

Healthy nutrition habits, such as fruit and vegetable consumption, are often formed during childhood. Social Cognitive Theory (SCT) can be used to better understand factors that lead to healthy behaviors (Bandura, 2004). The American Heart Association (AHA) developed the Teaching Gardens program to combat growing nutrition based health problems faced by America's youth. Studies in SCT have shown self-efficacy and self-regulation to be important factors leading to behavior change, but no one model has gained prominence. This report will evaluate the efficacy of the AHA Teaching Gardens intervention program. A survey will be administered to 3rd and 4th grade students from 12 elementary schools across the U.S. to record response changes to questions related to SCT. This study proposes a model that examines the influence of outcome expectations, knowledge, and social norms on feelings of self-efficacy and self-regulation in children then further determines the impact of these on skills improvement using a quasi-experimental, pre/post intervention comparison. This research may be used to inform policy makers and future researchers of educational intervention programs designed to promote healthy lifestyle choices.