

**1. Development and Evaluation of a garden-enhanced nutrition education curriculum for elementary schoolchildren.** by Morris Jennifer, M. Briggs, and S. Zidenberg-Cherr, Journal of Child Nutrition & Management Issue 2, Fall 2002. -2002 Peer reviewed journal article

Abstract: The purpose of this project was to develop a garden-enhanced nutrition education curriculum and relevant assessment tools that could be used for formal evaluation. This report focuses on selected knowledge and behavior results from the vegetable preference survey. The intervention school utilizing the nutrition education curriculum with garden activities demonstrated improvements in knowledge and behavior at post-test and at follow-up. **Source:** <http://www.asfsa.org>

**2. Garden-enhanced nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables.** by Morris Jennifer et al., Journal of the American Dietetic Association, Research and Professional Briefs. -2002 Peer reviewed journal article--Professional Brief

Abstract: The goal of this study was to determine whether nutrition lessons in combination with gardening activities would have a greater effect on children's vegetable preferences than nutrition lessons alone. Exposure to nutrition education lessons significantly increased vegetable preferences of students at interventions sites. When combined with garden activities, increase was greater. Results were retained after 6 months. **Source:** <http://www.adajournal.org>

**3. School-based gardens can teach kids healthier eating habits.** by Morris Jennifer, A. Neustadter, S Zidenberg-Cherr, California Agriculture 54 (5) Peer reviewed journal article

Abstract: This study found that school gardening program and nutrition curriculum changed attitudes toward fruits and vegetables; it showed significant differences and a positive influence.

**4. Outcomes from a school-based nutrition education program using resource teachers and cross-disciplinary models.** by Auld G.W. et al., Journal of Nutrition Education 30, 268-280. -1998 Peer reviewed journal article

Abstract: This study's aims were to determine: 1) if 16 nutrition lessons taught alternately by special resource teachers (SRT) and classroom teachers, could produce outcomes equivalent to 24 SRT lessons; and 2) teachers' reactions to the program. Treatment students showed greater knowledge and self-efficacy scores and consumed 0.36 more servings of fruits and vegetables at lunch. Teachers supported the program and anticipated teaching more nutrition on their own, but noted serious structural barriers. Findings support the need for long-term contact to induce behavior change and the advantage of using teachers specifically trained in nutrition and experiential education.

**5. Cost-benefit analysis conducted for nutrition education in California** by Block Joy Amy, V. Pradhan, G. Goldman, California Agriculture 60 (4), Oct-Dec 2006, 185-191. -2006 University of California publication; articles are vetted, but journal does not conduct a blind peer review process

Abstract: This presents a cost-benefit analysis of CA's Expanded Food and Nutrition Education Program (EFNEP), a federally funded nutrition education program for low income families. Using enrolled participants' demographics and food-related dietary behavior, results indicated that for every \$1.00 spent on the program, \$3.87--\$8.34 is saved in health care costs. These results demonstrate that nutrition education programs are a good investment.

**6. Growing foods for growing minds: integrating gardening and nutrition education into the total curriculum.** by Canaris I., Children's Environments 12 (2) 264-270 -1995

**7. How zucchini won fifth-grade hearts.** by Cavaliere D., Children Today 16 (3), 18-21 -1987

Abstract: This study indicated that children who participated in their school garden improved attitudes towards healthy foods and that the vegetables grown by students had a high intrinsic value to them.

**8. Fruit and vegetable intake in young children.** by Dennison Barbara A., et al., Journal of the American College of Nutrition, Vol. 17 No. 4: 371—378" -1998

Source: <http://www.jacn.org>

**9. Davis school program supports life-long healthy eating habits in children.** by Graham Heather, et al., California Agriculture, 58 (4)

Source: <http://calag.ucop.edu>

**10. Can a hands-on teaching tool affect students' attitudes and behavior regarding fruit and vegetables?** by Lineberger Sarah E. and J. M. Zajicek, HortTechnology 10 (3) 593-596 -2000 Peer reviewed journal article

Abstract: This article reports on the effect of the Nutrition in the Garden program and student preferences for and consumption of fruit and vegetables. Researchers used pre- and post- tests, questionnaires, and a 24-hour dietary recall. A significant difference was found in pre-and post-test vegetables preference scores. **Source:** <http://www.ashs.org/horttech>

**11. Garden-based nutrition education affects fruit and vegetable consumption in sixth-grade adolescents.** by McAleese Jessica & Linda Rankin, American Dietetic Association 107(4), April 2007, 662-664" - 2007 Peer reviewed journal article

Abstract: The purpose of this study was to investigate the effects of garden-based nutrition education on adolescents' fruit and vegetable consumption using a nonequivalent control group decision. Results showed increased consumption by students in the GBL-nutrition program, which suggests that nutrition education combined with garden based learning is more effective than either alone in changing fruit and vegetable intake by students.

**12. First grade gardeners more likely to taste vegetables.** by Morris Jennifer, M Briggs, S Zidenberg-Cherr, California Agriculture 55(1) 43-46 -2001 Peer reviewed journal article

Abstract: The purpose of this pilot study was to determine the practicability of implementing an experiential garden-based educational program to first graders while improving their nutritional knowledge. The goal of the study was to also evaluate the impact of this educational garden-based program to determine the enhancement of elementary school children's dietary patterns. Findings supported an increase in these children's willingness to taste the vegetables grown in their garden.

**13. School-based gardens can teach kids healthier eating habits.** by Morris Jennifer, M. Briggs and S. Zidenberg-Cherr, California Agriculture, 54 (5).

Abstract: Study found that their school gardening program and nutrition curriculum changed appreciation for fruits and vegetables. After gardening, children had more positive attitudes toward vegetables and fruit and vegetable snacks. Significant differences were found between the pretest and posttest scores of the children. However, there were no significant differences between the control and experimental groups. **Source:** <http://www.hort.vt.edu/HORT6004/network/schoolgardens.html>

**14. A comparison of a gardening and nutrition program with a standard nutrition program in an Out-of-school setting.** by Poston Suzanne, C.A. Shoemaker and D. Dzewaltowski, HortTechnology, 15 (3) 463-467 -2005

Abstract: This study compared a standard nutrition program with a garden and nutrition program in an after-summer school program (3rd through 5th graders). The results showed no improvement in nutrition knowledge nor fruit and vegetable preference or consumption. However, the "gardening self-efficacy" dimension improved for the garden group. Further research is needed. **Source:** <http://www.ashs.org/horttech>

**15. School-based community gardens: Re-establishing healthy relationships with food.** by Somerset Shawn, Paper presented at National Conference of Home Economics Institute of Australia, Hobart, Tasmania" -Jan-2005

Abstract: Primarily qualitative study that shows that "school-based community gardens represent a significant opportunity to embed nutrition, physical activity and environmental sustainability into mainstream curricula." Discussion of results includes several dimensions of learning and social development.