

Checklist for Preparing to Teach a New Curriculum

1. Find out about your site and participants

- Site information:
 - Schedule: time available for lessons, number of sessions
 - Space and room arrangement (tables, etc.)
 - Equipment needed per lesson plan: also Wi-Fi, sound, etc. if applicable
 - Which equipment is available at site?
 - Which equipment to bring with you?
 - Food demo – review recipe: availability of sink to wash hands, outlets, etc.
 - Site policy regarding use of heat sources and/or knives
 - Staff available nearby to provide assistance
- Participant information:
 - Number of participants
 - Age range/grade level(s)
 - Will adult participants bring children to class?
 - Language(s) spoken – translator needed/available?
 - Culture of community
 - Participant education or literacy level
 - Special needs: participant physical limitations, special learning needs (developmental disabilities)
 - Youth classes: check with teacher/staff: food allergies, classroom norms ('rules' or behavior agreements and classroom routines)
- Curriculum delivery model:
 - SNAP-Ed staff to deliver all lessons
 - Volunteer/extender to deliver all lessons
 - Team teaching – SNAP-Ed staff and volunteer/extender

2. Read the curriculum completely (all lessons) and identify:

- Curriculum overall goals and objectives – see introduction section if applicable
- Languages available - lessons and materials
- Curriculum designed to be taught as:
 - a series – either all lessons or subset of lessons
 - single sessions
 - either series or single sessions
- Review lesson sequence – identify lessons that should be taught in specific order
 - Is there a “foundation” lesson to begin with?
 - Lessons which include basic knowledge/skills
 - Lessons that build on prior content

- Number of lessons in the curriculum
 - If not planning to deliver all lessons – which lesson or lesson combination will best achieve overall learning objectives?
- How long is each of the lessons?
 - Can you teach lesson plan as written within time available?
 - Can you adapt lessons for time while still meeting objectives (ex. deliver one lesson over two sessions, etc.)
- Read through any background information suggested/provided by the curriculum
- What training do you need to implement the lessons successfully?
 - Examples – garden training, food prep skills, physical activity skills
- Plan for training volunteers/extenders on curriculum delivery

3. Review each lesson and identify:

- Goals and objectives
- Key knowledge (messages), skills, or attitudes targeted in the lesson
- For each lesson activity – identify:
 - Steps to complete the activity
 - Participant materials needed (handouts, worksheets, etc.)
 - Supplies (lesson plan may not specify – pencils, pens, markers, etc.)
 - Teaching tools (posters, visuals, models, A/V equipment, etc.)
 - Space and equipment needed
 - Support needed (co-teacher, participant helper, etc.)
 - Methods to actively involve all participants (if not specified)
- Are additional materials/visuals needed – translated materials, additional visuals (very low literacy audience)
- Determine cost of supplies and materials – compare with budget and/or partner resources
- Any adaptations to lesson activities needed due to limited space or equipment?

Preparation steps for each lesson:

- Prepare teaching notes or highlighted copy of lesson plan (what works best for you)
- Make a list of supplies and materials needed for all lesson activities
- Pre-prepare any needed items:
 - What needs to be downloaded, printed/copied, etc.?
 - Food demo – shopping list, items to pre-prepare, etc.
- What needs to be set up before starting? Time needed for set-up?
- Plan for transitions during and between lesson segments – distributing materials, moving participants (inside to outside, large group to small group, floor to desks – youth)

4. Practice teaching the lessons

How and with whom – use as many of these strategies as possible:

- Watch another educator teach the lessons – can start with video, then live
- Practice teaching lessons by self – in the mirror or record yourself
- Teach lesson for co-workers (or family/friends) – ask for feedback
- Team teach a few times with other educator

What to practice:

- Lesson content – talking points
- Demonstrations and activities – walk through each step
 - Note time needed to complete each activity
- Transitions needed per lesson plan: forming groups, distributing materials, moving from place to place
 - Process/procedure for each transition
 - Time needed for each transition

List here any other specific preparation steps for your lessons:

RELAX! ENJOY TEACHING THE LESSON AND GETTING TO KNOW THE PARTICIPANTS!



California SNAP-Ed is administered by the California Department of Social Services in partnership with the California Department of Public Health, University of California, the California Department of Aging, and Catholic Charities of California, Inc.