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

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Background

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

Georgia State Standards

**STANDARD**  
**DESCRIPTION**

**Pre-field trip in the classroom:**

SSKC2G2  
The student will retell stories that illustrate positive character traits and write about how the people in the stories show the qualities of honesty, patriotism, loyalty, respect, truth, pride, self-control, moderation and accomplishment.

MCCK.CC.1  
Count to 100 by ones and by tens

**On the day of the field trip, the following standards will be covered at Jaemor Farms:**

SKC1.a  
Raise questions about the world around them and be willing to seek answers of the questions by making observations and measurements and trying them 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.

SSK1.E  
The student will describe the work that people do.

SSK1.E  
The student will explain that people earn incomes by exchanging their labor for wages or salaries.

SSK1.E  
The student will explain how money is used to purchase goods and services.

**Post-field trip in the classroom:**

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 information about the topic.

ELACCKW3  
Use a combination of drawing, dictating, and writing to narrate a single or loosely linked series of events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKW8  
With guidance and support from adults, recall information from experiences or information presented orally or through visuals.

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 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.

**Activity 6:**

**Standards:**
- MCCK.CC.3  
Write numbers 0 to 20. Represent a number of objects with a numeral 0-20
- MCCKMD.2  
Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “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.
Agricultural or farm related book list for the classroom


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: 0606217982

Amazing Grazing by Cris Peterson Boyds 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: 1-56397-942X

Amelia Ellicott's Garden by L. Stafford & S. King Margaret Hamilton Books © 2000 Amelia Ellicott lives with her cat Must- 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


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: 0493939011


The Apple Pie 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 in the fall. Reading level: Ages 3 to 5 ISBN: 0-669-00422-1

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: 1-889-87179-8

The Armadillo from Amarillo by Lynne Cherry Pub. Date 1999, 40pp Spectacular watercolor and oil-pasted 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

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

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

- Field Trip program includes
  - Tour of the farm via trailer ride
  - Interaction with produce, insects, textiles, animals
  - Tour of market to learn about food safety, supply/demand, careers in ag
  - Recess time at farm slide, duck races, mini maze

- 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

- Field trip participants included
  - Pre-K to 4\textsuperscript{th} Grade
  - Special Needs
  - High School
  - Church Groups

- Over 80\% indicated field trip to be grade level appropriate
Conclusions

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

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

- Tackling ag literacy – agritourism can help reach consumers with information.
- 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.)