

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Energize Your Life Gardening for a Healthier You – Lesson 4: Seed, Feed, and Harvest

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 • Review key points from lesson 3 ○ A variety of fruits and vegetables is important to get all nutrients ○ Six plant parts and functions ○ Crop space and thinning			
Share Lesson 4 objectives			
Highlight that regularly recording activity levels will help track improvements and other various adjustments to physical activity routine			
Time Goal: 5 minutes			
Anchor	Yes	No	Comments and/or Changes
Ask participants work in pairs or small groups Ask for F/V come to mind when you think of warm weather or summer? • What colors and which plant parts are most plentiful that time of year? • What are your favorites and why?			
Time Goal: 10 minutes			
Add	Yes	No	Comments and/or Changes
Review and discuss: • The fruit part of the plant holds the seeds, like a seed suitcase • Many fruits are high in vitamins A, C, folate, potassium, and fiber • Define phytonutrients, where they are found, and what they do for the body			
Time Goal: 15 minutes			

March 13, 2018

	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
Use the nutrient bar graphs from <i>Vegetables for Greater Nutrition Chart, Table 9</i> from Lesson 1 or fruit and vegetable photo cards to display warm season crops high in different nutrients <ul style="list-style-type: none"> Highlight which crops are higher in essential nutrients and fiber and lower in starch than other crops Emphasize the importance of variation in both crop selection and in daily diet 			
Activity – Ask participants to take out their garden diagram/sketch <ul style="list-style-type: none"> Ask participants to work in groups to choose 2-3 additional crops to plant Encourage variation of color, plant parts, and nutrient values Label planting areas on diagram and indicate which edible plant part will be grown 			
Discuss and explain how to choose plants that can be grown and harvested in Washington’s growing season <ul style="list-style-type: none"> Use the <i>Planting Calendars Table 5</i> from Lesson 2 in addition to the available seed packets and catalogs 			
Encourage participants to record the following in their garden journal: <ul style="list-style-type: none"> Crop name Planting date Time spent exercising/gardening 			
Physical Activity	Yes	No	Comments and/or Changes
Remind participants that regular physical activity is part of a healthy lifestyle <ul style="list-style-type: none"> Allow participants to choose 2-4 warmups and stretches from previous lessons to do to prepare for going to the garden 			
Time Goal: 3-5 minutes			
Add	Yes	No	Comments and/or Changes
Transplanting Seedlings or Starts Discuss and explain the steps of “Hardening Off” transplants to ensure they can endure outdoor weather <ul style="list-style-type: none"> Reduce watering to one light watering per day 			

	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"> • Move plants to a protected outdoor area. Bring them in at night or cover with a plastic dome at night • Leave plants outside and remove the dome top during the day and cover again during the night • Remove the cover permanently 			
Discuss and explain tips for successful transplanting: <ul style="list-style-type: none"> • Transplant in late afternoon or on cool misty day to reduce plant shock • Avoid exposing roots to drying air • Water immediately to settle soil • Apply small amount of liquid fertilizer 			
Demonstrate how to transplant <ul style="list-style-type: none"> • Dig transplant hole 1" wider than transplant pot • Set transplant into soil slightly deeper than starting container • Place 1/2 to 1 inch of soil over the top and press down gently to secure 			
Time Goal: 10-15 minutes			
Apply	Yes	No	Comments and/or Changes
Activity: Planting more seeds If at a community garden or other site that will accommodate all participant, direct seed into the prepared area <ul style="list-style-type: none"> • Mark rows or planted areas OR Transplanting Option			
Time Goal: 10-15 minutes			
Add	Yes	No	Comments and/or Changes
Explain how to harvest each kind of available mature crop <ul style="list-style-type: none"> • Refer participants to the <i>Herbs Harvest Schedule, Table 7</i> and <i>Common Herbs, Table 8</i> workbook handouts • Give the vegetables their first soaking or rinse in the garden and then rinse them again thoroughly in the classroom or kitchen 			
How to Harvest Explain and demonstrate the steps to harvesting crops <ul style="list-style-type: none"> • Pinch or snip a few leaves of lettuce, or other leafy greens. Do not pull up the plants 			

	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"> • Show participants how to gently loosen and pull up the radishes, carrots or beets and brush excess dirt from the root • Gently pinch pea leaves, pods and tendrils from several plants, explain that these parts of the plant are all edible. Remind them not to pull up the plants • Bean or pea pods can be gently pulled from the plant with one hand, while holding on to the stem end with the other • Use garden scissors or a knife to cut vine crops above the stem • Soak harvested crops in a dish bin or other container of cold water, and then thoroughly rinse a second time to remove all soil, drain 			
Time Goal: 10 minutes			
Apply	Yes	No	Comments and/or Changes
Ask participants to harvest any remaining vegetables that are ready <ul style="list-style-type: none"> • Place the harvest into the bins for their first soaking 			
Time Goal: 10 minutes			
Add	Yes	No	Comments and/or Changes
Feeding with added fertilizer: Explain that there are several places to find out what, when and how much added fertilizer or food may be needed for edible crops. <ul style="list-style-type: none"> • Information is often on seed packets and purchased containers of plant food • A common recommendation for vegetables is to apply 1 pound of a 10- 10-10 fertilizer or 2 pounds of a 5-10-5 (or 5-10-10) fertilizer per 100 feet of row <ul style="list-style-type: none"> ○ Explain and discuss what these numbers mean and how participants can determine what is right for their gardens 			
Time Goal: 5 minutes			
Food Prep/Sampling	Yes	No	Comments and/or Changes
Activity: Spicy Panzanella 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			

	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>
Away & Closing	Yes	No	Comments and/or Changes
Remind participants that the recipe is in the back of their workbooks <ul style="list-style-type: none"> Distribute copies of any optional handouts to the workbook 			
Review what tasks need to be completed before Lesson 5: <ul style="list-style-type: none"> Test for adequate soil moisture. Water plants as needed Read <i>Compost Science</i> handout Complete garden diagram and record activities in log 			
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. 			
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 			

