed’ if working in a community garden or other site the accommodates all participants</p> <ul style="list-style-type: none"> • divide the 2-4 different crops among small planting groups • Follow the instructions on the seed packets for spacing, depth of seeds and distance between rows • Demonstrate how to use the garden tools to make rows and use row markers <p>OR</p> <p>Option 2 – Use seeding trays or small containers if the group has sites or gardens of their own</p> <ul style="list-style-type: none"> • Demonstrate how to plant the seeds in a scatter pattern, rather than in rows 			
<p>Soil temperature -</p> <p>Demonstrate how to use a common meat thermometer to determine soil temperature in 1-3 spots of the garden</p> <ul style="list-style-type: none"> • Let a few participants practice using the tool and recording temperature • Cover cleaning and sanitizing thermometer for kitchen use 			
<p>Watering -</p> <p>Explain that most vegetable crops require 1 inch of water per week for optimum production</p> <ul style="list-style-type: none"> • Determine watering needs <ul style="list-style-type: none"> ○ Moisture sensor ○ Dig down 6-12 inches into soil, scoop out a cup or handful of dirt and squeeze the dirt to see how it holds together. Soil should be moist, not muddy or dry • Based on your findings, water with your preferred method • While watering, place a small cup, can or other container in the middle of the area to be watered. Check frequently to ensure proper level of 1 inch of water accumulates 			
Time Goal: 15-20 minutes			
Food Prep/Sampling	Yes	No	Comments and/or Changes
<p>Activity: Spring Greens Salad with Vinaigrette</p> <p>The time will depend upon whether you choose to taste a pre-made sample of the salad or make the recipe together</p>			

	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"> Follow directions on recipe page of this lesson Remind participants that this recipe is contained in the back of the Participant Workbook 			
Time Goal: 10-15 minutes			
Away & Closing	Yes	No	Comments and/or Changes
Distribute copies of any optional handouts to the workbook <ul style="list-style-type: none"> Point out that recipe and planting calendar are in their workbooks 			
Review what tasks need to be completed before Lesson 3: <ul style="list-style-type: none"> Test for adequate soil moisture, check water requirements for your crops and Water newly planted seeds as directed Create a 2-week log of soil temperature readings for future planting Remove weeds 			
Remind participants of date, time, and topic of next week's lesson <ul style="list-style-type: none"> Remind to bring workbook, garden design/plan, and gardening log 			
Time Goal: 2-5 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 			

