



## Evaluating the Impact of an Extension Exhibit

### STUDY TEAM

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### EDUCATIONAL EXHIBIT

The safety of children and youth on farms is a great concern because the farm is an overlap of home and workplace. What is needed are separate safe play areas on farms and adult supervision by parents or grandparents. In order to educate parents and grandparents who have children on farms, the Agricultural Safety and Health subcommittee of the Pennsylvania Pediatric Society's Child Death Review Team (CDRT) presented a demonstration exhibit at the Pennsylvania Farm Show. The exhibit featured examples of inexpensive, easily assembled elements for a play area, examples of appropriate fencing, educational materials, and poster boards with educational messages.

### EDUCATIONAL IMPACT OBJECTIVES

Parents and grandparents who have children ages two to ten on farms and who view the exhibit will:

- ❖ Recognize that youth 2 – 10 years of age on farms are at great risk for agricultural injuries (attitude)
- ❖ Believe that adults do have personal control over reducing the likelihood of such risks (attitude)
- ❖ Believe that safe play areas are a means to reduce those risks (attitude)
- ❖ (If appropriate) plan to create a safe play area on a farm by June (within five months) (intention)

### EVALUATION STRATEGY

The National Children's Center for Rural and Agricultural Health and Safety funded similar exhibits but lacked evaluation data on the educational impact of the exhibits, on the perceived barriers to building safe play areas on farms, and on information the targeted audience needed to build such an area. Penn State Agricultural Safety and Health received a grant to evaluate the CDRT's Farm Show exhibit.

Evaluating an exhibit in a setting such as the Pennsylvania Farm Show presented a challenge that had to take the following into account:

- ❖ The exhibit was displayed during an event which drew large numbers of people, most of whom were not members of the targeted population.
- ❖ The exhibit might draw the targeted population at some times more than others; however, we assumed that the targeted population might view the exhibit at any time throughout the week.
- ❖ The exhibit would interest members of the targeted audience in varying degrees.

Determining the data collection method, sampling and recruitment protocol had to take the above into account.

### DATA COLLECTION

We decided that a survey would allow for the greatest recruitment of participants and the most valid and reliable information in the shortest time. The questions measured the educational impact objectives, barriers to change, need for information, and several profile questions.

### SAMPLING DESIGN AND PROCEDURES

To determine sampling procedures, the team had to consider three things: first, the overall sampling goal; second, the number of volunteers available to solicit participation; and third, the number of potential volunteer work shifts.

**Overall Sampling Goal.** The overall sampling goal was to reach parents with children (ages 2-10) who lived on a farm or grandparents, aunts or uncles with children in the family (ages 2-10) who visited their farm. There were three subpopulations to sample: fathers, mothers, and a mixed group of grandparents, aunts and uncles. The

minimum desired for each sub-population was established for the purposes of statistical analysis, and tallied for an overall minimum goal. A “best case” desired number was added to give an upper range to each goal as well.

**Volunteer work shifts.** A reasonable number of participants for a volunteer work shift were settled upon. This then determined the number of shifts necessary. Each potential shift was numbered and actual shifts were then selected using a random number generator. It was determined that approaching every third adult to screen, and possibly solicit, for participation would be manageable.

The following parameters and assumptions were taken into account:

- ❖ There were three potential volunteer work shifts each day
- ❖ Each volunteer work shift would generally have two individuals staffing the exhibit

**Procedures.** Each of the two entrances to the exhibit was staffed by one person. As each third adult approached, they were asked the screening question(s). If qualified, they were asked to complete the evaluation survey. Those who agreed were given the survey on a clipboard, offered a seat and instructed where to drop the survey when finished.

### APPLICATION TO OTHER EXTENSION EXHIBITS

A survey with appropriate sampling procedures can be developed to evaluate the impact of other Extension exhibits at fairs, educational programs, or conferences. This exhibit included hands-on activity for the children, and thus it can be assumed that the target audience was strongly engaged in the exhibit.

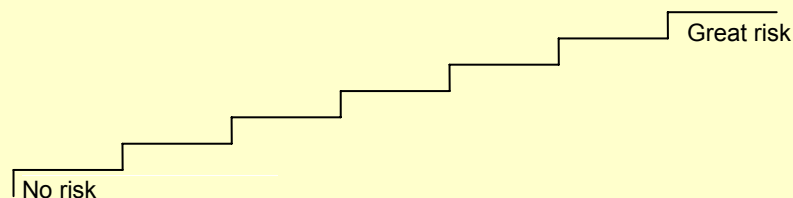
When deciding whether to evaluate an extension exhibit, consider how engaged your target audience will be and the expectations you have for them in the educational impact objectives.

### EVALUATION SURVEY

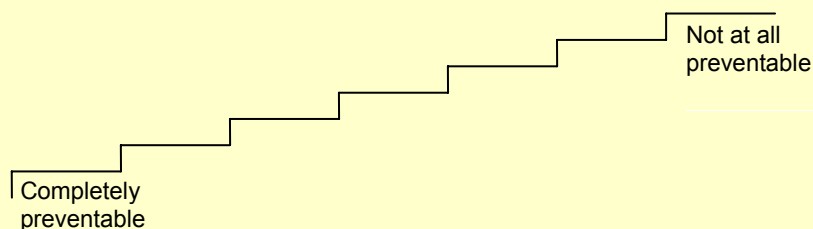
## Safe Play Areas on Farms

A Demonstration Exhibit  
Pennsylvania Farm Show  
2005

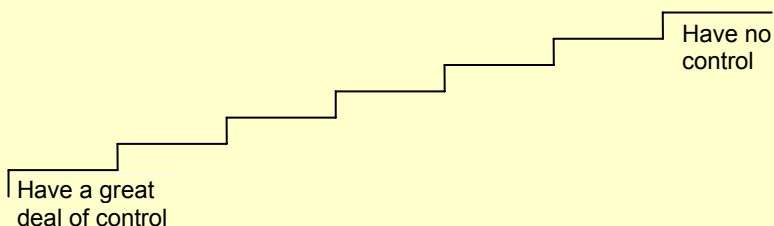
- 1 People have different views on the risk for injury that children (ages 2 – 10) face on farms. Please place a “**B**” on the step that indicates how much risk you thought children (ages 2 – 10) face on farms **BEFORE** seeing this exhibit. Place an “**N**” on the step that indicates how much risk you think children (ages 2 – 10) face **NOW**, after seeing this exhibit.



- 2 People have different views about how preventable farm-related injuries to children (ages 2 – 10) can be. Please place a “**B**” on the step signifying how preventable you thought farm-related injuries to children (ages 2 - 10) were **BEFORE** seeing this exhibit. Please place an “**N**” for signifying how preventable you think farm-related injuries to children (ages 2-10) are **NOW**, after seeing this exhibit.



- 3 Please place a “**B**” on the step signifying how much control you believed you personally had to decrease the chances of a child being injured by farm-related injuries **BEFORE** this exhibit. Please place an “**N**” on the step signifying how much control you believe you personally have to decrease the chances of a child being injured by farm-related injuries **NOW**, after this exhibit.



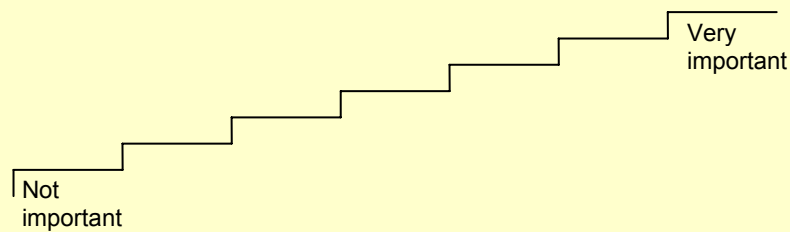
- 4 **Before** this exhibit, how much attention did you pay to safe play areas for children (ages 2 - 10) on farms? *(Please circle number)*

- 1 None
- 2 A Little
- 3 Some
- 4 Fair Amount
- 5 Great Deal

Now, **after** seeing this exhibit, how much attention will you pay to safe play areas for children (2 - 10) on farms? *(Please circle number)*

- 1 None
- 2 A Little
- 3 Some
- 4 Fair Amount
- 5 Great Deal

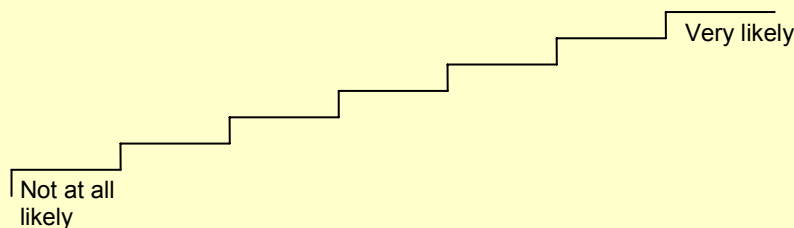
- 5 Please place a "B" on the step that indicates how important you thought it was to have a safe play area on a farm for children 2 – 10 years of age **BEFORE** this exhibit. Please place an "N" on the step that indicates how important you believe having a safe play area on a farm is **NOW**, after seeing this exhibit.



- 6 Do you *own* a farm?  
**NO** Please go to question 12  
**YES** Please go to the next question

- 7 Do you have an *enclosed* safe play area such as exhibited here on your farm?  
**NO** Please answer questions 8-11  
**YES** Please go to question 12

- 8 Please place a "B" on the step signifying how likely you were to create a safe play area by June 2005 **BEFORE** this exhibit. Please place an "N" on the step signifying how likely you are to create a safe play area by June 2005 **NOW**, after this exhibit.



- 9 The following are reasons people have not created safe play areas on their farms. (Please circle *all* the numbers that apply to you.)

- 1 Not really interested in doing anything.
- 2 Could not afford to do anything.
- 3 Didn't believe it would have enough effect.
- 4 Wasn't really sure what to do?
- 5 Didn't know it was really a problem.
- 6 Don't have enough time.
- 7 Don't have the skills.
- 8 Don't have a good place.
- 9 Other \_\_\_\_\_

- 10 Now, please place a check mark (✓) next to the most important reason above.

- 11 If you were to create a safe play area for your farm, what would help you the most in creating such an area?

**12** If you do not own a farm but you have children (ages 2 – 10) that live on or visit one or more farms, how important is it to you that there be a safe play area on that farm for them? *(Please circle number)*

- 1 Not very important
- 2 Somewhat important
- 3 Moderately important
- 4 Very important
- 5 Not sure
- 6 Does not apply

**13** In your opinion, why is it that more people here in Pennsylvania don't have safe play areas on their farms?

**14** Where else should we show this exhibit to reach farm folks?

**15** So that we know who we have reached, which of the following apply to you? *(Please circle all of the following numbers that apply to you)*

- 1 Live on a farm.
- 2 Have family members who have a farm which we visit.
- 3 Have a farm where family members with children (ages 2 – 10) come to visit.
- 4 Am a parent with a child or children between the ages of 2 – 10.
- 5 Am a grandparent with grandchildren between the ages of 2 – 10.
- 6 Am an aunt or uncle with nieces and/or nephews between the ages of 2 – 10.
- 7 Take my children (2 - 10) to a farm that has a play area away from farm hazards where they can play.
- 8 Take my children (2 - 10) to a farm that does not have a separate safe play area away from farm hazards.

**16** If you have children, grandchildren, nieces or nephews, ages 2 – 10, please list their ages. \_\_\_\_\_

**17** Are you: *(Please circle number)*

- 1 Male
- 2 Female

**18** Your age: *(Please circle number)*

- |         |               |
|---------|---------------|
| 1 18—20 | 5 51—60       |
| 2 21—30 | 6 61—70       |
| 3 31—40 | 7 71 or older |
| 4 41—50 |               |

Thank you for your participation.

**For further information about the evaluation, please contact S.M. Robertson, Department of Agricultural and Biological Engineering ([smr145@psu.edu](mailto:smr145@psu.edu)). This Web site is copyrighted by the Pennsylvania State University. The information may be used for educational purposes but not sold for profit.**