**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. |