



SPROUT: Evaluation Report 2014-15

About the SPROUT Evaluation

Washington Youth Garden contracted with an independent evaluation consultant to evaluate the SPROUT (Science Program Reaching OUT) Field Trip Program. The Consultant worked with program staff in the spring of 2014 to develop a logic model that identifies the desired outcomes of the program and an evaluation plan for documenting and measuring outcomes. SPROUT desired outcomes are described below.

SPROUT: Desired Outcomes	
For Students	Increased comfort with new things (e.g., foods, tastes, smells) Increased interest/curiosity about gardens, food, science and the environment Increased knowledge of where food comes from
For Teachers	Increased interest/knowledge in alternative ways to deliver science concepts Increased use of these ways in classroom

In addition to measuring program outcomes, the evaluation sought to answer the following questions:

- ✓ Which topics generate greatest student interest and curiosity?
- ✓ Which types of interactions/teaching methods are most effective in engaging students?
- ✓ What aspects of the program most contribute to increasing students' comfort with new things and interest in learning about food, gardens, and the environment?
- ✓ What can we do differently to have a greater impact on outcomes?

To document and measure program outcomes, the evaluation used the following methodology:

- Registration/attendance lists to document participants (numbers of children and adults, from which schools, organizations).
- Debriefs following each field trip to record highlights (what worked well, what could have worked better, lesson learned).
- Observations of a sample of field trips by trained volunteers who observed levels of student and adult engagement as evidenced by: questions asked; willingness to taste, touch, smell, and listen; and overall levels of interest and participation.
- Follow up survey of teachers.

Executive Summary: Highlights of Two-Year Findings

In 2014 and 2015, the Washington Youth Garden's SPROUT Field Trip Program provided a total of 156 field trips serving 2,102 unique students and 412 adults in 2014 and 2,308 unique students and 446 adults in 2015.

Key Findings

The evaluation found that the SPROUT Field Trip Program provides a high quality, age-appropriate hands-on experience that engages participants and increases their interest, curiosity, enthusiasm for learning about gardens, food, science and the environment. The SPROUT Field Trip Program:

1. **Engaged students in learning.** 86% of the groups were observed to be *pretty* to *very* engaged in the field trip as evidenced by their participation, interest, and curiosity. Students participated in sensory experiences, demonstrated curiosity, were attentive and responsive, and showed excitement and enthusiasm. Teachers/adult leaders gave the field trip an average rating of 9.6 on a scale of 1 to 10, with 10 being the most engaging.
2. **Increased student's comfort with new things** (e.g., foods, tastes, smells) 85% of students reported trying something new on the field trip.
3. **Increased student's interest/curiosity** about gardens, food, science and the environment. Each field trip group asked an average of about 10 on-topic questions, with the most frequent themes being bees, compost/worms, and particular plants and foods. In the follow up survey of teachers, over **90%** reported that the field trip moderately to strongly increased their students' interest and curiosity in where food comes and science.
4. **Increased teacher's interest/knowledge** in different ways to deliver science concepts and **70%** of teachers reported that, following the field trip, they related field trip learning to a classroom unit. This finding is based on a small sample of teachers and further evaluation is needed.

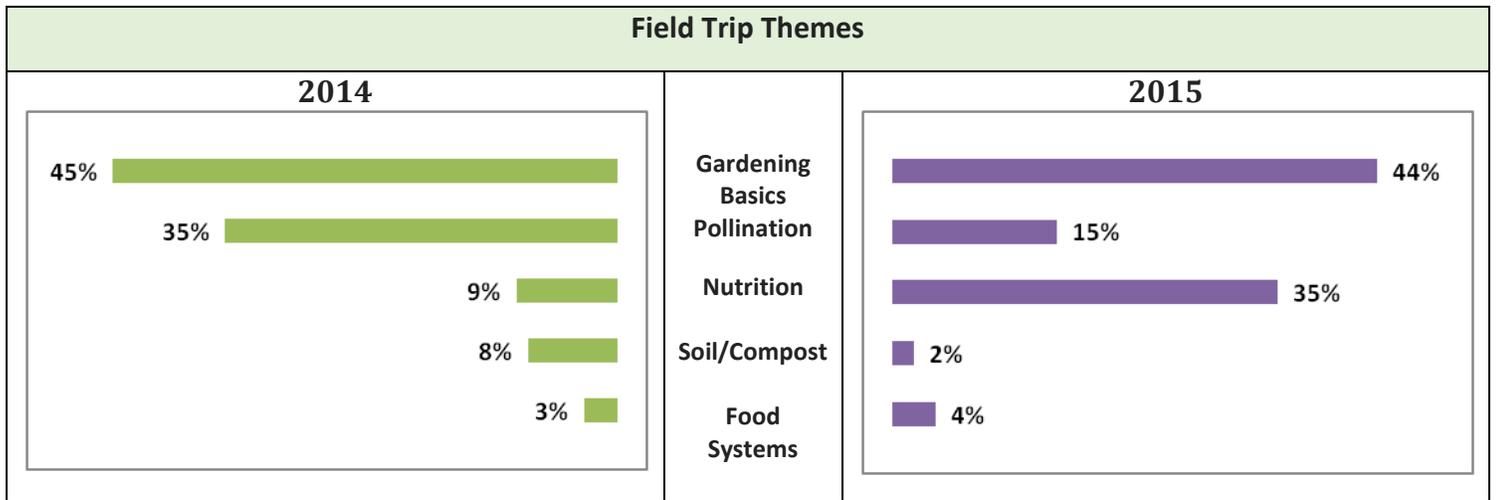
Recommendations

1. To maintain a high quality program, the Washington Youth Garden should ensure consistent training of SPROUT staff and volunteers, using results of the evaluation to inform "best practices." The Youth Garden should also use the results of the evaluation to inform conversations about program growth and where to form partnerships.
2. To ensure all field trips fully engage all participants, provide better orientation to teachers and adults chaperones to ensure they fully understand their role in facilitating student learning and keeping negative behavior and attitudes "in check."
3. To increase use and retention of learning, create and provide more pre- and post-trip enrichment materials/curriculum. Having prior knowledge contributed to groups being excited and making connections. The fact that only 54% of teachers identified "information related to what we are learning in the classroom" as a factor that contributed to making the trip engaging suggests a need for better connecting the field trip with the classroom.

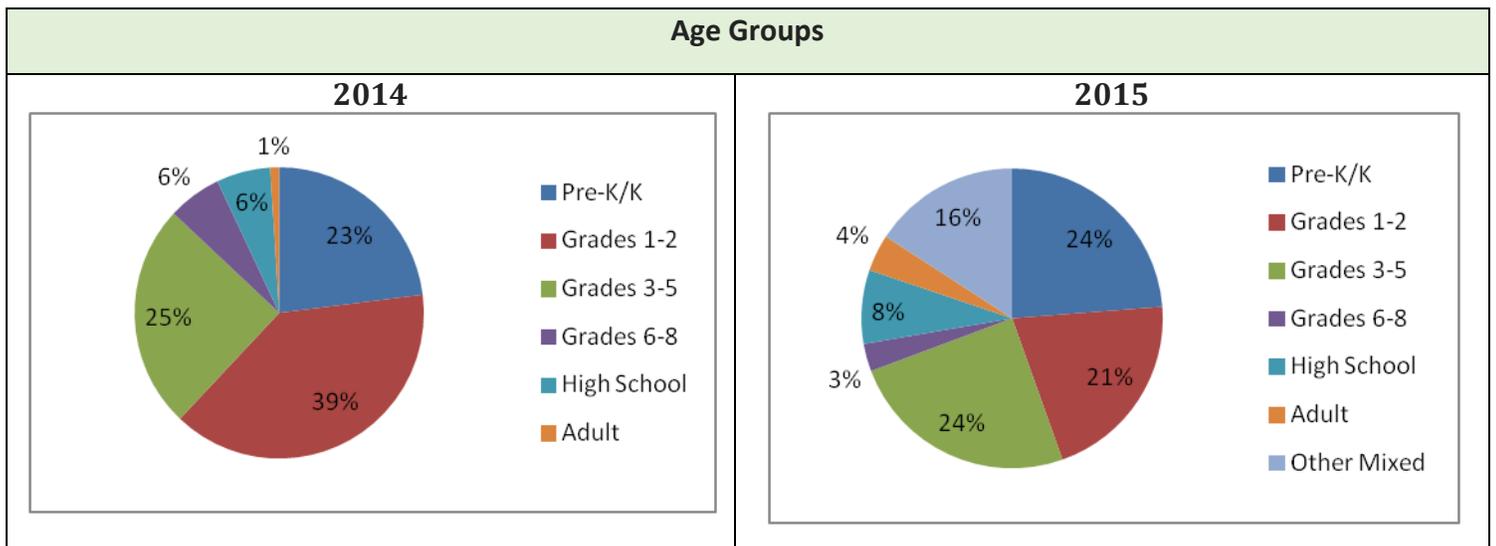
SPROUT 2014 and 2015 Field Trips At-A-Glance

Number of Stakeholders Served				
	Total Number of Students	Total Number of Adults	Total Number of Field Trips	Total Number of Schools/ Organizations
2014 (Spring, Summer, Fall)	2,102 <i>(114 from partner schools)</i>	412 <i>(24 from partner schools)</i>	76	52
2015 (Spring, Summer, Fall)	2,308	446	80	49

Field Trip Themes



Age Groups

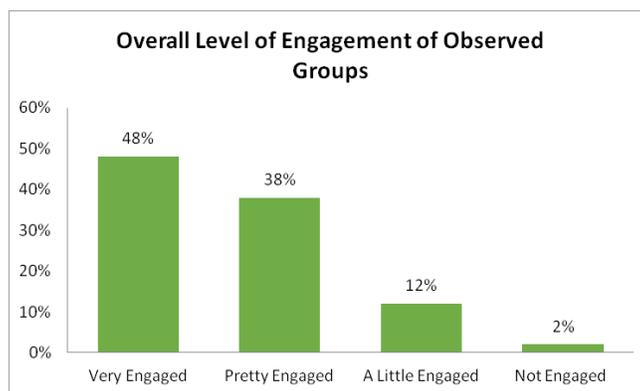


2015 Evaluation Findings

Evaluation results presented in the remainder of this report are based on a sample of field trips observed and rated by trained volunteers. Trained volunteers observed a total of 54 field trips in 2015.

Overall Level of Engagement

Observers rated each observed group's overall level of engagement. **86%** of the groups were observed to be **pretty to very engaged** in the field trip as evidenced by their participation, interest, and curiosity, as show in the chart below:



85% of students reported **trying something new** on the field trip. **100% of teachers** who completed a follow-up survey¹ **rated the field trip as very engaging and 70% said it was more engaging than other field trips.** Above all, they agreed that the hands-on and interactive nature of the field trip made it engaging for their class/group. Comments included:

"Hands on learning and trying everything in the garden had them super excited...After being able to touch the food and taste it they were more engaged."

"The field trip was incredibly engaging for our students, who in the past had all had a hand in our schools (small) gardening endeavors. The students worked together to plan the route to the farm from our school in Arlington. And even though we missed our stop on the bus, they were all excited to find their way there by walking. The trip was also a great mix of fun exploring the sensory garden, trying new plants (everyone LOVED telling friends about the spilanthes!) and a more scientific exploration of the process of making compost."

"Students got to do a little of everything. ... Got to eat a healthy snack too. Worked in small groups which was great strategy for keeping them engaged!"

¹ SPROUT staff sent teachers a link to an anonymous online survey one to three months following their field trip. 13 teachers responded to the survey in 2015.

Examples of Engagement

Observers most frequently identified the following as evidence of student engagement:

- **Participated in sensory experiences**, including: tasting, touching, and smelling (e.g., plants, herbs, fruits, spilanthes, lambs ear, lavender, basil, lemon balm, herbs, sorrel, tomato, soil/thermometer) "I love having worm slime on my hands."
- **Demonstrated openness and curiosity**, including: asking insightful and on-topic questions, answering questions, willing to try new things, used binoculars, saying names of recognized plants, what they think herbs smelled like).
- **Showed excitement and enthusiasm**, including: having a positive attitude, helping/doing work (e.g., picking, planting, transplanting, stirring), participating in guessing and games. Unusual plants they were interested included: kohlrabi, spilanthes (wanted to "take it home to inflict on others"), stevia, and lemon balm.
- **Were attentive and responsive**, including: listening, observing, paying attention to the Garden Leader and the rules. Several observers noted that "students may be learning even if they don't look like they are" and "a student wrote some awesome facts on a notecard, after being quiet and seeming not observant throughout the trip."
- **Made observations and connections** between what they were experiencing and learning in different parts of the garden and between what they were experiencing in the garden and school or home. Examples included connections between garden waste and compost, connections between the orchard and the MyPlate garden, relating different foods to home cooking, seeing cotton and talking about history of slavery. Someone observed that dead bodies also decompose while at the log in the woods and another observed "The worm loses its slime out in the sun!"
- **Made discoveries, such as** "saw a bee with its butt sticking out of a flower," "discovered a chrysalis on table leg."

The kids kept asking to try the things they saw as we moved through the garden. As a result, my group tried chives and tomatoes in addition to the planned sugar cane and honey. They kept asking ""what do we get to try next?"

The children made taste, feel, and smell connections between new plants and things they already know, such as thyme smells like pizza.

The children noticed how food from garden tastes different from food from the store.

My group said "edamame" instead of "cheese" when posing for a hugging tree picture.

Students made an insight that the handle or stem on the kohlrabi reminded them of a hammer."

The kids made a great connection between decomposition in nature and decomposition (a math skill they are learning).

Most Engaging Themes

Observers were able to count the number of on-topic questions asked in a smaller sample of 30 field trips. They counted over 230 on-topic questions for an average of about 10 per field trip group:

Topic	Number of Groups with this Question Theme	Number of Questions Counted
Bees	36	104
Compost/Worms	23	40
Harvesting	13	15
Sensory Garden	9	19

Specific question topics most frequently noted included:

- Bees – the queen bee, bee dance, process of making honey, trying honey, bee gender
- Worms – how to find them, what they feel like, why they dig tunnels, if they bite, how to tell boys from girls, what they like and don't like (e.g., "worms don't like loud noises")
- Compost – why is it warm/steaming, why does it smell/feel this way, does it go back into the earth
- Harvesting – can we eat it, can we grow it at home, what does it taste like, when do you know its ripe

Are lambs ears fuzzy so insects won't want to eat them?

Why do the spilanthes make your mouth go numb?

Why do soybeans have hairs on them?

How does the corn get so dry and hard?

Do worms make stuff for plants?

Can you mix two different plants together, like an apple and a potato?

Can you get the seed right from the plant?

Why are the carrots dirty?

Factors Contributing to Engagement

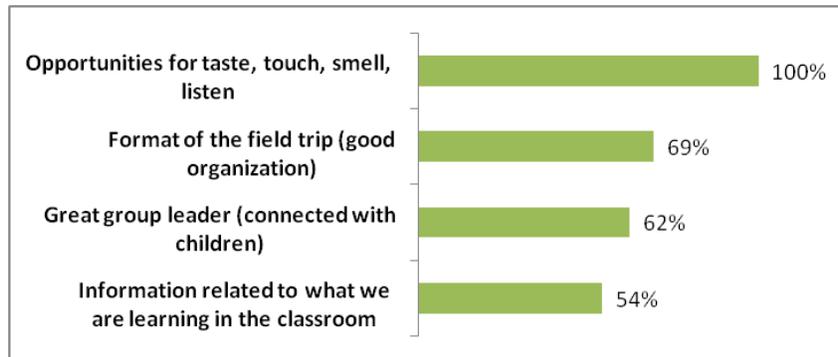
Above all, factors that contributed to a good field trip included the weather and smooth logistics (e.g., not late, no other issues affecting group dynamics). The most frequently noted other things that contributed to high levels of engagement were:

- Having prior knowledge, which contributed to groups being excited and making connections (e.g., made connections between garden and their curriculum, volunteer their knowledge)
- Having helpful supervisors/chaperones who facilitated learning and could help keep negative behavior in check.

Most kids had gardens at home and had a high level of comfort with planting... they were eager to share their personal experiences.

The collard greens are familiar to them, so it was a highlight of the trip.

In the follow up survey of teachers, when asked “What aspects of the field trip most contributed to making it interesting and engaging for your students?” the following were the top responses:



Examples of Little to No Engagement

Many examples given were actually indicators of engagement – very excited, over-stimulated (hard to get them to focus on next piece when loved previous), getting really into one thing and not able to pull away from it, chatting about what learning, talking all at once, “extra picking,” arguing over who would get/eat best carrot or other harvest.

However, evidence of lack of engagement included:

- Lacked attention (examples included: students did not listen or follow directions, were distracted, talked about unrelated things, wandered off to explore other things)
- Distracted (by weather, hunger, or other groups)
- Disruptive (examples: were “rowdy,” pushed each other, talked over Garden Leader and each other, interrupted, fought, picked without permission, spitting out food onto the table)
- Disrespected the garden (examples: walked on beds, killed bugs, used too much water)
- Refused to try things or participate (“the kids hated everything they tried, but at least they tried things”).

Factors Contributing to Lack of Engagement

For those groups observed to be engaged only a little to not at all, the most frequently noted reasons included:

- Weather (i.e., too hot or too cold).
- Negative group energy/dynamics upon arrival – this included being late, students not having eaten and being hungry, having been on

The group was slightly larger than ideal, so the students couldn't all easily see/touch the plants being shown at the same time, which contributed to a lot of the pushing behavior and hurt feelings.

We probably should have just canceled this trip when it became clear they didn't have a bus scheduled... The kids were not interested in learning because their day had already been so chaotic and unstructured before they arrived.

another field trip that morning and having a low energy level.

- Negative peer pressure (“kids hated everything, because some kids were very vocal about not wanting to try it or saying it tasted bad”).
- Group size (too big), and tight scheduling.
- Challenges with chaperones/parents – in addition to having too many or too few chaperones, observers noted the following kinds of chaperone or parent behavior as hindering group learning and engagement:
 - Being too firm, using too much discipline when not needed (which “soured mood of the group”).
 - Dominating the discussion, asking adult-level questions, talking over or contradicting field trip leader directions (e.g., telling kids “don’t touch that”).
 - Being negative and not engaged, and thus unhelpful role models for the children (e.g., talking on their cell phones, having conversations among themselves, taking selfies, walking away and sitting down, chatting with their kids).
 - Demonstrating reluctance to try new things or fear (e.g., of worms, trying new foods, getting hands-on in the garden).

A large group from other school arrived during trip and it was very chaotic and distracting.

Parents made facilitation difficult through bad chaperone behavior: interrupting to ask their own questions, chatting with parents while lesson was going on, talking to their kid or walking away from group to get a snack.

Changes Over the Course of the Field Trip

About half of the groups observed were observed as becoming more engaged (e.g., less quiet and reluctant, asked more questions, more willing to try things over the course of the field trip). Only 10% were observed to become less engaged and the remainder stayed the same. Observers noted the following as contributing to positive change:

- Time to warm up – the group grew more comfortable, more curious, and “opened up” as trip went on, got into the “garden flow,” got used to new activities.
- Flow of the field trip - topics were engaging and familiar as the trip progressed, they had questions when they were presented with things they didn't know.
- Positive peer pressure – some more willing to try and others then following their lead, more interest when they saw others do it and like it.

Students got into a rhythm of asking questions, and felt more comfortable doing so.

One girl initially refused to participate but then got very involved during the sensory garden, sharing the scents on her fingers with the chaperones after rubbing the plants.

The kids were nervous and not engaged when not with their parents, but once they had assistance from parents they became engaged in what we were doing.

Because it was a multi-sensory experience and everyone could participate in it even if they didn't want to taste things.

- The “ick” or “scary” factor finally got them (e.g., got excited by touching the worms, the component pile, or bees after initially being scared or grossed out)
- Presence of encouraging and supportive adults who served as role models.

For the 10% of groups who became “less engaged” over the course of the field trip, observers generally attributed this to unhelpful chaperones (discussed above) and distractions (e.g., their groups). As a result, as time went on, the garden leader's methods of engagement stopped being as effective.

Chaperones weren't acting as positive role models, so the students began to model their behavior after them.

Chaperones' negative attitudes and lack of willingness to try foods influenced the student's willingness over the course of the field trip.

What Made This A Good Field Trip

At the end of the field tip, nearly all teachers/adult leaders gave the field trip an overall rating of 9 or 10, with an average rating of 9.6. They noted the following as the reason for their high rating:

- Hands on experience – interaction and opportunity to touch, taste, feel.
- Exposure to many different things – very thorough, very informative.
- Format and presentation – well run, well structured, age appropriate.
- Great staff – very friendly, knowledgeable, passionate, accommodating.

All the kids really got something out of it, even the ones who are usually disengaged. The program leader was awesome and the combination of kids and activities was great. – Teacher

The trip touched on all main points I wanted to have explained. – Teacher

I thought this field trip was going to be fun, but it was WAY better than I expected. I got to plant celery, pull carrots, and made a human powered smoothie. – Student

My birthday is next week and I want to have it here. – Student

In the follow up teacher survey, **85%** of teachers said they **plan to bring their class back** next year and 15% said they were not sure.

Lasting Impact of the Field Trip

In the follow up survey of teachers, **92%** reported that the field trip moderately to strongly increased their students' interest and curiosity in where food comes, while **90%** reported that the field trip moderately to strongly increased their students' interest and curiosity in science.

We have a unit on Agriculture and they learned about different types of agriculture so talking about organic farming pertained.

From the field trip we talked about recycling, we wrote about our experience, and we talked about the trip throughout the remainder of the year.

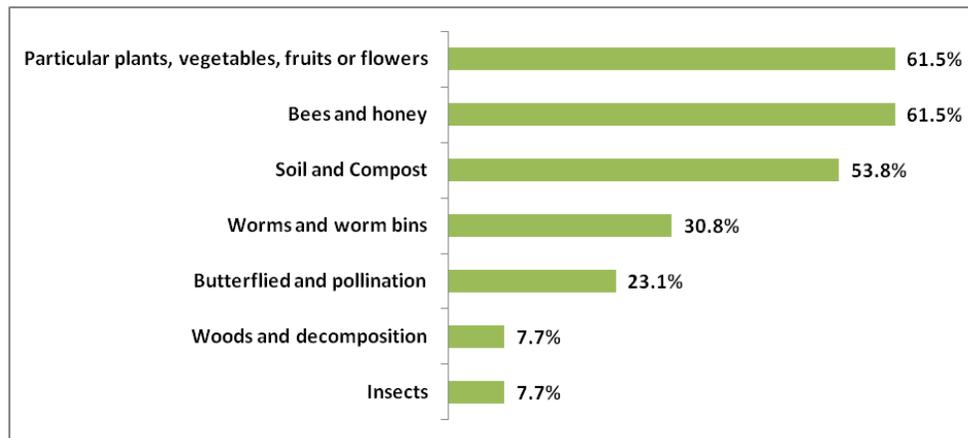
We applied it on our study about trees and when going to our school garden.

70% of teachers reported that, following the field trip, they related field trip learning to a classroom unit and **70%** reported that they related field trip learning to their community or school garden. 20% also reinforced the learning through individual or group projects:

“I had the participants of the field trip present to the rest of the group (those of whom did not attend) what they learned at the WYG after we did a worksheet on worms, compost, and decomposition.”

“Students that went on the field trip have presented the information learned to their classmates... We also revisited our own composting process, researched the things we should and shouldn't be composting in our classrooms, identified the barriers to making healthy compost we've faced in the past, and brainstormed about ways we can better utilize our garden space!”

Teachers reported that the following aspects of the field trip most “stuck “ with students (i.e., they continued to talk about this or ask questions back in the classroom):



Finally, teachers would like SPROUT to provide enrichment materials to help them prepare their students for the field trip as well as to follow up and build on the learning from the field trip. 70% would like work sheets, 50% “how to” guides, and 40% template Power Point Presentations.

2014 Evaluation Findings

Evaluation results presented in the remainder of this report are based on a sample of field trips observed and rated by trained volunteers. Trained volunteers observed a total of 47 in 2014.

Student Engagement in SPROUT Field Trips

The large majority of groups observed for the evaluation were noted to be very engaged in the field trip. The most common ways in which students demonstrated engagement were by:

- **Listening and asking questions.** Students asked many different kinds of “what” and “why” questions (e.g., why is, why does, how does, what happens when). They also responded to questions and prompts posed by the group leader and each other.

All the students acted like good scientists – they observed, asked questions, and made connections.
- Observer

- **Trying new things.** A majority of students tried new things by touching, tasting, smelling or listening. Many were observed to touch, taste, or smell something after initially stating they were afraid to or found it “nasty.” When they did try things, students then followed instructions to:

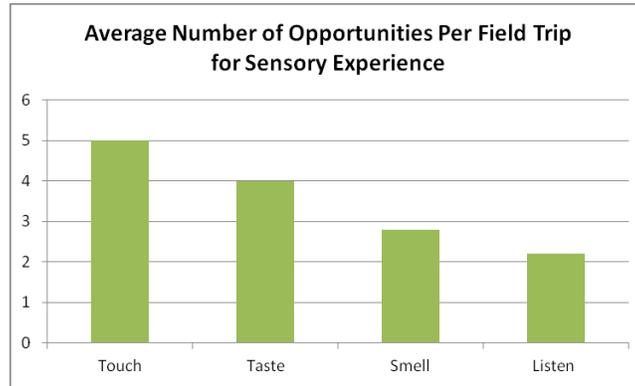
Group was engaged and active the entire time. Even the more introverted children were obviously interested, reading the clues out loud and talking about their experiences. Almost all of them tried something new. - Observer

- Express like or dislike with gestures.
- Share how things feel, taste, or smell by using different descriptive words.
- Make comparisons (e.g., that tastes like or that feels like or that smells like).

In a sample of students who responded to a survey question immediately following their field trip, 82% stated that they did try something new.

- **Making discoveries on their own.** Engaged students frequently made their discoveries (e.g., “I found ____!” “Look! It’s a ____”) and asking others to do the same (“Stop talking and listen to see what we can hear!”). Some were observed sharing what they are learning with each other.
- **Making connections** between what they seeing and learning in different parts of the garden (e.g., asking if a weed can be a plant, comparing a tree or apple growing to a tree or apple decomposing) and with things they already knew (e.g., “Oh yeah, one time a potato at home sprouted.”). Some also remembered things from a past field trip to the garden.

On average, each field trip provided 14 opportunities to touch, taste, smell or listen, breaking down as follows:



Finally, observers noted lots of smiles and laughter as indicators of engagement, with the younger ones especially singing along with songs (e.g., pollinator bee song) and repeating after the group leader. A few students summed that up by saying, "This is my favorite place!" "Man, I love this place" or "This is the coolest field trip we've ever been to!" One student stated: "Why doesn't this garden have a school? If it had a school I would drop out of mine and go here!"

Comments from observers reveal that the following aspects of the field trip were the most engaging:

- **Planting, Harvesting, Cooking and Tasting.** The most frequent examples of students being engaged were related to planting, harvesting, and tasting the vegetable and fruits. Most frequently noted as piquing student interest were: carrots, sorrel, garlic, radishes, tatsoi, stevia, strawberries and green beans. Students were very engaged in trying to pronounce new words like "tatsoi" and "stevia." One particularly fun activity was forming a chain and all pulling as one to give the group leader the strength to pull the carrot of the ground. Observers noted many instances of students saying "eww" or spitting things out (e.g., sorrel) but then be willing to try again and even eventually saying "this is actually good" and wanting more.

One student held the celery and said "I'm not eating it" but when he saw the kids next to him happily crunching away, he stuck it in his mouth and said it was OK... Hooray for peer influence. - Observer

It was beautiful to hear students relate the experience to their grandparent's garden or helping their mother or grandma cook. - Observer

Quotes from students:

"It's sweet when you first bite, but then when you crunch it up, it's sour." ... "Vegetables help you digest!"

"I'm coming over here to start eating breakfast."

"Broccoli all the way!" ... "Everything tastes so good in the garden."

- **Soil, Worms and Bugs.** Students were also engaged at the NEC, touching dirt, breaking up clumps of soil, touching the decomposing log, learning about composte. They liked looking in the worm bins, figuring out what food the worms were eating, learning the parts of a worm and worm gender, and even holding worms. They also liked looking for, finding, watching, and touching various bugs, including ladybugs, catepillars, praying mantis, and butterflies.

Students started off as very scared in the woods, but then became really engaged in decomposition and the notion of decomposing wood vs. growing tree.
- Observer

They loved the worms even though they were scared at first... They loved the bees even though they were terrified of bugs. - Observer

Quotes from students:

"I'm not afraid of worms anymore, I think they're cute." ... "Will this tree stay here forever?" ... "No! It's going to turn into soil."

- **Pollen and Bees.** Another high point of engagement was around pollen and bees. Students were very interested in peering into the tulips to find the pollen and then playing a variety of pollination games. They engaged in singing and dancing the honey bee song, guessing the number of bees in the hive, tasting honey, and seeing how different hives and flowers make different honey.

The students already had classroom lessons on the roles of different honey bees, so they were obviously making connections as they were watching and asking questions that expanded on their curriculum.
- Observer

Quotes from students:

"Honey tastes better when it's not from the store."

- **Plants and planting.** Students were very engaged with touching sensitive plants in the sensory garden. They enjoyed looking for "the plant that smells like toothpaste" and touching the lamb's ear. Some knew about parts of the plant and they enjoyed looking for familiar fruits on fruit trees.

The kids were so excited to touch the sensitive plant and amazed when it closed. They wanted to know "Why do they close up?" – Observer

In the classroom, we were growing plants and working in the garden so seeing plants growing outside was really great. Even the students who have trouble paying attention were paying attention. - Teacher

Quotes from students:

"Lemon balm smells like skittles." ... "I remember eating plants last year." ... "Smell my teeth!"

Observers noted only a handful of instances where the entire group was disengaged (e.g., not wanting to try anything, not answering questions, wanting to leave), mainly due to external factors (e.g., the weather, something else going on with their group). Observers noted more examples of individual students having a negative attitude and not wanting to try anything. Sometimes, group leaders and/or their peers were able to turn these

students around and get them engaged. Other times, they simply had to make sure these few “bad apples” did not “spoil the bunch.”

Younger children were more likely than the older youth to simply get distracted – sometimes by things they were seeing or finding in the garden and sometimes by other things like planes overhead, other groups, or the weather. Most of the time, group leaders were able to refocus their energy and keep them engaged.

Interim Evaluation Findings: Lessons Learned About What Makes SPROUT Engaging

Comments from observers suggest that the quality of the instruction – the knowledge of the group leaders and their ability to relate the materials to students in an age-appropriate manner – is a critical factor in student engagement and learning. Group leaders were routinely observed to give age-appropriate directions, ask age-appropriate questions, and teach age-appropriate vocabulary.

This section summarizes lessons learned from group leaders and observers about how to ensure the field trip maximizes engagement and learning for all students. What makes a field trip both run smoothly and facilitate learning included the following:

- **Preparing before the day of the field trips.** Field trips were better organized and prepared when group leaders scripted new lessons, walked through the garden before writing out the schedule, assigned talking points for stations, kept and used lists (e.g., items needed, what to prep), and created efficient ways for touching/tasting (e.g., conveyer belt style).

- **Using a variety of interactions to keep students engaged** (or keep them from getting distracted). Observers gave many examples of group leaders using age-appropriate interactions to make it fun, keep students engaged and facilitate learning. Effective leaders “changed the pace when needed,” using practices such as:

- Finding and reading clues, giving the group a mission (e.g., find a leaf that smells like toothpaste, see if you can find a fruit growing)
- Playing games, using sound and movement (e.g., having kids buzz as they move close to the bees), pretending to be things (e.g., a butterfly or a caterpillar)
- Doing physical activities like pulling weeds
- Taking breaks for water, “breathing,” and reading (and reading with a rhythm)
- Having everyone describe at least one thing
- Giving structured free time
- Maintaining interactions while transitioning so as not to lose people

<p>Making adaptations to plan is important. When something doesn't work, you have to change it. Playing more or getting hands dirty earlier on can be a good pick me up or change in pace for groups. - Observer</p> <p>When the breathing and other calming techniques don't work, Say "Hi Bugs" and then move on. - Group Leader</p>
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- **Giving clear directions about what to do and what’s coming next.** The more specific the instructions – such as where to stand in the sensory garden to hear everything – the more likely it is students will have the desired experience. Telling the group where they are headed next before leaving the current station helps them stay focused and organized. Preparing them for where they are headed also “gives the students something to get excited about or look for.” (“Look! A Bee Hive!”)
- **Paying attention to the group and group energy and interests.** Group leaders who are attentive to students’ interests can enhance learning, for example by stopping at something the students are interested in and/or reading when a group might need more “free play.”

While group leaders may need to give one-on-one attention to especially active children, routinely “talking to just a few kids” when others are not interested can “make the other kids become distracted.”

When we just talked about food groups, kids weren’t that interested... But by the time we harvested, kids we definitely more excited and responsive about the food group curriculum. – Observer

Finally, observers noted the important role that Teachers and Adult Chaperones can play in facilitating learning when they are prepared, engaged, and “demand more of their students.” When adults were engaged (noted as a highlight in about half of the groups), they linked the field trip learning to the classroom curriculum and added information, encouraged students to try new things, modeled trying new things, asked questions, and helped with behavior. Overall, “awesome” chaperones made for an “awesome” field trip.

It was difficult to balance active students with those were more introverted. The constant discovery of new things by the students was both exciting and challenging...they were obviously engaged and excited, but it would also detract from the content or consistency of the tour. - Observer

On the flip side, observers shared some examples of Adult Chaperones who discouraged students’ curiosity (e.g., don’t touch that, don’t taste that), would not try new things themselves, or did not help manage group behavior. These adults “got the way” and hindered learning.

Interim Evaluation Findings: Lasting Impact

In follow up interviews with a small sample of teachers, all reported that the field trip was very engaging and that their children “loved it and got a lot out of it” and that it “helped them connect with where their food comes from.” All teachers reported talking about various aspects of the trip back in their classroom, including the honey, bees, pollination, worms, and how trees decompose. Several also noted parents who came on the trip were talking about things they learned at home and were especially pleased the trip “got their kids to eat vegetables.”

It was a lasting impression. That’s what we want, more than a one-day experience. - Teacher