

Title of Intervention: Gimme 5

Intervention Strategies: Campaigns and Promotions, Group Education, Environments and Policies, Supportive Relationships

Purpose of the Intervention: To increase fruit and vegetable consumption among teens

Population: Students in grades 9-12

Setting: High schools in the Archdiocese of New Orleans, Louisiana; school-based

Partners: None mentioned

Intervention Description:

- Campaigns and Promotions: The media-marketing campaign sought to increase student awareness and promote positive attitudes toward the consumption of fruits and vegetables. The campaign consisted of monthly promotions of individual fruits and vegetables, accompanied by nutritional messages and, during the second and third years of the intervention, an ethnic theme. The campaign also involved monthly taste-tests, contests, posters, cafeteria decorations and informational displays. . A monthly newsletter and coupons were also distributed.
- Group Education: Five 55-minute workshops were provided for students. These workshops focused on teen-relevant topics such as creating healthy snacks and eating for athletic performance and appearance. During students' 9th grade year, teachers were encouraged to use fruits and vegetables in designing lessons for their classes.
- Environments and Policies: The school meal modification program, Fresh Choices, consisted of increasing the availability, variety and taste of the fruits and vegetables available in the school cafeteria. Food service staff attended a training session on modifying menus and recipes. Ethnic menus featuring three servings of fruit or vegetables were planned for each ethnic promotion. Cafeterias were required to prepare at least two of these menus.
- Supportive Relationships: The parent component of Gimme 5 encouraged parents to provide their children with more fruits and vegetables in the home. Program staff conducted taste-tests and distributed information at PTA meetings and family-related functions. Parents also received brochures featuring purchasing tips, recipes and nutritional information at least once a semester

Theory: PRECEDE/PROCEED, Stages of Change

Resources Required:

- Staff/Volunteers: Teachers, food service staff
- Training: Not mentioned
- Technology: Not mentioned
- Space: Classrooms, lunchroom
- Budget: Not mentioned
- Intervention: Posters, taste-tests, contests, decorations, informational displays, workshop curriculum, menus, brochures, recipes, nutritional information, newsletter, coupons
- Evaluation: Questionnaire

Evaluation:

- Design: Randomized controlled trial
- Methods and Measures:
 - Surveys assessed knowledge about fruit and vegetable nutrition, attitudes toward consuming fruits and vegetables and average daily consumption of fruits and vegetables.

Outcomes:

- Short Term Impact: Students in intervention schools significantly increased their knowledge of fruit and vegetable nutrition, but did not improve their attitudes toward consuming fruits and vegetables.

- **Long Term Impact:** During the first three years of the intervention, consumption of fruits and vegetables among students in intervention schools improved significantly relative to students at control schools. No significant difference in consumption existed between groups during the fourth year of the intervention.

Maintenance: Not mentioned

Lessons Learned: Media-marketing strategies that are acceptable to adolescents seem to be effective methods to increase awareness, positive attitudes and knowledge towards increased fruit and vegetable consumption by high school students. It is becoming increasingly difficult to implement health education programs in the classroom because they compete with academic requirements for classroom time. A more practical approach is the use of environmental changes as an intervention strategy to reach a larger segment of the population.

Citation(s):

O'Neil, C. E. and T. A. Nicklas (2002). "Gimme 5: an innovative, school-based nutrition intervention for high school students." *J Am Diet Assoc* 102(3 Suppl): S93-6.