

Title of Intervention: EAT 5 Girl Scout Badge

Intervention Strategies: Group Education, Supportive Relationships

Purpose of the Intervention: To increase fruit and vegetable intake

Population: Junior Girl Scouts ages 9-12 years old (fourth to sixth graders)

Setting: Girls Scout Troop meetings for Junior Girl Scouts associated with the South Texas Council; community-based

Partners: South Texas Girl Scout Council

Intervention Description:

- **Group Education:** Since Girl Scouts earn badges that require the completion of art, craft or skill development activities, a badge promoting fruit and vegetable intake was developed. The badge requirements were to be completed over four troop meetings, each of which last for 1 to 1.5 hours a week. In session 1, the girls learned how to complete three-day food records. The remaining activities were designed to increase fruit and vegetable exposure, preparation skills, knowledge, skills in self evaluation, self monitoring, goal setting, problem solving and to establish troop norms for serving and eating fruit and vegetables. Fruits and vegetables were prepared and tasted at each meeting. Activities that were required for badge completion included the following tasks: completion of a three-day food record, completion of two weekly food monitoring sheets, evaluation of home or school lunch (or school snack bar menu), trying one new fruit or vegetable each week for two weeks, creating an advertising program for eating five fruits and vegetables each day, planning menus for the family for one weekend that included five servings of fruits and vegetables for each day and preparation of a fruit or vegetable dish, or both, for two of those meals for the family, preparing a suggested list of fruit and vegetable snacks that would be appropriate for Girl Scout parties and campouts, and planning the meals for a Girl Scout campout for a weekend with five servings of fruits and vegetables for each day. Girl scouts who completed the badge activities received an EAT 5 badge.
- **Supportive Relationships:** Girl Scouts selected a buddy to call during the week to encourage them to complete their food record. Parent information sheets were sent home to enlist parental support for supplying fruits and vegetables for tasting and to encourage fruit and vegetable consumption at home.

Theory: Social Cognitive Theory

Resources Required:

- **Staff/Volunteers:** Troop leaders, parents
- **Training:** Not mentioned
- **Technology:** Not mentioned
- **Space:** Meeting space, food preparation area
- **Budget:** Not mentioned
- **Intervention:** Fruits and vegetables for preparation, 3 day food diaries, materials to complete badge requirements, EAT 5 badges
- **Evaluation:** Questionnaires

Evaluation:

- **Design:** Randomized controlled trial
- **Methods and Measures:**
 - Food Recognition forms for diet recalls
 - Determinants of Food Behavior Questionnaire to assess personal and environmental determinants
 - Leader logs with activity number, duration and completion

Outcomes:

- Short Term Impact: The intervention significantly increased knowledge, fruit preference and vegetable preference. However, no change was found for self efficacy, barriers, norms or skills.
- Long Term Impact: Girls receiving the intervention significantly improved fruit and vegetable intake by the end of the intervention compared to girls who did not receive the intervention.

Maintenance: Not mentioned

Lessons Learned: If adopted and implemented nationally, the program has the opportunity to reach millions of girls through this one network and to become a model for the development of programs for other youth groups. This is particularly encouraging from a program institutionalization perspective because many organizations, such as Girl Scouts, have stable structures with the ability to deliver activities to members with very little ongoing programmatic support.

Citation(s):

Cullen, K., L. Bartholomew, et al. (1997). "Girl Scouting: an effective channel for nutrition education." J Nutr Educ 29(2): 86-91.

Cullen, K., K. Bartholomew, et al. (1998). "Intervention mapping: use of theory and data in the development of a fruit and vegetable nutrition program for girl scouts." J Nutr Educ 30: 188-95.