

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Energize Your Life Gardening for a Healthier You – Lesson 3: Food, Fun and Fitness

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 2 <ul style="list-style-type: none"> Edible plant parts Moisture levels and when to water Soil temperature Planting directions on seed packets 			
Share Lesson 3 objectives			
Time Goal: 5 minutes			
Anchor	Yes	No	Comments and/or Changes
Ask participants work in pairs <ul style="list-style-type: none"> Ask for volunteers to share: <ul style="list-style-type: none"> What type of fruit or vegetable did you eat last week? Describe it by color and plant part Estimate the amount of fruits and vegetables you ate daily 			
Time Goal: 5 minutes			
Add	Yes	No	Comments and/or Changes
Display or hang Edible Plant Parts Diagram Poster			
Distribute Fruit and Vegetable photo cards to groups (make sure all plant parts are in each group of cards) <ul style="list-style-type: none"> Ask participants to look at nutritional information charts on the back to determine which nutrients appear most often and in the greatest quantity 			

	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>
Remind participants of daily fruit and vegetable recommendations – <ul style="list-style-type: none"> • 2 cups fruit • 2.5 cups vegetables 			
Highlight that current research suggests beneficial health link with increased consumption of F/V, and whole grains <ul style="list-style-type: none"> • Get these benefits by eating more and a larger variety of fruits and vegetables • Choose different colors and different plant parts to increase nutrient diversity 			
Show participants the Edible Plant Parts photos from the lesson <ul style="list-style-type: none"> • Introduce and discuss plant parts as shown <ul style="list-style-type: none"> ○ Roots – gather water and nutrients from the soil, anchor and support plant ○ Stems – moves water and nutrients from the roots to the rest of the plant, stores liquids and foods ○ Leaves –produce food for the plant through photosynthesis ○ Flowers –make the plant’s seeds, attract pollinators ○ Fruits –protects the plant’s seeds ○ Seeds – produce new plants, store energy for the new plant 			
Time Goal: 15 minutes			
Apply	Yes	No	Comments and/or Changes
Ask participants to get out their garden sketch/diagram and any seeds they have brought <ul style="list-style-type: none"> • Encourage participants to choose 2-3 additional crops to plant • Encourage planting of a variety of color and edible plant parts • Ask participants to label the planting area on their diagram and indicate which plant part they will be growing 			
Encourage participants to record the following in their garden journal: <ul style="list-style-type: none"> • Crop name • Planting date • Time spent exercising/gardening 			
Add	Yes	No	Comments and/or Changes
Fitness Explain and discuss how regular physical activity is part of a healthy lifestyle			

	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"> Highlight: <ul style="list-style-type: none"> 30 minutes of activity most days a week is needed to maintain health and reduce the risk of disease Gardening and yard work increases endurance, improves flexibility and provides strength training 			
Keep it Safe Encourage safety while gardening and exercising by reviewing: <ul style="list-style-type: none"> Warm-up and stretching Varying movements Knowing limits and taking breaks Protection from the sun Drinking plenty of water 			
Time Goal: 2-3 minutes			
Physical Activity	Yes	No	Comments and/or Changes
Take a walk to the garden site or choose some of the warm up exercises from previous lessons			
Time Goal: 3-5 minutes			
Apply	Yes	No	Comments and/or Changes
Activity: Planting more seeds If available, direct seed into the prepared area <ul style="list-style-type: none"> Mark rows or planted areas 			
Discuss and explain the concept of thinning and why it is important <ul style="list-style-type: none"> Show photos if not at garden Demonstrate thinning and have participants practice this skill if possible 			
Time Goal: 10-15 minutes			
Food Prep/Sampling	Yes	No	Comments and/or Changes
Activity: Plant Parts Salad The time will depend upon whether you choose to taste a pre-made sample of the salad or make the recipe together			
Time Goal: 10-15 minutes			
Away & Closing	Yes	No	Comments and/or Changes
Distribute copies of any optional handouts to the workbook			
Remind participants of date, time, and topic of next week's lesson <ul style="list-style-type: none"> Remind to bring workbook, garden log, gloves, seedlings, etc. 			

	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>
Review what tasks need to be completed before Lesson 4: <ul style="list-style-type: none"> • Test for adequate soil moisture. Water plants as needed • Thin seedlings to recommended spacing • Remove weeds • “Harden off” greenhouse starts to get them ready for transplant 			
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 			

