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: