

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — Energize Your Life Gardening for a Healthier You – Lesson 5: Healthy Soil for a Healthy 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 4 ○ Nutrient components of warm weather crops and relationship to good health ○ Importance of “days to harvest” for successful crops			
Share Lesson 5 objectives			
Time Goal: 5 minutes			
Anchor	Yes	No	Comments and/or Changes
Ask participants work in pairs or small groups Ask for volunteers to share: • What frozen or canned vegetables are available throughout the year? • How do you use or prepare them? • Which are your favorites? • How does the fresh seasonal produce you tried recently compare to those frozen or canned versions you have tried? What was its appeal?			
Time Goal: 10 minutes			
Add	Yes	No	Comments and/or Changes
Refer participants to the <i>Vegetable and Fruit Storage Chart, Table 10</i> handout in workbook Explain and discuss: • Proper fruit and vegetable storage • Handling of produce after harvest can have effect on nutrient composition			

	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"> Foods processed soon after harvest retain many of its original nutrients All forms of produce; canned, frozen, fresh etc. are healthy and good to use in our daily diet 			
Time Goal: 5 minutes			
Add	Yes	No	Comments and/or Changes
Discuss and explain how to determine which crops will grow during the fall season <ul style="list-style-type: none"> Use seed packet “approximate days until harvest” Assist participants in choosing plants that can ripen before the first killing frost 			
Ask participants review the charts from previous lessons to help make their fall planting decisions: <ul style="list-style-type: none"> Seeding Recommendations for Common Vegetable Crops in WA, Table 4 Region Maps, Figure 1 Suggested Planting Calendar, Table 5 Vegetables for Greater Nutrition Chart, Table 9 			
Time Goal: 10 minutes			
Apply	Yes	No	Comments and/or Changes
Ask participants to select 1-3 cool season crops that can be planted and harvested in the remaining growing season in their area <ul style="list-style-type: none"> Most cool season crops will need to mature in 65 days or less Remind participants that keeping their garden journal or log current will contribute to a healthy harvest Log today’s gardening activities and the time spent doing moderate level activity 			
Time Goal: 5-7 minutes			
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			
Apply	Yes	No	Comments and/or Changes
Food Harvesting and/or Tasting: Refer participants to the <i>Harvest Tips</i> handout in their workbook.			

	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>
Option 1: • If the garden is still producing, harvest any mature crops for a sample tasting and to add to the recipe OR Option 2: • If garden is not producing, allow participants to help prepare the recipe			
Time Goal: 10-15 minutes			
Add	Yes	No	Comments and/or Changes
Explain and discuss the steps to preparing the garden for the off-season • Pull up old vines and vegetable plants • Discard in a yard waste container • Cut old stalks and vines at soil level, discard the plant debris, then break up the roots and work them into the soil • If available, add organic material such as aged and well-rotted manure, compost, or leaves into the soil • Optional - apply a light covering of ammonium • After a light frost, harvest winter squash and pumpkins			
Time Goal: 20 minutes			
Apply	Yes	No	Comments and/or Changes
Ask participants to practice the steps of preparing the garden for winter if at garden site			
Time Goal: 20-25 minutes			
Away & Closing	Yes	No	Comments and/or Changes
Remind participants that the recipe is in the back of their workbooks • Distribute copies of any optional handouts to the workbook			
Encourage participants to make use of local recourses • County Extension – Master Gardeners • City or county environmental education/community garden workshops, etc. • National Gardening Association			
Thank participants for coming to the lessons and wish them luck on their gardening ventures!			
Time Goal: 5 minutes			

