



### **Education & Conservation Action: New & Developing Programs Q&A**

**Q:** Who (specific staff positions, departments, cross-departmental teams, etc.) determines your Behavioral Outcomes and what process do you go through to decide on them?

**A:** Our interpretive messaging priorities were created by our cross-departmental Interpretive team which includes Learning & Impact, Conservation, Animal Care, and Marketing.

The Interpretation Team is at the VP level. Behavioral Outcomes for camp specifically involves all staff across our Learning & Community Engagement department looking at what calls to action can translate for different age/grade levels.

**Q:** Since parents control a lot of the decisions rather than campers themselves about household sustainability choices, I'm wondering if you have some ideas about explicit strategies to get parents on board?

**A:** Great question! In the past we've included parents/guardians through daily hand-outs that we call "car questions". We curate these to summarize what campers have done during their day, including any conservation action they may have learned about or participated in. We also have plans to include some questions for parents/guardians in our upcoming ZooCamp satisfaction surveys, so that we can better measure if anything that campers are learning are permeating the household. Finally, when we perform the evaluation activity during camp, the example that we give lets campers know to use the "Does not apply" response option for behaviors that their parents/guardians choose/influence for them, so that we're only receiving answers that reflect what the campers think (to the best of our ability).

We also send our campers home with "questions for the day" to share with their families. When the campers get dropped off the next morning, the parents/guardians/caregivers often love to recount the past evening's conversations.

**Q:** For organizations hoping to START a teen program - basically from scratch - what words of advice do you have? Advice on how to do a needs assessment for teens?

**A:** One of the things that the Florida Aquarium has done is looking at community partners (Boys and Girls Club, Roots and Shoots, library programs, teen councils, after school programs). A lot of times, those community partners can help you reach the teens that you're wanting to engage, and community partnerships reduces duplicative efforts. The first step is to think about who you are working with, and if

are they are already working with teens. Then think about how you can tap into existing partnerships and networks.