Benefits of Hiring Adolescents in Community Gardens:
A Case Study of GrowNYC Learn It, Grow It, & Eat It Internship

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Abstract
Community gardens have been a part of many American neighborhoods since the 1890’s and have transformed many communities through different uses (“Introduction”). Many studies have demonstrated the consistent impact that exposure to fruits and vegetables, and garden work can have on the dietary habits of youth younger than 15. The purpose of this case study is to contribute to the limited research of adolescents and the eating habits observed from working in a garden and being exposed to fresh fruits and vegetables. Along with that, this study also considers other benefits such as influences in career aspirations and environmental impacts of the adolescents’ work. The case study focused on a New York City internship, through the organization GrowNYC, that hires adolescents from a community in the South Bronx to work at three different community gardens during the summer. The researcher was employed as an educator mentor for 15 adolescent interns that were hired for the summer of 2017, and provided the lessons and activities the interns were to accomplish in each garden. A pre-program and end of program survey was given out to the interns, along with an interview on the last day of the program. Findings indicate that hiring adolescents in an outdoors setting such as a garden, will allow the adolescent to professionally grow with new career opportunities and values, be influenced to make dietary changes for their health, and make some changes for a more sustainable lifestyle.

Key Words: Community gardens, dietary habits, adolescents, employment, environmental impact, career choice, urban, New York City

Introduction
A vacant lot has the potential to become a new home, school, or the next new thing that will produce green dollar bills, but for many years now some have chosen to cultivate a different green outcome: community gardens. Community gardens have existed in the United States since the 1890’s, and have been developed for many purposes throughout the years (“Introduction”). Community gardens were created during times of economic recessions and wars to aid in times of unemployment and food shortages. Then they transformed into platforms for education and social justice issues, and continue to do so today along with the currently increasing environmental stewardship movements. Whatever the purpose may be for the garden, community gardens take a considerable amount of work to manage to reach its promised goals.

Since 2007, the organization GrowNYC in New York City has been managing the Learn It, Grow It, & Eat It (LGE) program in three community gardens in the South Bronx community of Morrisania. According to LGE program manager, David Saphire, the Morrisania community is one with high incidences of food based diseases and high rates of youth unemployment. (Information provided through conversation with supervisor.) Along with other factors, the organization decided to take on the task of managing three community gardens in the Morrisania community and create the LGE program. The program was designed as a youth development program with the main goals of improving access to fresh foods and raise awareness for healthy eating habits (Learn It Grow It Eat It | GrowNYC). During the school year, the program focuses on in-class nutrition education at the local high schools in the Morrisania community. For six weeks during the summer each year, select students from these high schools are chosen and given the opportunity to further their nutrition education through an urban horticulture paid internship at the three community gardens. For 10 years now, the LGE program has been enhancing the nutritional knowledge of youth and community of the Morrisania community,
along with the students gaining urban horticultural skills that help keep some of the communities’ gardens thriving greenspaces for Morrisania residents to continually enjoy year after year. This case study looks into reasons as to why a program like LGE should be replicated in similar forms across the country through these questions: (1) what do the high school students benefit from working in community gardens in regards to their own health, sustainable practices, and career aspirations; (2) do these benefits have the potential to persist a year or more after the program; and (3) what are general environmental benefits?

Literature Review

Since the early 1900’s, processed and packaged foods have revolutionized the American diet into quick and easy meals or grubs that provide minimal nutritional value (ModernPioneerMom). The popularity and ease of access to these kinds of foods have led a major part of the American population create eating habits that have resulted in a rise in afflicting health issues such as obesity. One form of fighting these health issues and dietary habits has been the creation of school gardens, which through various studies have shown to be effective in improving children’s dietary behaviors (Jaimie N Davis et al.). School gardens became the setting for programs such as LA Sprouts, Farm to School, and Delicious & Nutritious Garden across the county, that have been studied for their effectiveness with regard to the goal of changing children’s eating behaviors (Jaimie N. Davis et al.; Bontrager Yoder et al.; Heim et al.). The LA Sprouts program incorporated gardening, cooking, and nutrition of fruits and vegetables as their main tools to achieve what resulted to be an increased preference for consumption of fruits and vegetables, along with improved cooking skills (Jaimie N. Davis et al.). The Farm to School program is a national program that was created to bring back agriculture into educational activities as a way to learn about nutrition and improve eating behaviors (Bontrager Yoder et al.). This study resulted to show that students who participated in the program improved attitudes in regards to eating and trying fruits and vegetables (Bontrager Yoder et al.). The study on the Delicious and Nutritious Garden program demonstrated that 97.8% of the participants enjoyed the opportunity to taste-test different kinds of fruits and vegetables, and the majority of the participants would decide to participate in the program again the following year (Heim et al.). In all, these studies demonstrate the beneficial capacities of a garden in a school setting. In these programs, students participated in activities that increased their exposure to fruits and vegetables and awareness of origins of food as an approach to better their health and reduce the strong influences of processed and packaged food products.

Community gardens have become neighborhood entities that provide a vibrant aesthetic appeal and a place for socialization. Along with those allures, community gardens have also been designed for greater purposes such as enriching the health and well-being of the communal residents. Community gardens have especially become common in urban neighborhoods where residents have limited access to fresh fruits and vegetables, also known as food deserts. In 2005, a study took place in St. Paul, Minnesota, and examined the impact the Youth Farm Market Project had on the multi-ethnic youth participants from the urban neighborhoods and compared to youth that did participate from the same neighborhoods (Lautenschlager and Smith). Some of the impacts that were focused on for the study was whether the program could influence a change in youth’s food choices, and values and beliefs about the environment (Lautenschlager and Smith). Compared to non-participants of the program, the youth who completed the program demonstrated a willingness to “try new foods, regardless of their form” and were able to knowledgeably communicate information about nutrition (Lautenschlager and Smith). Along
with that, they also observed that those youth had a “deeper appreciation for the environment” (Lautenschlager and Smith). Across the country in the United States, other communities have found similar findings from surveys about the value of community gardens. From increased access to better tasting fresh foods in upstate New York communities, to an average top quarter percentile of participants proposing to improve eating habits in California communities, communal gardens contribute to the betterment of its youth (Armstrong; Twiss et al.).

All the programs in the previous studies primarily involve youth that range from Kindergarten to 8th grade. There are few studies that focus on adolescents in the later teen years. Between 2001-2002, Julie Ober Allen et al, conducted a study on the benefits of community gardens for youth development and nutrition in two urban areas in Flint, Michigan. One out of the two programs in the study initially had funds and would pay the high school students that were involved in the program, but just before the study began, the funds were terminated and roughly half of the participants decided to leave the program (Ober Allen et al.). From the remaining participants in the two programs, Allen et al observed that the youth learned more about fruits and vegetables, reduced their consumption of junk food, and were more likely to taste vegetables they grew themselves as a result from tending to the community garden and taking part in the organized activities (Ober Allen et al.). Prior to termination of funds in one of the programs in Flint, Michigan, the adolescents were benefiting from a work experience that provided an environment for growth in gardening and nutritional knowledge, in comparison with the common formal jobs that are attained in retail and customer service, so that adolescents can earn the funds to enjoy leisure activities among their peers (Mortimer). Employment during the adolescent age can encourage healthy development, and when this experience takes place in green spaces such as the Branches internship program in Maryland, the students attain a broader experience and open their eyes to the relationship between the environment and their health (Mortimer; Talbert).

Therefore, the purpose of this study is to contribute to limited research about adolescent employment in gardens and demonstrate further benefits in youth development and career aspirations, and the environmental impacts. In doing so, this will illustrate the reasoning for further expansion of funded internships for high school students in gardens.

**Methods**

For this study, the researcher was employed as a seasonal educator with GrowNYC in the Learn It, Grow It, & Eat It internship program in the summer of 2017. The researcher worked with a total of 15 high school student interns during large group sessions and only with 5 of those students for smaller group sessions. For a total of six weeks, the three small groups rotated work and teaching among three different community gardens in the Morrisania community of the South Bronx. The community gardens are called Wishing Well Garden, JDD, and Model T Senior Citizen’s Garden. At Wishing Well, the main focuses were for learning and practicing horticultural skills. The primary focus of the JDD garden was for students to learn and practice cooking and nutritional skills, and as for Model T, students were to learn and practice teaching science lessons to younger youth at a local summer school. From those focal points of each garden, each educator designed their own lesson plan and tasks for each garden. The interns had no work every Friday, so this would be the day the educators would convene to discuss each other’s lesson for the following week and either receive additional resources or questions about the lesson. The group as a whole would also host a farmer’s market in the community every Wednesday for the six weeks of the internship. At the farmer’s market, the students rotated
between three different tasks: selling produce, informing community members about nutrition via quiz games, and holding healthy cooking demos that featured the highlight produce item of each week.

During the students’ orientation, they were administered a self-evaluation survey that is given every summer to all students prior to the start of the internship. For the purposes of this research, there were additional questions that the researcher personally created with no reference, and added them to the student self-evaluation. The additional questions, inquired about the students’ reasoning for choosing this specific internship and what interests they had in mind for their potential future careers. The pre-program self-evaluation and additional questions can be found in Appendix A. During orientation, the three groups of five students were formed and assigned an educator as well.

The researcher was assigned her group, and initiated the six-week garden rotation at Wishing Well garden. At Wishing Well, the researcher had interns weed, plant seeds, label plants, and water plants. Interns also learned different planting techniques such as companion planting, composting and decomposers, how to distinguish a weed from a fruit-bearing plant, and the differences between organic and conventionally grown fruits and vegetables. Along with the general garden maintenance, the other 2 educators taught their individual groups about plant uses, origins of some vegetables and herbs, and decomposition.

For the third and fourth week, the researcher and her group were at the Model T Senior Citizen’s garden. For those two weeks, the group focused on teaching two easy and simple 1-hour science lessons to 2nd and 3rd graders at a local summer school. They also created a garden scavenger hunt for a group of special education students. For the science lesson, the interns had to walk to the school to teach the lesson indoors, and for the scavenger hunt, the children arrived in a bus to the Model T garden. The researcher’s group was assigned to teach two lessons about decomposers, and the process of decomposition. The other two groups taught the summer school students about parts of a plant, and flowers and pollination. For these science lessons, it was the educators’ role to design the lesson for the interns and then teach the interns the teaching techniques for disseminating the lesson. For the first lesson, the researcher had the interns define what are decomposers, and then display and discuss live examples of decomposers to the summer school students. For the second lesson, the interns acted out a story about the cycle of decomposition and then they did a paper activity about the importance of decomposers for nutrients and the soil. As for the scavenger hunt, the interns choose the which vegetable and fruit plants they wanted to distinguish and learn fun facts about, in order to provide an active learning experience for the special needs students.

In the last two weeks of the internship, week five and six, the researcher and her group were at the JDD garden. The activities at this garden were the most part similar for each group. On Mondays and Tuesdays, the interns would learn about nutrition and practice cooking skills by using a portable mini-stove top. Interns could either bring recipes from home, cook, and share the process of making the product, or they could experiment and learn new recipes from the various examples provided from GrowNYC’s recipe library resource. Then on Thursday, the interns would create a menu from the recipes they practiced on Monday and Tuesday and prepare it for a large group lunch with the other 2 groups. Apart from cooking and learning about healthy habits, the interns had the opportunity to learn carpentry skills while building a chair, and
learn about hydroponics gardening on a tour at a local hydroponics rooftop garden, during their time at JDD garden.

On the last day of the internship, the students were given to fill out an end of program evaluation. This evaluation is another program evaluation that has been given every year since the internship began. Along with the evaluation, the researcher interviewed each one of the interns with additional questions, that were again uniquely created with no reference, about their environmental views and sustainable practices, any changes to their potential careers, and whether similar internships should be paid or not. The end program evaluation and the interview questions can be found in Appendix B and C, respectively. These interviews were not fully transcribed, only certain quotes for evidence of research findings.

As for future persistence of impacts from participation in the internship, the researcher’s supervisor provided contacts of six former students that participated in the previous summer. Only three out of the six contacts responded to an email with the survey questions the researcher again created on her own with no reference. Researcher also met another former intern who participated in the internship three years ago and was working as a Compost Coordinator for GrowNYC at the farmer’s market that the interns hosted. These survey questions can be found in Appendix D.

**Findings and Discussion**

For the purpose of this study, not all of the responses from the yearly GrowNYC evaluations were incorporated into the following results, due to a lack of relevance to the study.

**Dietary Habits**

In agreeance with the literature, exposure or access to fruits and vegetables or cooking activities in a garden has a significance impact on a person’s dietary habits. In this case, these changes were observed in an adolescent, high school age, population.

After having learned the nutritional facts about certain McDonald’s meal, from a nutrition game used at one of the farmer’s market days, some students expressed that by the end of the internship they either reduced their consumption or eliminated altogether McDonald’s meals from their eating habits.

“I used to eat McDonald’s every day…but now I don’t eat that McDonald’s no more” – Mo

“Before I used to eat a lot of junk food. I used to go to McDonald’s and buy my Big Mac meal…but the since the times we have been at the nutrition table (at the farmer’s market) I kind of stopped eating those, and other junk foods.” – S

Another intern spoke about how she has always been on a vegetarian diet, and through the internship she realized her food choices in her vegetarian diet were not the most ideal for her nutritional health.

“I did change, now I try to eat more healthier; eat more of the things I actually need. I have [been trying] to eat less of the processed food…keep cheese and
milk and cereals out of my diet, and use more of the vegetables and fresh stuff.” – I

In the short amount of time, caring for vegetable plants, selling fresh produce to community members, and learning to cook healthy recipes for their peers, influenced the interns to make changes in their eating habits to better their overall health.

“I’m starting eating more fruits and vegetables, which was not something I would put on my grocery lists before coming here. I tried cooking [an educator’s] desert, I liked it very much.” - M

“Now I reduce the amount of oil I use.” – R

“I didn’t like to eat fruits and other types of vegetables, but now I think it’s worth a try.” – Ma

“I tried to make salad at home...[and] I teached it to my mom and she really enjoyed it.” – Ma

Overall, just as young children have been observed to make beneficial changes in their dietary habits, adolescents can be influenced as well to make similar dietary changes with the proper exposure and work in a garden. Through their time in the internship, the adolescents began to reduce their consumption of processed foods, add more fruits and vegetables to their daily meals, and cook healthier meals at home, along with sharing the meals and nutritional information with their families.

Sustainable Practices

Working in the community gardens had some influence on the adolescents to either begin or increase their sustainable practices for the betterment of the environment.

“I will stop littering now, because one day we had extra time and we decided to clean up the garbage that was around the street near the garden, and it was not fun.” – A

Five students expressed that prior to the start of the internship, they had already been practicing sustainable actions such as recycling, but learned new ways of being sustainable that they would like to integrate in their way of living.

“I had already about somethings to help the environment, but I learned some new things I could do now. I will try to protest to not cut that much trees, because it is affecting the environment” – J

“I have always recycled in my house with my family. I would consider composting now, and try reducing my consumption of meat.” – Maa
Other adolescents felt encouraged to begin sustainable practices that were geared towards food because of the composting skills they learned and practiced. They also learned the differences between conventional and organic farming.

“I want to encourage people and farmers to stop using pesticide, and try to grow organic plants. I want to try to eat more sustainable and buy more food from the farmer’s market.” – M

“I want to try to teach people how to compost and not have them put that stuff in the trash, because it can be helpful in the soil” – R

The majority of these interns are international students who have been in the United States for only some years and hope to complete their education in the United States. One intern expressed her intentions to take the knowledge she learned back to her home country in the future.

“Maybe in my country, Pakistan, I would consider caring more for the plants in my house and around in the community” – Ma

Whether it be something as minimal as reducing personal littering behaviors or as grand as standing in the frontlines of environmental protests, working in the garden encouraged the adolescents to make changes that would allow them to live more sustainably and better the environment.

Career Aspirations

For some of the adolescents, this internship was their first paid job. For others, this was their first job in an outdoor setting such as a garden. In the first survey, the interns were asked what motivated them to apply for this internship compared to other retail or service summer jobs, or none at all. Below is a summary of the 11 interns who provided a response that was something other than finding something to do in the summer or that they were recommended to apply.

I was motivated to apply for this internship because

- Wanted to learn about and work with plant
- Prefer to work in natural environment
- Have worked in farms and like working in farms
- Want experience working with children
- Want to learn about organic foods
- Want to learn about healthy foods and the benefits of a healthier meals
- Do something positive

At the start of the internship, 10 interns expressed an interest in attaining a future career in the medical field, 1 in computer science, 1 in landscaping, 1 in law, and 2 others were unsure. During the internship, the adolescents learned about career opportunities in the environmental fields, including the option of being an environmental educator, just like the researcher and the other 2 educators that mentored the interns. By the end of the internship, only 1 intern of the 15, communicated that she would consider a future in an environmentally focused position and
become a sustainable farmer in her home country of Togo. If there was to be a lose of interest their initial career option, 12 interns stated they would consider an environmental focused career as a second option, or for later in their retirement years. Among those twelve, they were asked in particular of three different types of environmental field careers for consideration. The following Tables, 1, 2, & 3, demonstrate whether those twelve would consider the corresponding career or not.

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Table 3

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Of the three options, the interns had a greater interest in being a sustainable farmer. This could be due to the field trip they attended at the hydroponics farm. They were all very amazed by the fact of growing edible plants without the use of soil.

As for the remaining 2 interns, they said that they would consider adding some environmental cause to their career.

“I want to be a lawyer, but I am not sure in what field. I would think about becoming an environmental lawyer if it began to like it during my time in law school.” – A

“I want to go either into landscaping or carpentry. It would be interesting to create landscapes that were to help the environment, even just by being green.” – Maa

Having worked outside in a garden will not completely change what a person wants to do for a living, but there is an opportunity for expanding the options on the table or incorporating eco-friendly values to a set career.

Environmental Impact

In general, community gardens provide the neighborhoods with ecosystem services such as rain catchment, cleaner air, and local fresh produce. With the help of working adolescents such as in this internship, the gardens are able to continually grow and provide these services to impoverished neighborhoods; in this case the Morrisania community. Aside from working in the community gardens and earning money, these adolescents exited the internship with much
knowledge about the environment and they are happy of the stewardship they provided for the environment.

“This internship has gave me experience on how to take care of plants. And taking care of plants is important for our earth, because they may reduce global warming. I want to help the earth by planting new plants and trees.” - F

In 6-weeks, the adolescents took in a lot of information and as previously stated want to continue making changes in their daily lives that will be for the good of the environment.

Persistence of Internship Impacts

Of the four that provided a response to the survey that was emailed about the impacts the Learn It, Grow It, & Eat It internship had on them and if those changes were still true to that day, three of them had participated in the internship in the summer of 2016, and one participated in 2014.

During the internship they all experienced a change in their eating habits and environmental views, and they are still practicing those changes.

“As a result of the cooking demos and workshops, I became more aware of what I was consuming, and the harm that type of food was doing to my body.... Even though the internship, I kept reading more about what was added to my food... I became aware of the chemicals that I was willing to put in my body. Now, I mostly eat organic food.” – K

“The internship [helped] me enforce my commitment to stay vegan, and gave me new recipes. I [currently] continue to eat healthy and remain vegan. The internship did encourage me to help the earth. It motivated me to grow my own plants” – Z

“The internship did change my eating habits in many ways. For example, I didn’t like to eat vegetables and I used to drink a lot of sugary drinks without even checking the amount of sugar that it contains, but now since I started participating in GrowNYC, anytime I want to buy juice or soda, I see the amount of sugar it has and decide to buy water instead. [The internship] did made me want to help the earth... and I plan to have a career that teaches people about the earth.” – MS

“The internship changed how I eat greatly. I’m so much more conscious of what I do and don’t eat. I now eat a bit more seasonal when it comes to my fruits and veggies. Not only because it doesn’t contribute to the mass production of GMO corn and beans, but because different kinds of beans have different kinds of nutrients which benefit us all year. The internship did make me want to help the environment. After the internship, I started to research what it means to be self-sufficient. I am currently still helping the environment by working as a compost coordinator with GrowNYC, and teach youth in my
As a result of working in the LGE internship, they all became sustainable environmental stewards, and continue to do so by continuing to work in other GrowNYC internships and jobs. For the summer of 2017, three of them worked in another GrowNYC internship that consisted of care for school gardens in the Morrisania community, and the other person worked as a Compost Coordinator for the Morrisania farmer’s market. Aside from having only received 4 responses to the emailed survey, the LGE internship does create a lasting impact on the adolescents in making changes for the better of their community, environment, and themselves.

Limitations

Being that this research is a case study about one program in a specific kind of community in the borough of the Bronx, most of the context can be most relatable to those kinds of communities. The sample size of the adolescents involved in this study is small compared to other larger studies on the impacts of gardens.

Regarding the interns, English was a second language for 13 out of the 15 interns. This could have been a reason for the lack of understanding at times some of the questions the researcher asked during the interviews, or the intern had a lack of environmental literacy. At times during the interview, the researcher had to change the wording of the questions for the intern to understand, or completely skip the question because the response received were not relating to the question. For example, the researcher at times had to use the word “earth” instead of “environment.” If the study were to be repeated in the future with a different group of interns, the questions could be translated for better understanding of the question and providing relevant responses.

All of the interns may have learned a lot during the internship, but there was a limitation in that not all interns completely received the same knowledge. This is because each educator had the liberty to design their weekly plans as they may, but still needed approval from the lead educator. The researcher had more knowledge about composting compared to the other educators; this perhaps may have influenced more of her interns to consider composting at home compared to the other interns that were not part of her group. For comparison of knowledge acquired and influence from that knowledge, in the future the educators would have to decide on key lessons that would have to executed equally among the educators.

Conclusion

In summary, this case study of the Learn It, Grow It, & Eat It internship through GrowNYC provides new insight into the benefits of employing adolescents in an outdoor setting such as a community garden. The adolescents were able to grow professionally, as for some this was their first job, and grow to be better citizens for their communities and the environment. The immediate impact this 6-week internship can create, can as well persist into future years of the adolescents and provide them a foundation for their continual stewardship practices. With this research, there is hope that internships similar to the LGE program can be replicated across the community the importance of recycling and small ways of being self-sufficient such as growing veggies and making their own clothing.” – C
country in a variety of communities in order to enhance the benefits of the growth of adolescents, and for the betterment of communities and the earth.

References


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Appendix A

2017 Learn It, Grow It, & Eat It Internship

Self- Evaluation

Name:

Please rate yourself from 1-5 on the following. (1 = uncomfortable/not good at, 5 = very comfortable/good doing at)

- Public speaking
- Making friends
- Communication with others
- Communicating with others in English
- Being helpful
- Taking initiative
- Leading others
- Working in groups
- Working by yourself
- Working with your hands
- Cooking
- Working in the garden
- Working with small children

Additional Questions

What motivated you to apply for this job compared to other summer jobs?

What skills or education do you hope to gain from this experience?

What are some careers you have interest in for your future?

Apart from this job, are you involved or have been involved with other environmental clubs or organizations? If so, what are they and how often did you participate in the club/organization?
Appendix B

Learn It, Grow It, & Eat It Summer Internship 2017 Evaluation

Name:

Part 1

Rate from 1 – 5 (1=did not enjoy, 5=greatly enjoyed) the following activities we did this summer

- Teaching little kids
- Cooking for 20 people (group lunch)
- Carpentry (building the chair)
- Basic gardening (watering, composting, weeding, planting, harvesting)
- Nutrition education table at the market
- Cooking demonstration at the market
- Selling at the market
- Guest speakers in Thursdays

Who was your favorite speaker on Thursday?

What are your thoughts about the overall structure of the program (working in groups of five and rotating in different gardens every 2 weeks)?

Do you think there was a good mix of small group (5 people) and large group (15 people) activities? If not, give some suggestions for changing?

Which was your favorite garden?

Part 2

Tell us what you thought of this internship overall. What was special about it for you?

Tell us how you think you have grown or changed over the past 6 weeks. What did you learn about yourself?

Did you make any changes in what you eat or drink or your attitude toward food in general?

Have you tried any of the recipes that you learned this summer at home? Which ones? Did you teach anybody in your home the recipes? Whey was there response?

Tell us something about gardening, teaching small children, and cooking this summer.

How was learning this summer different from learning in school?

How do you think this internship will help you in school or with your future jobs?

Tell us about working with your group leader.

What are you most proud of this summer? Do you think you achieved your goal(s)?
Appendix C

End of Program Interview Questions

- Did you enjoy working outside in the gardens?
- Has this internship changed your view about the environment (earth)?
  - Describe your view
  - Do you want to help the environment? How?
  - Do you want to now at more sustainably?
- Because of this internship, are there some changes in your daily life that you are going to change that will help the environment?
- Before this internship, what kinds if jobs did you know about in the environmental field? Do you know more now?
  - What interest do you have for your future career?
- If you were to one day lose interest in your first career option, would you consider becoming
  - An environmental educator?
  - Sustainable farmer?
  - Sustainable health nutritionist?
- Do you wish there were more paid internships like this one (LGE)?

Appendix D

1 year + Internship Impact Survey

1. What year did you participate in the Learn It, Grow It, Eat It internship with GrowNYC?
2. What did you most enjoy about the internship?
3. Did the internship make you want to help the earth? If so, how?
4. Are you currently doing something that helps the earth? If so, what?
5. Did the internship change your eating habits? If so, what changed?
6. Are you currently eating healthy? If so, what do you mostly eat?
7. Why did you continue working with GrowNYC this summer?
8. Do you hope to continue working with GrowNYC after this summer?
9. Do you plan to have a career that helps or teaches about the earth in the future? If so, what kind of career is it?