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!