



The Edible Schoolyard Curriculum Discussion Tool

Lesson Name:

Lesson Goals:

Student Learning Objectives:

Material and Content for Review

- Chef Meeting/Opening Circle (content, language, delivery)
- Small-group check-ins
- Visual aids or other visual materials (content, language, appearance)
- Written recipes or procedures (content, language, appearance)
- Activities (What are the students doing? What are the teachers doing?)
- Food/crops
- Other: _____

LESSON REVIEW

Does this lesson do what we want it to do? What does this lesson do? Reflect on all lesson materials and content. Rate considerations in each category below based on how well the lesson does it:

- *YS - Yes (strong)*
- *YW - Yes (weak)*
- *N - No*
- *P - Potentially! Not yet, but could be developed*

I. Student Experience

___ How might different aspects of student identity impact a student's experience of this lesson? Is there anything in this lesson that could alienate, hurt, or cause a student to feel unwelcome on the basis of any aspect of their identity? Consider race, gender, class, family structure, religion, ability, sexuality, body type, other, etc.
___ Is FUN

II. Lesson Goals and Learning Objectives

___ Supports the stated lesson goals
___ Meets the stated student learning objectives

III. Anti-Oppression Curriculum

___ Provides opportunities for students to learn about self and identity
___ Explores how identity differently impacts various groups of people
___ Presents opportunities for critical thinking—especially about identity and access to resources
___ Helps to shift assumptions and dominant stories about what is normal (re: race, gender, class, family structure, religion, ability, sexuality, body type, etc.)



- ___ Provides opportunities for students to think critically about the narratives told about food and morality in our culture (e.g. good vs. healthy vs. unhealthy)
- ___ Provides historical context for present-day inequities
- ___ Integrates constructive ideas from students or community
- ___ Incorporates different learning modalities (visuals, body-based learning, etc.)
- ___ Incorporates visual aids that are representative of different cultures and experiences
- ___ Provides opportunities to take action on issues that affect students and their communities
- ___ Provides opportunities for student talk time

IV. Building Academic Skills

- ___ Provides opportunities for students to develop their skills as learners
 - By practicing scientific and inquiry thinking (observation, hypothesis, testing theories, investigating questions, etc.)
 - Through integrating information from a variety of sources (firsthand observations, personal experience, direct instruction, written text, visual aids, existing knowledge, etc.)
 - Through opportunities for metacognition, self-assessment, and process assessment
- ___ Provides opportunities to practice systems thinking (drawing connections, recognizing intersections, cause and effect, thinking on a variety of scales)
 - By drawing connections between lessons learned in kitchen and garden classrooms and the larger world
 - By observing and articulating large-world phenomena/big ideas playing out in kitchen and garden classroom "laboratories"
- ___ Provides opportunities for students to develop their discussion skills
 - By articulating their own ideas in a variety of formats with a variety of participation protocols
 - Through actively listening to the ideas of others
- ___ Provides opportunities for students to develop their literacy
 - Through reading recipes or other process texts
 - Through language and vocabulary acquisition
- ___ Provides opportunities for students to develop their identity as a successful student and sense of self-efficacy around learning
- ___ Provides students the opportunities to build positive relationships with people who can support their academic success
- ___ Integrates information or content that connects to their academic classrooms
- ___ Connects to NGSS, Common Core, CA State History-Social Studies, or other standards

V. Practical Considerations

- ___ Practical in the time given
- ___ Practical in the space
- ___ Practical with the number of students and student-to-adult ratio

Comments: