

# An Examination of Agritourism in Action: Teachers' Perspectives of an On-Farm Experience

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# Background

- o What is agritourism?
  - o Two of Georgia's largest industries
  - o Value added product for producers
  - o Educational and entertainment for community
- o Farm goal to improve *quality* of field trip program
  - o Align ourselves with GPS
  - o Provide schools with curriculum
    - o Apply the concept of experiential learning
- o Farm goal to increase *quantity* of field trip participants
  - o 2013: + 39%
  - o 2014: + 6%



Jaemor Farms



# Jaemor Farms Fall Field Trip

## Georgia State Standards

STANDARD	DESCRIPTION
<i>Pre-field trip in the classroom:</i>	
SSKCG2	The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, respect, truth, pride, self-control, moderation and accomplishment.
MCKK.CC.1	Count to 100 by ones and by tens
<i>On the day of the field trip, the following standards will be covered at Jaemor Farms:</i>	
SKCS1.a	Raise questions about the world around them and be willing to seek answers of the questions by making observations and measurements and trying to find out.
SKE1.c	Recognize that the Sun applies heat and light to earth
SKL1	Students will sort living organisms and non-living organisms in groups by physical attributes.
SSKE1	The student will describe the work that people do.
SSKE2	The student will explain that people earn incomes by exchanging their labor for wages or salaries.
SSKE3	The student will explain how money is used to purchase goods and services.
<i>Post-field trip in the classroom:</i>	
SKL2	Students will compare the similarities and differences in groups of organisms.
SKL2.b	Explain the similarities and differences in plants (color, size, appearance, etc.)
ELACCKW2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply relevant information about the topic.
ELACCKW3	Use a combination of drawing, dictating, and writing to narrate a single event or a sequence of events, tell about the events in the order in which they occurred, provide a reaction to what happened.
ELACCKW8	With guidance and support from adults, recall information from experiences and media to answer a question.
SKCS5	Students will communicate scientific ideas and activities clearly
SKCS5.a	Describe and compare things in terms of number, shape, texture, size, weight, and motion.
SKCS5.b	Begin to draw pictures that portray features of the thing being described.

### Background information for teacher:

- This fun activity would be a great in-class art activity to decorate a t-shirt or a bag of some sort before or after a field trip to Jaemor Farms.
- After discussing apples in activity 3, this would be a great craft activity. After creating the stamps, students can still depict a few apple characteristics and describe the features that were stamped.

### Materials Needed:

- Apples
- Sharp knife (be careful!)
- 3 small paint brushes (or one, if you wash the brush after each color use)
- Red, green and black paint (for fabric or paper, depending on material you're going to use)

### Lesson/Activity Procedures:

1. Slice the apple in half. Blot cut side on paper towel to absorb juice.
2. Apply red paint to apple's cut side with brush.
3. Test AppleStamp on scrap paper or fabric to determine how hard to press and see how much paint to use.
4. Now press your AppleStamps onto the real surface.
5. To finish, paint on green leaves and black stem and seeds.
6. Let dry completely.

### Activity 6:

#### Standards:

- MCKK.CC.3 Write numbers 0 to 20. Represent a number of objects written numeral 0-20
- MCKK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference.
- SKCS5 Students will communicate scientific ideas and activities clearly
- SKE1.c Recognize that the Sun applies heat and light to earth

### Background information for teacher:

- This activity has students making and testing predictions about pumpkins.



- This activity was adopted from The Washington Apple Commission

# Jaemor Farms



## Agricultural or farm related book list for the classroom



For any questions or comments, please don't hesitate to contact us!

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### Abe Lincoln Remembers

by Ann Turner  
HarperCollins Children's Books © 2003  
A simple description of the life of Abraham Lincoln, presented from his point of view.  
Reading level: Ages 6 to 9  
ISBN: 0060511079 ISBN: 0-89375-659-8

### All the Places to Love

by Patricia MacLachlan  
HarperCollins Children's Books © 1994  
A young boy describes the favorite places that he shares with his family on his grandparents' farm and in the nearby countryside.  
Reading level: Ages 5 to 8  
ISBN: 0060210982

### Amazing Grazing

by Cris Peterson  
Boyd's Mills Press © 2002  
Highlights the efforts taken by ranchers in Montana to protect the environment of the American West.  
Reading level: Ages 5 to 8  
ISBN: 156397942X

### Amelia Ellicott's Garden

by L. Stafford & S. King  
Margaret Hamilton Books © 2000  
Amelia Ellicott lives with her cat Musta-fah, next door to a block of flats. She is proud of her garden and her chickens, but she has no one to share them with . . . Until one day a storm destroys it all and Amelia discovers the values of friendship.  
ISBN: 1-876289-33-3

### Angel Pig & The Hidden Christmas

by Jan L. Waldron  
Penguin Putnam Books © 2000  
A group of pigs discover the meaning of Christmas.  
Reading level: Ages 5 to 8 ISBN: 0-140-56591-4

### Apples

by Gail Gibbons, Holiday House 2000.  
All about apples, from pollination to picking and eating.  
Reading level: Ages 5 and up.  
ISBN-10: 0823416690 ISBN-13: 978-0823416691

### Apple Fractions

by Jerry Pallotta  
Scholastic, Inc. © 2003  
Describes a variety of apples and uses them to introduce fractions.  
Reading level: Ages 5 to 8  
ISBN: 0439389011

### The Apple Pie Tree

by Zoe Hall, Blue Sky Press 1996.  
Two sisters rejoice as the colorful blossoms on their tree develop into big, red, and ready-to-pick apples.  
This concept book about how things grow includes an easy recipe for apple pie. Reading level: Ages 4-8.  
ISBN-10: 0590623826 ISBN-13: 978-0590623827

### Apple Tree

by Barrie Watts  
Silver Burdett Press © 1986  
Describes in simple text and illustrations how an apple develops from a blossom in the spring to a ripe fruit

Reading level: Ages 7 to 10  
ISBN: 0-87614-483-0

Apples, Apples, Apples  
by Nancy Elizabeth Wallace  
Winslow Press © 2000

Members of the Rabbit family visit an apple orchard, where they have fun picking apples and discovering their many uses. Includes a recipe for applesauce, directions for a craft activity, and sayings about apples.  
Reading level: Ages 5 to 8  
ISBN: 1-890-81719-8

The Armadillo from Amarillo  
by Lynne Cherry

Pub. Date 1999; 40pp  
Spectacular watercolor and oil-pastel renditions of Texas scenes combine with the rhymed-verse explorations of a curious armadillo to form an excellent map-skills book for beginners. Sasparillo Armadillo decides to explore his native state, and travels from San Antonio to Amarillo. He's still not sure where in the world he is, so he catches a ride on the back of a golden eagle and eventually boards the space shuttle for an even larger perspective. Reading level: Ages 4-8  
ISBN: 0152019553

At Home on the Farm  
by Sharon Gordon

Pub. Date: September 2005  
Publisher: Marshall Cavendish Corp  
Describes living on a farm including information about animals, planting and harvesting crops.



# Objectives

- o Identify repeat and first time visiting teachers
- o Determine teachers' satisfaction level with field trip
- o Identify areas in field trip program that need improvement to meet farm's goal



# Method

- o Quantitative survey: 64% response
- o First time or repeat Pre-K-4<sup>th</sup> grade teachers to the farm (and a few others)
  - o 2014 Fall field trip coordinating teachers
  - o September and October
    - o Apples and pumpkins
- o  $N = 66$
- o  $n^1 = 38$  (repeat teachers visiting)
- o  $n^2 = 28$  (first time teachers visiting)



# Findings

- o Field Trip program includes
  - o Tour of the farm via trailer ride
  - o Interaction with produce, insects, textiles, animals
  - o Tour of market to learn about food safety, supply/demand, careers in ag
  - o Recess time at farm slide, duck races, mini maze
- o **80% + satisfied with attendance fee (\$8)**





# Findings

- After scheduling a field trip, coordinating teachers were provided with
  - Grade-level curriculum packets with pre- and post-field trip activities for the classroom
  - Agricultural book list for classroom reading
- **60% indicated curriculum provided was helpful in their classroom**



# Findings

- o Field trip participants included
  - o Pre-K to 4<sup>th</sup> Grade
  - o Special Needs
  - o High School
  - o Church Groups
- o **Over 80% indicated field trip to be grade level appropriate**



# Conclusions

- o Jaemor Farms' goal of improving quality of program and quantity of participants has been achieved
  - o Results show there is still room for improvement
- o A quality field trip program has potential to make positive ag impressions on students and teachers



# Recommendations

- o Farms provide curriculum to schools
- o Colleges of Ag work with farms to create curriculum
  - o Standards? What's that?
- o Colleges of Ag work with state agritourism associations to build and promote farm field trips
- o Collaboration opportunities with industry



# Implications

- o Tackling ag literacy – agritourism can help reach consumers with information
- o Educating young consumers can be a powerful tool for agriculture (i.e. consider the origination of Extension: teach young people to reach their parents, too.)

