

Appendix A. Social Cognitive Theory Elements

Social Cognitive Theory Constructs Aligned With Activities

SCT Behavioral Construct	Curriculum Component/Activity
Environment	<p>Call to Action meeting with school principals, school food service director, PTA/PTO president, librarian, and present a letter to the classroom parents with background information about the Garden Curriculum and specific suggestions for what they can do to support the program and the children’s health; e.g.,</p> <ul style="list-style-type: none"> • Cafeteria: Help with procurement and preparation of fruits and vegetables for recipes and taste testing; point of sale signage; hang student posters; suggest potential menu revisions to include specific vegetables and fruit; include key messages on menu. • Principal: Make morning announcements; participation in taste testing and Sleuths’ Mystery Dinner. • PTA President: Encourage healthy fundraisers; recruit parent volunteers; have an informational meeting on the school’s gardening activities; provide funds for gardening activities. • Classroom Parents: Serve more fruits and vegetables at home, complete family activities included in family newsletter with their child, and volunteer in the classroom and the garden. • Librarian: Create book display on fruits and vegetables and gardening, and help students use library resources for their reports. <p>Guidance for teachers on how to be a catalyst for change in the school environment, and/or how to enlist students in making changes in the school environment</p> <p>Students plant, care for, and harvest a school garden.</p> <p>Students create posters of featured fruits and vegetable to hang in the school and create PSAs.</p> <p><i>Garden Detective News:</i> Family Newsletter to be sent home—share information with the family about the curriculum; information about purchasing, storing, and preparing fruits and vegetables for the family; and family activities to be completed as a family.</p> <p><i>Garden Detective News</i> family activities designed to increase availability and accessibility of fruits and vegetables at home.</p>

SCT Behavioral Construct	Curriculum Component/Activity
Behavioral Capability	<p>Skills training in gardening</p> <ul style="list-style-type: none"> • Prepare the soil for planting, provide adequate light. • Care for plants (water, weed). • Determine ripeness. • Measure, record, and graph plant growth. • Weather Station activity • Conditions for Germination activity <p>Classroom teaching:</p> <ul style="list-style-type: none"> • Nutrient content of fruits and vegetables and the importance for growth and development • Vegetable Subgroups; importance of variety • Where do fruits and vegetables come from?—Trace the Fruit and Vegetable Trail activity and Farmer Brown Does the Math activity <p>Visit the Farmers Market activity</p> <p>Detective Veggie Dice game activity—reinforce Vegetable Subgroup knowledge by playing a simple game.</p> <p>Fruit and Vegetable Flash Card activities—learn nutrition facts, edible part of the plant, Vegetable Subgroups, and interesting facts about the fruits and vegetables featured on the cards.</p> <p>Student Research Project (Investigate like a Super Sleuth—Dig for Clues) and Public Service Announcement (PSA)</p> <p>Healthful food preparation activity of simple recipes in classroom—The Case of the Scrambled Recipe, The Case of the Recipe Thief, The Case of the Incredible Shrinking Ingredient, The Mystery of the Tender Tastebuds, The Mystery of the CSA Basket, The Case of the Frozen Fruit, The Case of the Missing Color</p> <ul style="list-style-type: none"> • Measuring ingredients for food preparation • Following steps of recipe <p>Fruit and vegetable taste-testing</p> <p>Children develop a fruit and vegetable cookbook: collect and taste test healthy vegetable and fruit recipes with parents at home.</p>

SCT Behavioral Construct	Curriculum Component/Activity
Self-Control	<p>Goal setting activity—My Lunchtime Fruit and Vegetable Goals</p> <ul style="list-style-type: none"> • Teacher and students set individual fruit and vegetable consumption goals. <p>Self-monitoring activity—Lunchtime Fruit and Vegetable Tracker, Lunchtime Healthy Eating Scorecard, Classroom Healthy Eating Scorecard</p> <ul style="list-style-type: none"> • Teacher and students tally their own fruit and vegetable intake and compare to their goal. • Students calculate class consumption average for week and assess variety.
Observational Learning	<p>Fruit and vegetable taste-testing activity and lunch consumption</p> <ul style="list-style-type: none"> • Observe teachers and fellow students tasting and enjoying fruits and vegetables. • Prepare recipes. <p>Home and parental component activities—<i>Garden Detective News</i> Family Newsletter</p> <ul style="list-style-type: none"> • Encourage and observe family consumption of fruits and vegetables. • Encourage recipe preparation by parents and children. <p>Food Demonstration activity of featured fruit or vegetable by local chef—Crack the Cookbook Caper activity</p> <ul style="list-style-type: none"> • Provide opportunity for students to taste and practice skills. <p>Master Gardener or local farmer gardening activity</p> <ul style="list-style-type: none"> • Provide opportunity for students to practice skills.

SCT Behavioral Construct	Curriculum Component/Activity
Self-Efficacy	<p>Practicing skills in gardening</p> <ul style="list-style-type: none"> • Preparing the soil for planting, provide adequate light • Caring for plants (water, weed) • Determining ripeness • Measuring, recording, and graphing plant growth <p>Tasting and food preparation activities of featured fruit or vegetable</p> <p>Student role-play activities—Play a Leading Role</p> <ul style="list-style-type: none"> • Students role-play ways to increase fruit and vegetable intake when presented with common barriers. • Students role-play situations to enhance their confidence to ask for fruits and vegetables. <p>School Food Service Director Discussion—Analyze the Clues activity</p> <ul style="list-style-type: none"> • Students share their menu analysis activity with the school food service director. • Students discuss how the school and community can support personal health behaviors. • Students demonstrate how to ask for assistance to enhance health.
Reinforcements	<p>Principal may recognize class in morning announcements for their gardening activities.</p> <p>School food service personnel provide positive comments (“Nice Job!”) to students for their posters and efforts in growing vegetables for inclusion in school menus.</p> <p>Students recognize themselves as catalysts for change by sharing with their family what they learned in school about healthy eating.</p> <p>Celebration of the Sleuths’ Mystery Dinner—The students, teacher, principal, PTA/PTO, parents, and school food service will work together to showcase the garden fruits and vegetables and what the students have created and learned. Each student receives a <i>Great Garden Detective Certificate</i> from the principal.</p>

SCT Behavioral Construct	Curriculum Component/Activity
Outcome Expectancies	<p>Knowledge and attitudes about fruits and vegetables positively changed via gardening activities and learning about where fruits and vegetables come from</p> <p>Motivational messages used to help change attitudes about fruits and vegetables and encourage consumption.</p> <p>Taste-testing and food preparation activities in classroom and school food service increase preferences for fruits and vegetables.</p> <p>Children have fun growing, preparing, and tasting fruits and vegetables with their peers.</p> <p>Student can find fruits and vegetables for meals and snacks at home, i.e., increased availability and accessibility.</p>
Reciprocal Determinism	<p>The dynamic interaction of the curriculum on multiple levels of behavioral influences increases the possibility of positive behavioral change in students.</p> <p>The curriculum components which simultaneously intervene on multiple levels to increase fruit and vegetable consumption include:</p> <ul style="list-style-type: none"> • Classroom instruction—students learn about the health importance of fruits and vegetables and where fruits and vegetables come from. • Gardening components—students learn to grow their own fruits and vegetables. • School food service environmental changes—the menu features harvested fruits and vegetables and exposes students to more fruits and vegetables. • Parental/family component—family activities increase availability and accessibility of fruits and vegetables at home. <p>The increased exposure to fruits and vegetables increases preferences for fruits and vegetables as well as consumption of fruits and vegetables.</p>