

**Montshire Museum of Science**  
***Connecting Classrooms and Community with Health Sciences***

**Evaluation Brief**

External Evaluation conducted by Inverness Research, Inc.  
July 2014

INTRODUCTION

The Montshire Museum of Science (MMS) health education project *Connecting Classrooms and Community with Health Sciences* was a five-year project (2009-2014) funded by the National Institutes of Health, in partnership with the Dartmouth Medical School, which aimed at helping students and teachers engage in the health sciences through student-designed research experiences that build awareness and understanding of adolescent health issues. The project focused on creating instructional materials, professional development and in-classroom support that would draw on health-related research conducted by Dartmouth researchers; this effort would lead to teachers providing the opportunity for students to conduct their own research.

Inverness Research served as both formative and summative evaluators for the project. This evaluation brief highlights findings related to the benefits accrued by the students, teachers, museum staff, and Dartmouth partners, in particular regarding the nutrition curriculum materials, the student research project, and the Student Health Science Research Symposium components. We focus on these elements of the project because our formative evaluation work found these were the components that best met the needs and interests of middle school teachers in Vermont and New Hampshire.

### Components of the Connecting Classrooms and Community health education project

- **Curriculum Development:** The MMS staff, along with Dartmouth researchers, developed three curricular modules addressing issues related to adolescent health: nutrition and exercise, sun exposure and UV light, and influences on healthy behaviors. These health science modules were implemented by teachers and refined over the years of the project. A major component of each unit is an opportunity for students to design and conduct an original research project related to the topic. The nutrition and sun safety modules are completed; the behavior module is still under development. All three will reside on the MMS website and are available as PDF downloads.
- **Professional Development:** The project held three summer institutes plus one follow-up seminar at the MMS for teachers from 27 different. At these summer institutes 48 total teachers, some who came in teams from their schools, were introduced to the curriculum units and engaged in many of the hands-on activities they would ultimately do with their students. In addition, teachers from the institutes returned for a 1-day meeting at the MMS in the winter to share their experiences teaching the unit. The Museum's education staff also provided classroom support that included model teaching and lesson planning, problem solving and debriefing meetings with teachers at their schools during the school year.
- **Student Research Projects:** After working through the instructional materials in the classroom, participating teachers facilitated students in developing their own research questions and conducting their own research on nutrition and health topics.
- **Research Symposium:** In May 2011, 2012, 2013 and 2014, students of teachers who chose to participate returned to the Museum for a half-day Research Symposium where students presented posters of their research projects and results.
- **Museum Events and Ancillary Materials:** While the majority of the project was focused on the curriculum and work with teachers, a few additional small projects were pursued that augmented the work with teachers and/or the partnership with Dartmouth College. These projects include: family activities at the Museum's Science Discovery Lab, the NIH Pop-Up Tent, video clips of Dartmouth researchers describing their research, and an exhibit on light energy and UV radiation (to coincide with some curriculum developed on sun safety).
- **Dartmouth Collaboration:** The health education materials and professional development drew on current NIH-supported research being conducted by faculty at Dartmouth Medical School. Dartmouth researchers presented their research during professional development sessions, participated in the Research Symposium, and starred in video clips where they described their research.



### The Focus on Nutrition

Originally the project planned to develop four units: Nutrition & Exercise, Sun Safety, Head Trauma, and Media Influences on Behavior. The project focused on developing three units -- nutrition, sun safety, and behavior, with nutrition garnering the most attention, for several reasons. The relationship between the Montshire staff and Dartmouth researchers studying nutrition was longstanding, and therefore, the strongest. And, more importantly, the need in the schools and districts for materials and professional development related to the topic of nutrition was high. Early on in the project, teachers had fairly new standards on nutrition they were expected to meet, with little to no materials for how to teach to those standards. In addition, the person with the responsibility to teach nutrition in the schools varied from school-to-school, and oftentimes, was the responsibility of more than one teacher -- the science teacher, the home economics/family science teacher, and the physical education teacher.

## CONTRIBUTIONS TO STUDENTS

### **Students found the nutrition activities to be engaging and interesting.**

- Student pre-post survey data<sup>1</sup> showed an increase in students' interest in science and health: 33% of students rated themselves as interested or very interested in science and health on the pre-survey, while 45% rated themselves as interested or very interested on the post-survey.
- Seventy percent of teachers surveyed<sup>2</sup> reported that the nutrition unit was interesting to students.

As one teacher noted:

*They are so motivated. I have aides that are in the classroom -- aides who are working with kids that obviously are generally not motivated. They would say 'wow, these kids*

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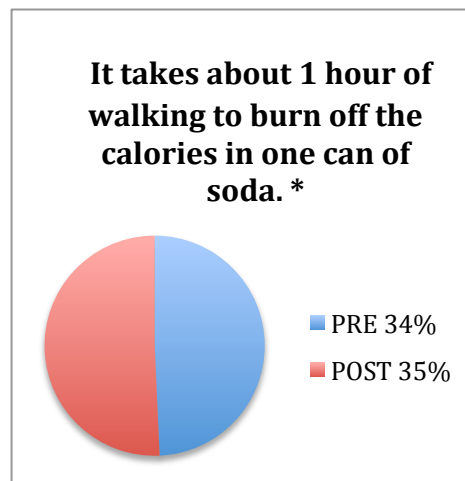
<sup>1</sup> Students were asked to complete pre-unit and post-unit surveys in which they rate their interest in and knowledge of nutrition topics prior to and after they experienced the unit. Not all students answered all questions, but in years two and three of the project, 490 students completed the pre-questionnaire, and 265 students completed the post-questionnaire. The questionnaire asked students to rate their level of interest in and knowledge of nutrition and health; what factors influence what they decide to eat (such as advertising, food their parents prepare, labels on packages, time, etc.); and their diet and exercise habits. They also rated their level of agreement with statements about diet and exercise, such as "A school-aged student needs 1,600-2,500 calories in a day." Finally, the questionnaire asked students about their experience with and knowledge of conducting a research project.

<sup>2</sup> In 2012, all teachers who had participated in the project to that point (25) were invited to complete an online survey about their experience in the summer institute, teaching the unit, and their perceptions of their students' reactions to the unit and the research project. Fifteen teachers responded to the survey, for a response rate of 60%.

*walk in that classroom and it does not matter what I am doing, they instantly go get whatever they need and they are on their own.'*

### **Students developed better understandings of key science concepts related to nutrition.**

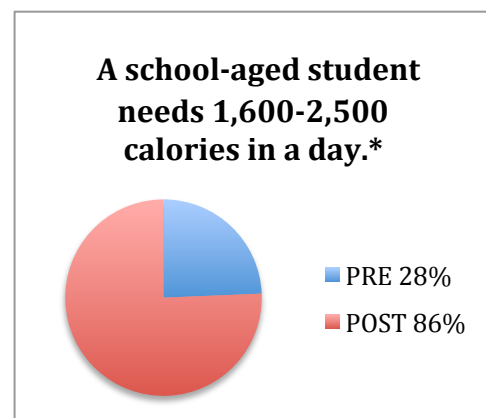
- Eighty percent of teachers surveyed reported that their students understood the key concepts.
- Student pre-post survey data showed an increase in students' self-reported knowledge level about health and nutrition. Twenty-eight percent of students responding to the pre-survey rated themselves as knowledgeable or very knowledgeable about health and nutrition, while 72% of students responding to the post-survey rated themselves as knowledgeable or very knowledgeable about health and nutrition. They also gained knowledge in two of three areas where they were asked to agree or disagree with content statements.



*\*Percentage of students agreeing or strongly agreeing with this statement*



*\*Percentage of students disagreeing or strongly disagreeing with this statement*



*\*Percentage of students agreeing or strongly agreeing with this statement*

### **Students made positive behavior changes as a result of the project.**

- Fifty percent of teachers say the unit positively influenced students' behaviors related to health

Comments from the teacher survey about the item regarding *behavior change* include:

*As a result of charting physical activity in 15-minute intervals, students frequently commented on the need to up their activity level. They asked for the opportunity to walk laps outside when they were feeling sluggish.*

*After the short lessons that we did students started talking more about their snack choices. Because students were excited about it, some teachers started to keep tallies*

*of healthy snacks in their classrooms. I also saw more water bottles coming to school and more willingness to try new fruits and veggies.*

Teachers and schools changed as well, as a result of what they learned through the project:

*Our faculty decided to incorporate a school-wide focus on being active. As part of this focus, I took my 4th and 5th graders outside for a quick walk around the school (1/4 mile) every day after snack. They loved it and asked every single day, "Are we going for our walk today?"*

*In the summer we got so fired up about this topic. We decided to have students and teachers count 15-minute exercise "miles" and to "travel" across the US, learning about different landmarks in the process. We also planned a faculty meeting to share information.*

## THE RESEARCH EXPERIENCE

### The Research Projects

Teachers who were able to include the research project as part of their nutrition unit reported that while it was challenging for some students, the experience was highly satisfying for both students and teachers. Key contributors to the success of the research projects, based on teacher survey and interview data, include:

- Allowing students to develop research questions that are of interest to them
- Being able to follow through on their interests using the research process
- The "real-life" nature of the topic and problems related to it
- Support from Mike Fenzel at the Montshire to guide teachers and students in identifying researchable questions
- The opportunity for students to practice persistence in the face of failure
- The extent and ways the curriculum activities exposed students to concepts that helped shape their research interests
- The opportunity to learn research skills through studying an authentic question

In focus group interviews, students said the following about the value of the research projects:

*I noticed with all of the groups, there are kids that normally don't get involved as much during class, but they were really getting involved in it, and I think enjoying it. I think it is better to have more hands-on opportunities in doing different projects.*

*I like math, and so collecting data and getting the data and counting it up was pretty fun for me. Doing the actual hands-on experiment part was pretty fun.*

Students reported that the experience increased their interest in and ability to conduct research on their own:

*It furthered my interest in becoming [a scientist], but I would want to be more the hands-on scientist. I like my hands on something, and I am watching things and it really coordinates and it makes me more interested or focused.*

*I feel better about doing research because we know how to do the surveys. We know how to collect the data, and we know what we are doing.*

Some students compared what the Dartmouth researchers do to their own experiences, as this student explains:

*[The research we do] is probably the same because they do research like we do. If they want to do surveys, they will do the same thing like we do -- they will make a survey and give it to people to do which is pretty good... And they have to keep track of all of the things, they have to write down all of that data from it, and then they have to keep track and do it all, like the hypothesis and the conclusion.*



### Lasting impact on students

Five students who had presented at the Research Symposium in previous years participated in a focus group about what stood out about their experience. Even after up to two years, students strongly remembered their experience doing the research project – the question they were researching, the process they invented for collecting their data, what they found out, pulling their results together and creating a poster for presentation. They also remembered the challenges they encountered, such as working with a difficult partner, or misplacing data.

Importantly, many of these students believed that their experience conducting and presenting their research sparked an interest in science that had not existed previously. For example, one student said:

*It definitely has changed my perspective on science in general. Before this big project, I hadn't really done anything involving hands-on stuff in science. It has been textbooks and tests and that stuff, and that was kind of boring. But once I did this, it changed my whole perspective and I realize that I have a new favorite class.*

These students also remembered being both excited and honored to be at the Montshire. This was their first experience conducting research on their own questions and of their own design, and it was their first experience making a public presentation. They remembered well the importance of being clear and providing enough background information so that the audience could follow their research results.

One student described how conducting and presenting his research project also influenced his behavior around nutrition and health. He said:

*For me, probably the most important thing is, not only being able to present, but also being able to learn about what came from my project. It is going to affect me further on in my life, because now I pay more attention to what I eat and what I watch on TV because I know that from my survey results that what I watch is going to affect the way that I eat.*

Overall, these students described their research projects, and their time presenting their research at the Montshire, as some of the more memorable experiences they have had in a science class.

### The Research Symposium

The Research Symposium invites students to prepare a poster and brief presentation of their research project – their question and its origins, their procedure, findings, and reflections. In small groups, students take turns presenting their work and fielding questions from the audience. The event lasts about two hours total, including opening remarks from the Montshire staff and/or Dartmouth researchers.

#### Example research questions students have pursued over the years

The following list contains research questions that represent a range of complexity and depth. We note that over the years, the quality of the questions greatly improved as a result of greater focus on this and help from the Montshire staff.

- Is there a difference in how many breaths an active and inactive person takes in 30 seconds?
- Do people who play sports have a higher risk of breaking a bone than someone who doesn't play sports?
- Do different types of music affect students' appetites?
- Is there a difference between the lung capacity of athletes who play band, athletes who do not play band, non-athletes who play band and non-athletes who don't play band?
- How does the amount of calories in organic foods compare to the amount in non-organic foods?
- Which activity has more movement and exercise in PE?
- Do students who participate in a team sport exercise more in a week than people who don't participate in a team sport?
- Which middle school grade level consumes the most fruit at lunch?
- Are students who sleep the recommended amount more active than those who do not?
- 5th and 6th Grade Exercise - What are students' motivations for participating (or not) in organized sports?
- Does screen time affect memory?
- Is there a relationship between how active students are and how much soda they drink?

Highlights of a few of the research presentations are below:

- The importance of good research study design: Two girls investigated whether or not there was a difference in pulse rate after doing sit-ups in non-athletes vs. athletes. They had a sample size of 30 (15 girls and 15 boys), half of who were athletes (self-appointed) and half were non-athletes. They found that athletes had a higher pulse rate (which should actually not be the case). The students noted that more subjects would have improved their study, as well as doing it one by one (they did it in groups), because they tended to talk to one another, which they believe may have influenced the results.
- Communication skills as well as research skills are needed: One boy investigated which grade at his school tended to drink the most energy drinks. After surveying

the entire student body (280), he found that overwhelmingly, the 10<sup>th</sup> graders drank the most. This boy was painfully shy, but he did a good job and thoughtfully answered the questions asked of him (such as, “How did you get the students to respond to the survey?” “What questions did your survey include?” “What is the danger of too many energy drinks?” “What role might the media play in kids choosing energy drinks?”)

- The importance of a literature review: Three students investigated the question of whether or not girls like sweet things more than boys. Their hypothesis was that they would, since “girls are sweet!” They found that girls do not prefer sweets more than boys prefer sweets. They also said they read a Danish study that found that girls can taste flavors that are less defined than boys.
- Testing variables: One boy reported on an elaborate study testing UV protection using UV beads and a variety of variables – sunscreens of different strengths, regular clothing, UV clothing, and shade. He also tested both in Vermont and the US Virgin Islands.
- The progression of questions and ideas that can stem from one research question and initial data collection: One 5th grade male student shared two poster-boards full of results at the Symposium. “We did the unit on nutrition and I found out how much fruits and vegetables I was supposed to be eating, and I wondered if I was different. I found out I wasn’t eating enough. Then I wanted to see if where you lived mattered. So I sent the survey I developed out to my family who live around the country, and I asked them to share it with people they knew. The results came out pretty much like I thought they would mostly, except for finding out that people who live in colder areas eat more fruit. I think if I surveyed more people, the results might come out differently. Research takes a lot of time -- to tally all the data.” [On his poster board, he included the gender breakout of survey returnees -- male, female and none. One student asked him about the “none choice,” and he explained that one of his aunts doesn’t consider herself a male or a female, and he included none to make sure she would feel comfortable answering the survey.]



Not all teachers attended the Research Symposium. All teachers who did attend regard engaging students in research projects and then presenting them at the Montshire in front of their peers and other school community members an important and highly motivating experience for their students.

Teachers' comments about the benefits of the Research Symposium to their students include:

*It's a great opportunity to show their projects to an audience in a scientific setting.*

*It is a great way for students to ask and answer questions, and learn about the scientific process.*

*It was a wonderful experience for my students -- from developing a question to presenting their work to others. All of my students, not just the symposium presenters, learned a lot about the process.*

In focus group interviews, students described the value of coming to the Montshire for the Research Symposium:

*I thought it was just amazing that we had this opportunity to go to the Montshire and present our ideas and projects. It was fun doing the research and fun doing this project and I liked it and other students did too. I'm pretty excited to come here and do it next year.*

*Being in the groups and explaining to everyone exactly what you did, you really had to make sure you had them understand what you were saying, because if you had just started out with what you found out, no one would understand what led up to that.*

## CONTRIBUTIONS TO TEACHERS

*I feel that the Montshire is a major help in my professional development. I wouldn't be the teacher I am today if it wasn't for them.*

### **Teachers benefitted from the professional development (the summer institute and follow-up day) the project provided.**

All of the teachers we spoke with were very pleased with the institute and felt it was of very high quality and beneficial to their practice. In particular, teachers mentioned the following as strengths of the institute:

- The institute was organized, well-designed, informative, and engaging.
- Actually doing the hands-on activities was beneficial.
- The quality and expertise of the people leading and planning the institute was high.
- The research project component was useful.

Montshire staff noted in particular that teachers for whom nutrition and health topics were previously unknown (for example, for the Physical Education teachers that participated), the institute and subsequent classroom support increased their content knowledge and confidence in this area.

Teachers were asked to participate in the institute as a team, or at least with one partner from their school. On the survey, teachers reported that this aspect of the experience was very beneficial. They commented:

*After attending the first year (nutrition unit), although we already worked as a team, we were more enthusiastic and committed to teaching hands-on science, and started our year with the unit.*

*Without a team, you return from summer and become focused on the new year. The team kept nudging each other with reminders about what we said we'd do. No slacking allowed! It made us commit to follow-through and troubleshoot with each other.*

### **Teachers benefitted from having instructional materials to use with their classes.**

On the survey, teachers rated their agreement with a range of statements about their perceptions of the Nutrition unit:

- 100% say the unit was *easy to use*
- 100% say the unit taught *important content*
- 100% say the unit *fit within or alongside* my other curriculum
- 80% say the unit was *complete*

In interviews, teachers reported that the unit contained quality activities that were engaging for their students and addressed the topics they wanted to teach.

On the survey, teachers rated the overall value of the nutrition unit (86%) higher than the quality (63%). Teachers noted that the major strengths of the unit include:

- It is creative, and kids liked it.
- It doesn't single individuals out.
- The unit is hands-on and visual for kids.
- It has clear objectives, and is easy to follow.
- It includes the research element.
- It gets students excited by contributing to "class fact finding" in a fun way.
- The unit includes availability and help from Montshire staff.
- It includes experimental design (asking questions and defining variables).
- It is interesting to students.
- The unit is age appropriate.
- Everyone can understand and participate.

Teachers cited the main weakness of the instructional materials was that they had to add more activities to them to effectively meet the standards.

Eighty percent of the teachers responding to our survey said that the Montshire Health project has contributed at least somewhat to their teaching of health.

**Teachers benefitted from the in-classroom support provided by the Montshire as they implemented more inquiry-based materials.**

About half of the teachers who participated in the project received classroom support from the Montshire. This was an important element of the project, as many of these teachers were fairly new to inquiry-based teaching. They all found this assistance to be extremely helpful. Comments about this support include:

*Mike's visit to school to show the calorie content in food was helpful -- we would not have had the equipment to do that. There was also a visit to help direct some research questions that was helpful.*

*Having Mike come, give instruction, and bring hands-on materials for the students was the most beneficial.*

*The hands-on assistance where they came down to do a lesson with the students was exceptional. We chose the lessons that required lots of materials that only the Montshire had due to our budget constraints on purchasing such equipment.*

In interviews, teachers further described the value of the classroom support from the Montshire:

*Mike comes in and it is awesome. He does a lesson on research questions. He has a PowerPoint on it. It is amazing, he does this whole thing and he talks to the kids about good versus bad research questions, and how to go about answering them, and what things you have to take into consideration when you are doing research. He really preps them for starting to formulate their question.*

*This year is one of the lowest-achieving classes that I have had overall, and so for me, I was thinking this is a really big step for these kids, and they still pulled off excellent projects. I think that it is due to working with Mike in the classroom. Students have a connection with him, and they make a connection that this is real science.*

**Teachers faced challenges as they implemented the units and facilitated research experiences for their students.**

Teachers noted that the major barriers or challenges to teaching the nutrition unit include:

- Many families have no resources to obtain information regarding good nutrition, so it takes longer to break through prior family notions regarding nutrition.
- There is a lack of class time.
- All lessons did not fit well in a one-day-per-week P.E. setting.
- There are multiple levels of abilities in the class.

- Coordinating with other faculty is a challenge.

## CONTRIBUTIONS TO THE MONTSHIRE MUSEUM AND TO DARTMOUTH

Over the years of the grant, including all of the project components, the Montshire worked with 44 teachers from 30 schools and 30 districts, and has developed a growing capacity within the region to teach health science topics in authentic and meaningful ways. In addition, they have created informal programming reaching additional audiences (approximately 350 people attended the NIH Pop-up Tent, and approximately 450 have participated in the Science Discover Lab at the museum).

For the Montshire, working with these teachers has provided an opportunity to increase staff capacity to develop quality instructional materials, lead professional development workshops, and provide ongoing classroom support. After the first year of implementation and the Research Symposium, it became clear that the teachers needed more support in facilitating their students' research projects. In particular, they needed help with guiding their students through the process of identifying a researchable question in the nutrition and health domain. Over time, the Montshire staff became more and more skilled at delivering this kind of assistance. And, as noted above, the teachers who availed themselves of this support found that it made tremendous difference in the quality of the students' projects.

Other major contributions to the Montshire include the following:

- The project further developed and deepened connections to schools and communities in the upper Valley of Vermont and New Hampshire; these relationships are seen as substantial and long-term.
- The Montshire began a process of exploring ways to discuss health issues with the general public through the Discovery Lab, videos, and exhibit pieces.
- The project developed the expertise and experiences of staff in the area of nutrition, sun safety, and behavior.
- It is developing and maintaining a core group of teachers who could be relied on to implement, provide feedback, and perhaps participate in leadership roles in the future.
- The project created products (curriculum units, exhibits, informal health education activities) that will be sustained and included in the Montshire's ongoing work with schools and families.
- The Museum developed a productive and ongoing relationship with researchers at Dartmouth's Medical School.

Implementing this project was not without its challenges. The major challenges or barriers include:

- getting more teachers to implement the curriculum and research project following the summer institute;



- the transient nature of teachers when attempting to create change within a school across grades, or even within a grade level (hence, the rationale for encouraging teachers to attend in teams);
- convincing teachers of the value of taking the time for student research projects; and
- encouraging teachers to spend their stipend.

Major lessons learned for the Montshire:

- Helping teachers fit the nutrition lessons into their context and current teaching requirements ensures a stronger and more reliable implementation.
- Teachers need a great deal of support facilitating conversations with students about what constitutes a quality research question and research design.
- Building trusting relationships between teachers and museum staff takes time and attention. Responsiveness is an important aspect of building that trust.
- The Research Symposium was a highly motivating and inspiring experience for the students and their teachers. Providing some opportunity for students to share their work in a public way is an important part of the research experience.
- Considering carefully the nature of partnership between the museum and the university, and ensuring that each partner is committed to and enthusiastic about the work together makes it more likely that the project will result in a win-win outcome.

*A conversation with Dartmouth partner Dr. Meghan Longacre*

Dr. Longacre is a pediatric behavioral researcher at the Hood Center for Children and Families at the Geisel Medical School at Dartmouth. Her work focuses on the prevention of childhood obesity, and translating findings from the research into community-based programs and school curricula.

*IR: What kind of expectations did you have about the partnership, and the kinds of projects the kids would be doing?*

MA: We were really excited for the partnership. I was brought in through Madeline Dalton who was the head of the Hood Center. We were the scientific advisors for the obesity piece, which ended up morphing into energy balance. Before the Montshire got their SEPA grant, Madeline and I had gotten a little grant that was a pilot study from Dartmouth to gear up the energy balance curriculum, and at the time that we were doing that pilot study, Greg found out that he had gotten a SEPA grant. Greg reordered the topics a little bit, and we got lucky to start first, which was great because we had this extra year of pilot time. During that year, we had a lot of conversations about what kinds of activities the students would be involved in, and trying to see if they could model - at a middle school level - the kinds of research questions that we [at Dartmouth] were asking at the same time. At the time, we were working on a grant that was very similar to what a lot of the students learn about, which is about building an understanding of the environmental influences on physical activity and diet. And so what they ended up doing was actually really similar to what we were doing, at a bigger scope.

*IR: Say more about your thoughts on the nature and quality of the work that the students are doing in this project.*

ML: Obviously there is a lot of variability. You can tell that there are some students who really get into it, and there are some students who are doing it because they have to do it - it is a class assignment. You can also tell that there is variability in terms of which teachers are really invested and have bought into the idea of using this as a way to teach science inquiry skills a little bit differently than maybe they had in the past. Some are doing it maybe because they thought it would be a good idea and then as it turns out, maybe had less time to invest in it than they anticipated. It is a big investment, and it is probably a departure from what a lot of them do. But having said all of that, I love coming [to the symposium] because I love seeing the kinds of questions that they are asking, and the kinds of critical thinking skills that they are applying to their question. I like when things don't come out the way that they thought, because those are the experiences where they learn the most. It is the same way that we do it. You learn sometimes a lot more when your findings are against what your hypothesis was, and it forces you to think a little bit differently. I am impressed with the kinds of questions that they are asking, but I am also impressed with the thought process around the kinds of questions that they are asking. I was giggling because those kids today were very politely saying, 'one of the things that we learned was that we don't always agree,' trying to elude to the fact that they were not always on the same page, and that they had to figure out how to come to consensus. I thought, they don't realize that now, but that is a great learning skill for the real world and for the kinds of projects that they will do in school and the kinds of projects that they will do in their jobs. Those kinds of things are nice to see.

*IR: Describe how the partnership went between you and your colleagues and the Montshire staff.*

ML: For me, it went well. In fact if anything, I feel like we didn't help as much as we probably should have! Mike came up with a lot of the content on his own, and we provided an outline and a structure. I would come every summer and give a talk on the big picture of energy balance for the teacher trainings. I think the partnership from our end was really great. In fact we were just talking downstairs about doing another [grant], something else. It is good for us because often times, the results of what we do feels a little bit abstract, but this kind of a project allows you to work in the same area, but have an effect that feels a little bit more personal.

*IR: What do you personally get out of being a part of this partnership?*

ML: To be perfectly honest, I have little kids and I love this museum and I think they do great things. This project allows me to still do what I was trained in, but to incorporate more personal interest too. I think it is interesting for me personally, and they are so great here. Talking to academics all day, it can be a little pie in the sky, and it is nice to come in here and say, 'okay, let's talk about what kind of fun things can you design to get kids thinking about how the fact that they have a convenience store half a mile from the house impacts their health.'