**Summary sheet of research tools**

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| **Name of the tool:** | Gardening Experiences in Early Life |
| **Purpose:** | This instrument was developed to capture childhood gardening experiences to relate experiences to dietary behaviors, such a fruit and vegetable intake. When gardening experiences are endorsed, the location or setting are also probed.  |
| **How was it conceptualized?** | Childhood literature indicated that acute gardening experiences, such as a class program, relate to willingness to try fruits and vegetables and possibly short-term increase in consumption of fruits and vegetables. A survey assessing gardening experiences of children outside of a one-time program did not exist, thus this tool was developed.A revised version of the survey expanded the scope to assess gardening experiences during elementary school, middle school, and high school years to capture cumulative gardening experiences. |
| **What were the steps in development (including face/content validation, cognitive interviews, psychometrics, etc.)?** | (1) Item generation, (2) expert review and refinement (3) content review and refinement (Internal work, not published) |
| **Who was it tested with? (initial sampling)** | Eight college campuses |
| **How is it scored?** | Frequency |
| **How has it been used since?** | Two published assessments of gardening experiences and how they relate to FV intake of older adolescents.<https://pubmed.ncbi.nlm.nih.gov/29198845/><https://pubmed.ncbi.nlm.nih.gov/31487799/> |
| **Limitations for use:** | No current means for testing validity. Has not been used in other populations. |
| **Potential applications and future applications:** | How gardening experiences may relate to other aspects of dietary intake; attitudes and experiences; as learning outcomes related to gardening in a school or community setting. |