

**Title of Intervention:** All's Well that Eats Well

**Intervention Strategies:** Campaigns and Promotions, Group Education, Supportive Relationships

**Purpose of the Intervention:** To change children's knowledge and choices concerning fruits and vegetables

**Population:** Elementary school students in grades 1-6

**Setting:** Elementary schools in the metro area of Twin Cities, Minnesota; school-based, home-based

**Partners:** National Theater for Children, school districts

**Intervention Description:**

- Campaigns and Promotions: "All's Well that Eats Well" was a 45-minute theater production. The play's story involved a town ruled by a Prince who turned into an evil "Greast" from eating nothing but greasy, unhealthy, high fat foods. The program discussed the "High 5" foods that: 1) taste FANTASTIC 2) make you feel FIT 3) give you FUEL for energy 4) are LOW FAT and 5) are FINE to eat everyday. These messages were repeated to the audience throughout the play. For the intervention, the theater production focused on a select number of personal, behavioral and socioenvironmental factors that seemed most predictive of eating behaviors and most flexible to change in elementary school children. Personal factors included confidence to make changes, knowledge, perceived benefits, perceived barriers and motivation to change. Socio-environmental factors addressed in the intervention included peer norms and behaviors, family influence and role models.
- Group Education: Materials were provided for classroom teachers to use with their students after the play. Teachers engaged their students in follow-up activities and encouraged students to take home additional materials to complete with their families. Classroom activities included a food facts sheet that reinforced the messages from the play, vocabulary words, a review of the Food Guide Pyramid, a food label exercise and a worksheet to create a day's menu for the Prince.
- Supportive Relationships: Children were given take home materials for parents to use with their children. The home activity involved an interview for students to conduct with their parents concerning fruits and vegetables.

**Theory:** Social Cognitive Theory

**Resources Required:**

- Staff/Volunteers: Actors, actresses, theater production crew
- Training: Not mentioned
- Technology: Theater production equipment
- Space: Theater or performance space
- Budget: Not mentioned
- Intervention: Food facts sheet, food label exercise, menu worksheet
- Evaluation: Questionnaires

**Evaluation:**

- Design: Pre-/post-test
- Methods and Measures:
  - Pre-/post-test questionnaires assessed food choice, knowledge and food recall

**Outcomes:**

- Short Term Impact: The theater production, classroom activities and home activities produced significant increases in knowledge about healthy eating.
- Long Term Impact: Food recall of actual eating behavior from the past day showed increased fruit and vegetable intake.

**Maintenance:** Not mentioned

**Lessons Learned:** Theater offers a unique and nontraditional approach to engage children and teach them skills to engage in health promoting behavior. It may provide a cost effective way for health care maintenance organizations to promote health and prevent future disease among young people in the community as well.

**Citation(s):**

Perry, C. L., M. Zauner, et al. (2002). "Evaluation of a theater production about eating behavior of children." *J Sch Health* 72(6): 256-61.