

AN EVALUATION OF THE USE OF THEATER IN NUTRITION EDUCATION FOR
LOW-INCOME AFRICAN-AMERICAN CHILDREN

by

CAREE J. JACKSON

(Under the Direction of Rebecca M. Mullis)

ABSTRACT

In recent years, childhood overweight has become a major public health concern in the United States. Poor dietary patterns and lack of physical activity are major contributors to the problem of overweight. Because overweight children are more likely to become overweight adults, many diet related diseases follow overweight children into adulthood. Data reveal African-American children are at a higher risk for overweight than their Caucasian counterparts. Thus, early intervention is critically needed in this population to reduce rising rates of childhood overweight.

One potential way of successfully communicating nutrition messages in school-based settings is via theater productions. To date, limited research has been conducted in the use of theater to communicate nutrition messages to children, especially, low-income African-American children. This study seeks to determine if a culturally appropriate theater production is an effective way of conveying messages about healthy eating and physical activity to low-income African-American children in school-based settings.

INDEX WORDS: nutrition education, theater, African-American children, overweight

AN EVALUATION OF THE USE OF THEATER IN NUTRITION EDUCATION FOR
LOW-INCOME AFRICAN-AMERICAN CHILDREN

by

CAREE J. JACKSON

Bachelor of Science Degree, Howard University, 1999

A Thesis Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

MASTER OF SCIENCE

ATHENS, GEORGIA

2004

© 2004

Caree J. Jackson

All Rights Reserved

**An Evaluation of the Use of Theater in Nutrition Education for Low-Income
African-American Children**

by

CAREE J. JACKSON

Major Professor: Rebecca M. Mullis

Committee: Rebecca M. Mullis
Freda Scott Giles
Gail Hanula

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
December 2004

DEDICATION

This paper is dedicated to my loving mother and father, Ernest and Josephine Jackson, who not only provided me with a fine educational foundation, but who also taught me how to live, love, and learn.

ACKNOWLEDGEMENTS

I would like to first acknowledge God who strengthens and guides me through life. I would like thank my committee members, Dr. Rebecca Mullis, Dr. Freda Scott Giles, and Ms. Gail Hanula, for their guidance, expertise and support. Thank you to everyone working in the Nutrition Intervention Lab for all of your support and encouragement. Dr. Phyllis Fleming, you are a godsend, thanks for helping me with my statistics. Veronica Wright, thanks for designing our graphics and making the play come alive. Words cannot express my gratitude to the Black Theatrical Ensemble for all of your hard work and the beautiful production of the play. Dr. Allen Partridge and Dr. Marilyn Hughes, thank you for supporting my vision. Many thanks to the Department of Drama, Dr. Cheryl Perry, Barbara Storper and FoodPlay Productions, and Ward Eames and the National Theater for Children, for all of your assistance with planning the intervention. To my mother, family, and friends, thanks for being there through it all and for allowing me to stand on your shoulders. Last but not least, I would like to thank all of the children, teachers, and principals that participated in the study and receiving Lil' Red Ridin' Thru 'Da Hood so warmly.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
CHAPTER	
1 Introduction.....	1
Purpose	1
Hypotheses.....	1
2 Literature Survey	3
Childhood Overweight: A Major Public Health Concern.....	3
Use of the Arts to Educate Children.....	5
Preliminary Studies.....	7
3 Methods.....	10
Study Design	10
Developmental Phase.....	10
Implementation Phase	16
4 Study Sample and Measures.....	19
Description of Study Sample.....	19
Measures	20
5 Results and Discussion.....	23
Student and Teacher Responses	23
Choices, Knowledge, Behavior and Intentions.....	26

Discussion	35
6 Conclusion and Future Research	37
REFERENCES	38
APPENDICES.....	40
A Nutrition Hip-Hop Song: What’s Best 4 Me!.....	40
B Lil’ Red Ridin’ Thru Da’ Hood Play Script.....	42
C School-to-Home Activities.....	74
D Pretest/Posttest	77
E Reader’s Theater Script.....	84

LIST OF TABLES

	Page
Table 1.0: Description of Study Sample.....	20
Table 2.0: Student Responses to Play Content by Individual Questions	23
Table 2.1: Teacher Responses to Play Content by Individual Questions.....	24
Table 3.0: Pretest and Posttest Score Means: Choices, Knowledge, and Recall	27
Table 3.1: Pretest and Posttest Score Means: Behavior and Knowledge	32
Table 3.2: Pretest and Posttest Score Means: Intentions	33

LIST OF FIGURES

	Page
Figure 1: Social Cognitive Theory	7
Figure 2: Summary of Implementation Phase Design.....	18
Figure 3: Physical Activity Choices (Q1-Q5): Intervention Group.....	28
Figure 4: Physical Activity Choices (Q6-Q10): Intervention Group.....	28
Figure 5: Physical Activity Recall (Q1-Q5): Intervention Group	29
Figure 6: Physical Activity Recall (Q1-Q5): Intervention Group	29
Figure 7: Physical Activity Recall (Q1-Q5): Control Group.....	30
Figure 8: Physical Activity Recall (Q6-Q10): Control Group.....	30

Introduction

Purpose

Lil' Red Ridin' Thru 'Da 'Hood is a pilot nutrition theater play aimed at specifically addressing the barriers that low income African-American children may encounter when trying to adopt a healthy lifestyle. The main purpose of the research was to develop a culturally appropriate nutrition theater production for low-income African American children that could effectively convey messages about the importance of making healthy food choices and increasing physical activity and to pilot this intervention in a school setting.

The development of this innovative research project has called upon the expertise of members of the University of Georgia (UGA) Department of Foods and Nutrition, the UGA Department of Drama, UGA Black Theatrical Ensemble, and Foodplay Productions of Massachusetts.

Using witty lines, games, cool characters, dance, and a nutrition and fitness hip-hop song, the play seeks to capture the attention of kids, while delivering important messages about increasing healthy food consumption and physical activity. Lil' Red, Big Boy, and Gran'ma Jackson, the play's main characters, inspire kids to think about how the food and physical activity choices they make today can impact their future.

Hypotheses

It is hypothesized that viewing *Lil' Red Ridin' Thru 'Da 'Hood* and completing related school-to-home educational materials will increase student

knowledge about the importance of making healthy food choices and increasing physical activity.

It is further hypothesized that the knowledge gained from the messages in the play will influence student choices, intentions and behaviors related to making healthier food choices and increasing physical activity.

Literature Survey

Childhood Overweight: A Major Public Health Concern

In recent years, obesity has been a major contributor to the declining health status of many Americans (Kumanyika, 2001). Unfortunately, obesity has also become more prevalent among our youth (Styne, 2001). Childhood overweight is a major public health concern in the United States (Styne, 2001). Data from the 1999-2000 National Health and Nutrition Examination Survey (NHANES) reports that roughly 15% of youth ages 6-19 are overweight (Ogden, CL, Flegal KM, Carroll MD, Johnson CL, 2002). Furthermore, obesity disproportionately affects members of minority populations in the US (Crawford PB, Story M, Wang MC, Ritchie LD, Sabry ZI, 2001). NHANES (1988-99) data reveal that Mexican-American boys, ages 6-11, have the highest percentage of overweight at 17.7%; and followed closely by Non-Hispanic black girls, ages 6-11, at 17.1% (Crawford et al, 2001). Overweight children are more likely to become overweight adults. Subsequently, many diet related diseases follow these children into adulthood (Styne, 2001). Thus, early intervention is critically needed to reduce rising rates of childhood obesity (Fitzgibbon ML, Stolley MR, Dyer AR, VanHorn L, KauferChristoffel K, 2002).

Although genetics plays an important role in the development of obesity, many environmental factors have also served to increase the number of overweight children in the population (Styne, 2001). Poor dietary patterns and lack of physical activity are major contributors to this public health concern (Crawford et al, 2001). Less than 1% of our children consume meals with

adequate nutrients (Perry et al, 2002). Moreover, children are less likely to encounter intense physical activity at school, and when students are away from school, they spend nearly 25% of their time watching television (Cowley & Robinson, 2000, 2001).

In addition, parents directly influence the dietary and physical activity patterns of their children (Fitzgibbon et al, 2002). Low socioeconomic and educational status may influence parents' food choices and food preparation for their families (Kumanyika, 1993). Also, many minority populations have diets richly influenced by culture, which may be high in calories and fat (Huff & Kline, 1999).

Other factors that may affect obesity rates of minority children include their body image perceptions and food preferences (Huff & Kline, 1999). In the African American community particularly, the presence of some excess body fat is not viewed as negatively as it is in majority populations (Resnicow K, Yaroch A, Davis A, Wang DT, Carter S, Slaughter L, Coleman D, Baranowski T, 2000). Also, children often choose to eat foods high in calories and fat (Resnicow et al, 2000).

Increased intake of fruits and vegetables and increased physical activity have been shown to reduce the risks for many of the nation's leading chronic diseases, including, coronary heart disease and cancer (Johnson, 2000). African Americans have experienced an increase in the incidence of diet-related chronic diseases, as compared to Caucasians (Suminski, Mattern, & Devor, 2002). Also, many African Americans demonstrate low levels of physical activity (Resnicow et

al, 2000). Thus, effective strategies for educating African-Americans about the importance of increasing fruit and vegetable consumption and physical activity to prevent chronic disease must be implemented and sustained. Influencing children to make healthier food choices has a direct effect upon the food choices made by their parents (Steckler & Linnan, 2002). The question then becomes, how do we effectively educate at risk populations, specifically children, effectively?

Use of the Arts to Educate Children

To address this question some educators have turned to the arts community. Many innovative forms of the arts are currently being utilized to educate children. Various art forms such as dance, art, poetry, music and creative drama have improved student motivation for learning and increased achievement in reading, writing, and math (Milner, 2001).

Childhood memories of elementary school experiences with the arts are often recalled during adulthood (Peyton, 1991). For example, Chorpenning, a famed director of children's theater, discovered that a student who attended theater experiences at the Goodman Theater as a child could not only recall a scene from a play he viewed during childhood, but he had also unconsciously recalled specific lines from the play during a prior conversation (23). She further states, "Our audiences do not only experience our plays; they may also have the urge to live out what they see! This urge may spring into action immediately or bury itself in their deep subconscious, a buried memory to emerge during adulthood" (Chorpenning, 23). Presently, theater is used to educate children in a

variety of subject areas including health education, drug education, environmental education, and nutrition education (Perry CL, Zauner M, Oakes JM, Taylor, G, Bishop DB, 2002).

One way of successfully communicating nutrition messages in school-based settings is via theater productions (Perry et al, 2002). To date, limited research has been conducted in the use of theater to communicate nutrition messages to children, especially, low-income African American children. However, there is a crucial need to increase knowledge about the importance of healthy eating and physical activity in this population (Fitzgibbon et al, 2002).

In order to successfully implement health promotion interventions in minority populations, programs must be designed to address the unique needs of the target population (Huff & Kline, 1999). Educational materials and activities for interventions must be culturally appropriate (Huff & Kline, 1999). This study seeks to determine if a culturally appropriate nutrition theater production can effectively educate low-income African-American children.

The use of nutrition theater to educate children is grounded in Bandura's Social Cognitive Theory (Perry et al, 2002). **See Figure 1.0**

Social Cognitive Theory

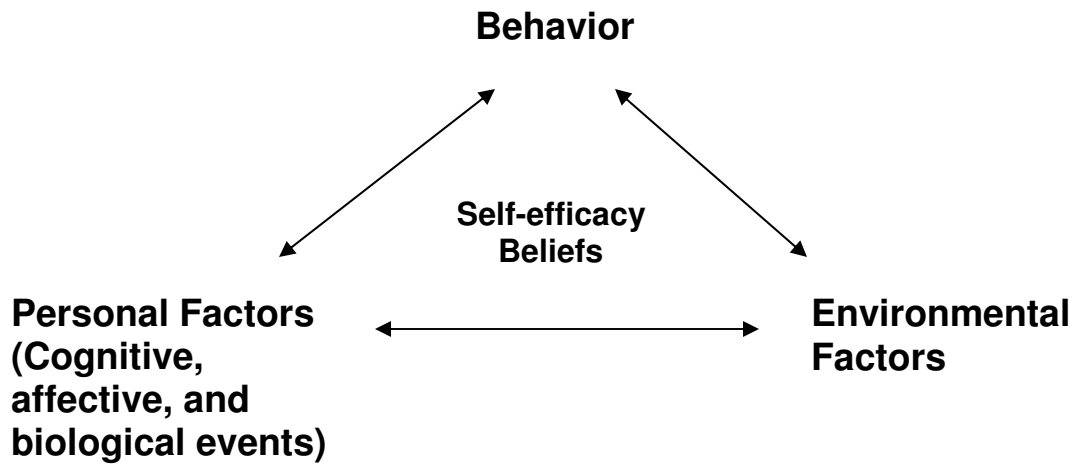


Figure 1.0

(Pajares, 2000)

Social Cognitive Theory recognizes the individual as the self-determining factor in his/her reaction to external stimuli (Bandura,1986). This theory further recognizes that exposure to new ideas alone, will not result in behavioral changes (Bandura,1986). In order for an individual to initiate behavioral changes, changes in their social norms must occur (Bandura,1986). Greater acceptability of changes in social norms can be accomplished if individuals model behaviors of others around them (Bandura,1986). This study attempts to alter social norms through behavioral modeling in a play production using culturally appropriate characters. The messages conveyed by the characters in the play will be reinforced through the completion of school-to-home activities.

Preliminary Studies

Although there have been various studies conducted to test the effectiveness of using theater to communicate health information such as sexual

health, drug education, and environmental education, few studies have been conducted to test the effectiveness of using theater to communicate nutrition messages (Perry et al, 2002). In a study conducted by the University of Minnesota, researchers evaluated a theater production about eating behavior of children entitled, "All's Well That Eats Well." The play was produced in twenty elementary schools in Twin Cities, Minnesota during the winter of 2000 by the National Theater for Children (Perry et al, 2002). Messages in the play were reinforced via follow-up classroom activities as well as take home activities (Perry et al, 2002). Pretest and posttest questionnaires were given to participants who viewed the play and evaluated it for significant differences in food knowledge, food choices, and food recall (Perry et al, 2002). Findings produced statistically significant effects on improved food knowledge and food choices related to increasing fruit and vegetable consumption in students in grades 1-6 (Perry et al, 2002). The implications are that theater productions can be a cost effective way to deliver nutrition messages to children and can yield at least short-term effects on children's food knowledge and behavior (Perry et al, 2002).

A similar study in communicating nutrition messages to children via theater has been conducted at Tufts University (Singer, 2000). The National Theater for Children produced the nutrition theater production, "The Prince of the Pyramid," in New Jersey schools during the fall of 1999 (Singer, 2000). The study design included the use of pretest and posttest evaluations as well as classroom workbooks used to lead kids through activities that reinforce the messages in the play (Singer, 2000). Although results from the intervention have yet to be

published, researchers suggest that viewing the play actually motivates the students to complete the curriculum activities, making both components integral parts of the intervention (Singer, 2000). There is limited data, however, about the use of theater to communicate nutrition messages to low income African American children.

Methods

Study Design

The study design of this project involves two phases: A developmental phase and an implementation phase. The two phases of the project were conducted following approval from the University of Georgia Institutional Review Board and the Office of Research and Planning for a large urban school system.

Developmental Phase

Play Development

Lil' Red Ridin' Thru 'Da Hood was created to convey messages about the importance of making healthy food choices and increasing daily physical activity specifically to low-income African-American children in grades 3 and 4. The culturally appropriate script is also designed to be interactive and entertaining for the students. Upon completion in the fall of 2002, the script underwent two critical content analyses. First, University of Georgia (UGA) faculty in the Department of Foods and Nutrition reviewed the play for its technical content. This review ensured that the messages in the play were accurate and clearly conveyed in the script. Next, UGA faculty in the Department of Drama reviewed the script for its theatrical content. This review focused on the format and theatrical quality of the play. Additionally, scenes from the play were read aloud and critiqued by students in a departmental dramatic writing course. After the content analyses were conducted, the play was edited and revised based upon the recommendations from both reviews. After revision, the play was submitted to the UGA Black Theatrical Ensemble for production.

Professional Expertise: FoodPlay Productions

FoodPlay Productions, a nutrition theater production company in Massachusetts, also reviewed the play script. FoodPlay Productions is an Emmy Award-winning nutrition and health theater and video organization. Barbara Storper, MS, RD, of Foodplay Productions provided feedback and suggestions for the quality of the script, intervention planning, and management of the theater production.

A Culturally Appropriate Nutrition Theater Play: *Lil' Red Ridin' Thru 'Da Hood: Play Storyline*

Lil' Red is a sassy, smart neighborhood girl who loves to make good grades, have good fun, and *eat good food*. She's not, however, so good about exercising. One day, when Gran'ma Jackson comes down with a sore throat, Lil' Red decides to take her a remedy to make it all better. On the way, she unexpectedly runs into Big Boy, the neighborhood jokester. Big Boy is big on *exercise*, but he's also big on eating any kind of food he can get his hands on. Needless to say, Lil' Red and Big Boy don't see eye to eye on what's best for healthy kids. Students join Lil' Red and Big Boy on a journey thru 'da hood. They discover the way to live a healthy lifestyle with a little help from Gran'ma Jackson.

Students learn from games and activities presented in the play such as distinguishing between "Go High Foods" (foods that are healthy and can be eaten everyday such as fruits and vegetables) and "Go Low Foods" (foods that are less healthy and should not be eaten everyday, like candy and potato chips).

Similarly, in a scene where Gran'ma Jackson admonishes the kids to "View it, Before they Chew it!" students are introduced to the importance of food product label reading.

A major feature of the play is the performance of an original nutrition hip-hop song, "What's Best 4 Me!," (Appendix A) during which the characters and audience dance and sing, while reinforcing the play's messages about nutrition and physical activity. Lil' Red, Big Boy, and Gran'ma Jackson, the play's main characters, inspire kids to think about how food and activity choices they make today can impact their future.

Play Objectives

The *Lil' Red Ridin' Thru 'Da Hood* script (Appendix B) is designed to meet the following objectives:

- To teach the importance of:
 - eating 5 fruits and vegetables a day
 - eating a variety of foods
 - being physically active everyday
- To increase awareness of:
 - the relationship between diet and disease (i.e. diabetes)
 - food product ingredients
- To demonstrate physically active alternatives to sedentary activities
- To creatively inspire children to develop lifelong healthy lifestyle habits through behavior modeling
- To provide alternatives to fast foods and foods high in sugar and fat

Play Production

Recruitment of Theater Ensemble

The UGA Black Theatrical Ensemble agreed to produce the play for the purpose of the study and also wished to perform the play for children in the Athens community. The UGA Black Theatrical Ensemble (BTE) is a student group that was founded in 1976 to promote diversity in Athens theater. BTE strives to expose its ensemble members, the campus community and the Athens-Clarke County community to the works of African-American playwrights and culture.

Course Credit

Upon approval by faculty in the UGA Department of Drama, students that assisted in the play production received 1 course credit for independent study in children's theater. Students that received course credit included the director, production assistant, technical director, set designer, and three actors.

Casting

The UGA BTE held auditions for the three characters during the fall semester of 2003. Two undergraduate students were cast for the roles of Big Boy and Gran'ma Jackson, and a graduate student was cast for the role of Lil' Red. Actors were given scripts to memorize and practice during the semester break.

Rehearsal

Members of BTE rehearsed the play at previously scheduled campus venues during January and February of 2004. Actors were informed of the importance of conveying health messages to student audiences. The play director led actors in the performance of scenes and the choreography of a hip-hop dance and “step” routine featured in the play. Stepping is a traditional art form of dancing that stemmed from Africa in which a group of people, often in Greek sororities and fraternities, use their hands and feet to stomp, clap, and make a beat. Stepping is featured as an alternative form of physical activity in the play.

Set Design, Costumes and Props

The set design was of major importance because it needed to be portable and lightweight enough to transport from school to school. A member of the UGA Black Theatrical Ensemble designed the set. A schematic was drawn with dimensions that were amiable for transport in a cargo van. Props were lightweight and non-perishable. Costumes were simple, and colorful and well suited for the characters.

Scheduling

A detailed schedule of all events was created for teachers at all four schools. Schedules informed teachers of when to distribute school-to-home activities, performance dates for the play or reader’s theater activity. One contact teacher or counselor was identified at each school to notify grade level teachers about activities included in the study.

Development of School-to-Home Activities

School-to-Home activities (Appendix C) were developed in accordance with the state of Georgia Quality Control Curriculum objectives for health and nutrition. The play and all school-to-home activities are designed to increase knowledge about healthy food choices and physical activity for 3rd and 4th grade children. In addition, activities were created to engage parents and children in discussion about making healthy eating and physical activity a part of their daily routine. For the purposes of this study, assistance from teachers and parents is an integral part of the implementation of school-to-home activities. Examples of such activities include, worksheets about reading food product labels and making healthy snack choices. Messages conveyed in the play were reinforced at home with “healthy” homework assignments for parents, such as choosing 1% milk at the store, or trying a low fat recipe for foods that are traditionally high in fat. There were a total of 8 activities that took approximately ten minutes each to complete. Activities were to be completed on Monday through Thursday for two weeks following play performance. Upon completion of all school-to-home activities, both parents and children received incentives. Incentives included a CD of the nutrition hip-hop song, “What’s Best 4 Me!”, “ bottled water, a jump rope, and a heart healthy cookbook.

Development of Pretest/Posttest for Evaluation

Using the pencil and paper format, Pretests/Posttests (Appendix D) for students measured 1) student knowledge of the importance of healthy food choices and physical activity choices, 2) student intentions to increase healthy

food consumption and physical activity, and 3) changes in behavior related to healthy food selection and increased physical activity. The Pretest/Posttest content came from a previously validated instrument (Perry et al, 2002). Posttest questions were adapted to assess student attitudes toward the production and to address student comprehension of messages conveyed in the play. Additionally, an evaluation form was developed for teachers to rate their attitudes and opinions about the educational value and overall effectiveness of the intervention.

Implementation Phase

Lil' Red Ridin' Thru 'Da Hood was performed for students in grades 3 and 4 during the spring of 2004. The population sample was drawn from a sample of four inner city elementary schools that were selected on the basis of having 90% participation in the free and reduced school lunch program, a high enrollment of African American students, and having participated in the development of the Bringing It Home: Creating Healthy Generations Project. The assignment of intervention & control schools was based upon our knowledge of the need for a supportive environment for the intervention to thrive. Thus, the more supportive schools, were assigned as intervention schools. Parents and students were asked to sign consent forms for their participation in the study.

In February of 2004, all participants (N=298) enrolled in the study were administered a pretest that was read aloud by a UGA staff member. The test took approximately 15 minutes to complete. One week after taking the pretest, students attending intervention schools viewed *Lil' Red Ridin' Thru 'Da Hood*.

Members of the UGA Black Theatrical Ensemble performed the play for a duration of approximately 30 minutes. The play performance at both intervention schools took place on the same day. One audience viewed the play in the morning (beginning of school day), and the second performance took place in the afternoon (near the end of the school day).

During the three weeks following the play performance, participants were asked to complete school-to-home activities. Teachers and parents were asked to assist students in the completion of the school-to-home activities. The school-to-home activities are worksheets that emphasize the nutrition and physical activity messages conveyed in the play. The activities were designed to take approximately 10-15 minutes to complete. Examples of activities include, a 24-hour diet recall and choosing high fat versus low fat foods.

One week after taking the pretest, students attending control schools participated in reading a reader's theater play with the assistance of a UGA staff member. Reader's Theater is a simple and effective means to present literary works in dramatic form. Students are actively involved in reading a short script aloud without a stage or props. The strategy helps students blend the performance arts and reading. Reader's Theater improves fluency and comprehension among students. Students read a reader's theater play entitled, "*The True Story of the Three Little Pigs*," story by Jon Scieszka and Reader's Theater script by Bridget Scofinsky (Appendix E). This particular reader's theater script was chosen because it was an adaptation of the familiar children's story, *The Three Little Pigs*, just as Lil' Red Ridin' Thru 'Da Hood was a variation of the

well-known childhood story, *Little Red Riding Hood*. “*The True Story of the Three Little Pigs*,” however, contained no references to improving nutrition or increasing physical activity. The duration of the play is 15 minutes. In March of 2004, after a period of three weeks, all participants were administered a posttest that was read aloud by a UGA staff member. In addition, teachers completed a paper and pencil evaluation form about the play and intervention. **Figure 2.0** summarizes the implementation phase of the study design.

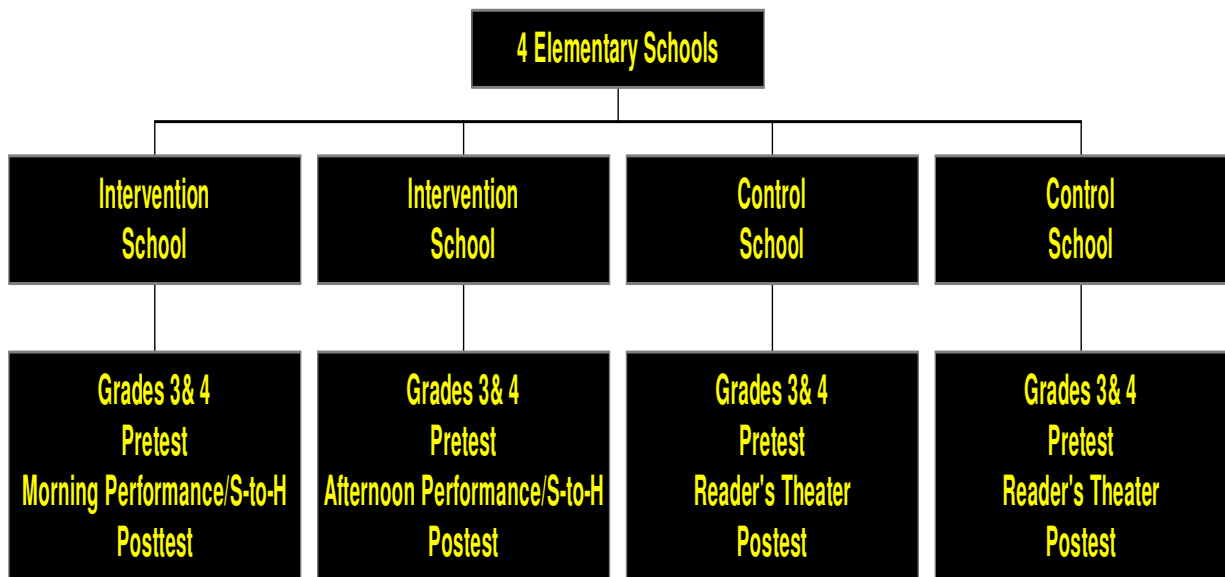


Figure 2.0 Summary of Implementation Design

Study Sample and Measures

Description of Study Sample

Pretest/Posttest data were collected for students who participated in the study. The study sample consisted of 298 students. All participants were in 3rd or 4th grade and the majority were African American children between the ages of 9 and 10. Forty-six percent (46.4%) of the students were boys and fifty-three percent (53.6 %) were girls. **(See Table 1.0)** Since viewing *Lil' Red Ridin' Thru 'Da Hood* and completing the school-to-home activities are defined as integral parts of the intervention, any participants who did not attend the play performance or complete the posttest were not included in the analyses. As the reader's theater activity did not influence students' opinions about nutrition and physical activity, data for students at control schools were included in the analyses whether or not students participated in the Reader's Theater activity. The resulting number of participants included 187 students. The large decrease in the number of participants may be attributed to the high rate of transfer experienced (30% per year) within this school system and poor attendance.

At one control school, where all participants were fourth graders, pretest/posttest data were collected for only eleven students. Therefore, eighty-nine (88.7%) of the control group was made up of students at one school. Any changes in control group outcomes may be attributed to external factors at this specific school. **Table 1.0** provides a summary of the demographic makeup of the study population.

Table 1.0
Description of Study Sample N=298

Characteristic	Intervention N	Control N	Total N	Percentage (%)
Gender				
Boys	80	57	137	46.4
Girls	81	70	161	53.6
Grade				
3rd	79	57	136	45.8
4th	89	72	141	54.2
Age				
7	0	1	1	0.3
8	24	28	52	17.8
9	70	40	110	37.7
10	64	47	111	38
11	8	10	18	62
Ethnicity				
American Indian or Native American	4	0	4	1.4
Asian	5	0	5	1.8
Black or African American	148	121	269	94.7
Hispanic or Latino	5	0	5	1.8
¹ Completed Pretest and Posttest				
	90	97	187	62.8

¹ Students that completed both pretest and posttest were included in analyses.

Measures

The instrument used to assess the effectiveness of the intervention was adapted from a previously validated pretest-posttest model survey (Perry et al, 2002). The survey assessed food and physical activity choices, food and

physical activity knowledge, student intentions and recent behaviors related to food and physical activity. In addition, posttest measures captured student response to the play production. Teacher evaluations measured teacher response to the intervention.

Food & Physical Activity Choices

Ten items of the survey required students to select which food or activity they would choose out of two choices (i.e. low-fat milk vs. soda or jumping rope vs. playing cards).

Food & Physical Activity Knowledge

Ten items on this section of the survey asked students to select which food or physical activity choice would be better for their health (i.e. low-fat milk vs. soda or jumping rope vs. playing cards).

A scale was developed to evaluate food and physical activity choices and knowledge. Each healthy food and physical activity choice was given a value of 1 and each less healthy food or physical activity choice was given a value of 2. For each 10-item section of the survey a score of 10 indicated that students made the healthiest choices, a score of 15 indicated that students made less healthy choices, and a score of 20 indicated that students made unhealthy choices. Thus, the lower the score, the healthier the choice made by the student.

Food and Physical Activity Recall

Students were asked to reply “yes or no,” to 14 items on the food recall scale and 10 items on the physical activity recall scale responding to whether they had eaten the food or participated in the activity listed on the survey. A

similar scale was developed for food and physical activity recall. All “yes” replies were given a value of 1 and all “no” replies were given a value of 2. The ideal healthy score for the food recall scale was 14 and the least healthy score was 28. The ideal healthy score for the physical activity recall was 10 and the least healthy score was 20.

Intentions and Behavior

Students were also asked to respond to questions about the number of fruits and vegetables eaten per day, the recommended number of fruits and vegetables that should be eaten per day, and whether they intended to eat more fruits and vegetables and fewer high fat snacks in the next few weeks. Similarly, students were asked to respond to questions about the number of days they are physical active per week, the recommended number of days they should be physically active per week, and whether they intended to be more physically active in the next few weeks.

Statistical Analyses

Data were analyzed using StatPac for Windows (Copyright ©1999-2003, StatPac Inc. Minneapolis, MN). Frequency distributions and descriptive statistics were used to provide a description of the study sample. T-tests and chi-square analyses were performed to determine whether there were differences between pretest and posttest measures for both the intervention and control groups.

Results and Discussion

Student and Teacher Responses to Nutrition Theater Intervention

Analysis of student and teacher responses to the play showed that Lil' Red Ridin' Thru 'Da Hood was an acceptable and enjoyable production. **Table 2.0** summarizes student reaction to the play based upon posttest responses. **Table 2.1** summarizes teacher reaction to the intervention based upon teacher evaluation responses.

Table 2.0

Student Responses to Play Content by Individual Questions n=90

Questions	Correct Response	Percentage Correct
1. Did you enjoy the play?	YES	100%
2. Which character became sick from eating unhealthy foods?	Big Boy	94.40%
3. How did Lil' Red & Big Boy end up riding thru 'da hood?	On their bikes	47%
4. Which is NOT one of the four to do what's best 4 me?	Eat candy & chips everyday	62.20%
5. Choose the Go High food?	Apples	70.50%
6. Choose the Go Low food?	Candy bar	69.80%

Possible Responses:

Q1. Yes, No

Q2. Lil' Red, Gran'ma Jackson, Big Boy

Q3. In Aunt Candy's candy apple red Escalade, On the bus, On their bikes, In Gran'ma Jackson's car

Q4. Eat 5 fruits and vegetables a day, eat a variety of foods, Eat candy and potato chips everyday, Choose lowfat foods,

Move and groove by doing heart thumpin' exercise everyday

Q5. Hot wings, Cheeseburger, french fries, apples, honey bun

Q6. Baked potato, fruit salad, unbuttered popcorn, candy bar, grapes

Table 2.1

Teacher Responses to Play Content by Individual Questions N=8

Questions	Response	Percentage
Questions 1-4 Possible responses: 1= Excellent, 2= Very Good, 3= Good, 4= Fair, 5=Poor		
1. How would you rate the <i>Lil' Red Ridin' Thru 'Da Hood</i> show?	Excellent	100%
2. Based upon student responses to the show, how do you think your students would rate the show?	Excellent	100%
3. Was the nutrition and health information presented appropriate for the needs of your students?	Excellent	100%
4. Was the style of the show effective in conveying the message of good nutrition and a healthy lifestyle?	Excellent	100%
5. Did you find the school to home activities to be helpful?	Yes	100%
6. Since the performance, have you noticed any of the following changes in your students attitudes and/or behavior regarding their exercise and eating habits?		
Having an increased awareness of and interest in good nutrition?	Yes	37%
Cutting down on consumption of soda and sugary drinks?	No	100%
Cutting down on sweets and high fat foods?	No	100%
Eating fruits and vegetables?	Yes	50%
Trying to be more active?	Yes	25%
7. Since the performance of the play, have you noticed more interest among teachers in your grade and administrators in teaching nutrition and/or improving the health environment at your school? Please Explain.		
<ul style="list-style-type: none"> -Daily Choices during lunch-getting students to think about what is healthy! -Like myself, I have been eating healthy on a daily basis and less sugary foods. -My fellow teachers brought several fruits to work yesterday for healthy eating. -During lessons, some teachers are now giving fruits as rewards instead of candy, cookies, etc. -I have not been able to discuss with others yet. 		
8. Please list any comments or suggestions.		
<ul style="list-style-type: none"> -This was truly a great presentation! It would be very beneficial to include this as a health presentation throughout the school systems. -Wonderful play! Take it all around the world! -The information was clear and presented in an excellent manner. -Great job on the play! -This was a very good activity. It was engaging and encouraging for all students. -There should be at least one personal, one-on-one session with students to follow up after the play. -Great presentation! Great subject! 		

Posttest questions for the intervention group were designed to specifically assess the students' attitudes toward the play and to determine if the health messages in the play were conveyed clearly. One-hundred percent (100%) of the students indicated that they enjoyed the play. The student response to the play suggests that the play itself is culturally appropriate. When asked questions pertaining to the storyline of the play, students demonstrated that they understood what was happening in the play. For example when asked, "Which character became ill from eating unhealthy foods?", 94% responded correctly. Additional questions were asked to assess whether or not student completed school-to-home activities. Concepts that were introduced in the play such as "Go High and Go Low Foods", and the four ways to do "What's Best 4 Me!", were also assessed. While the most popular answers for favorite fruits of parents' or adults' in the home was shown to be grapes and apples, student did not demonstrate that there was high level of compliance with completing the school-to-home activities.

One-hundred percent (100%) of the teachers who completed evaluations gave the show an EXCELLENT rating. Overall, teachers felt that the style of the show and the information presented were effective and clearly conveyed. Teachers also reported noticing slight behavior changes in both students and others teachers. For example, some teachers reported that they saw students eating more fruits and vegetables, and one teacher reported that she has seen other teachers giving fruit as rewards instead of candy and cookies.

Additionally, several teachers reported that they did not have time to complete the school activities with students, as they were preparing students for standardized testing. Another suggestion was to include a personal, one-on-one session with students after the play.

Choices, Knowledge, Behavior and Intentions

Much of the data related to knowledge, attitudes, behavior, and intentions did not indicate statistically significant improvements. **Tables 3.0-3.2** show pretest and posttest means and p values for both the intervention and control groups for the following areas: Food & Physical Activity Choices, Food & Physical Activity Knowledge, Food & Physical Recall, and Food & Physical Activity Behavior and Intentions. **Figures 3-8** show specific data for statistically significant results produced from analyses.

Food Choices and Food Knowledge

Table 3.0 demonstrates that there were no significant differences in food choices and food knowledge for the intervention or the control group. Mean scores of 15 indicate that student chose less healthy foods and had average knowledge score about which foods are better for your health.

Physical Activity (PA) Choices and PA Knowledge

There were significant differences in physical activity choices for the intervention group between pre and posttests. There were, however, no significant differences in the physical activity knowledge for the intervention group. The control group produced no significant differences in physical activity choices or physical activity knowledge between pretest and posttest.

Table 3.0
Pretest and Posttest Score Means+/-SD: Choices, Knowledge, Recall

Dependent Variable	Intervention N=90		t	p value	Control N=97		t	p value
	pre	post			pre	post		
1. Food Choice Scale ^a	14.84±1.2	14.86±1.1	0.157	0.875	14.72±1.1	14.74±1.3	0.138	0.891
2. Food Knowledge Scale ^a	15.01±1.1	14.94±0.9	0.466	0.642	14.75±1.0	14.91±1.0	1.3	0.196
3. Physical Activity (PA) Choice Scale ^a	14.96±1.4	14.58±1.4	2.21	0.029**	15.28±1.3	14.99±1.5	1.85	0.068
4. PA Knowledge Scale ^a	14.93±1.2	14.82±1.2	0.744	0.459	15.07±1.4	15.02±1.4	0.336	0.737
5. Food Recall Scale ^b	22.75±3.1	22.15±3.7	1.89	0.062	23.05±2.8	22.57±3.4	1.49	0.139
6. PA Recall Scale ^a	15.56±2.4	14.72±2.9	3.08	0.003**	15.71±2.5	14.99±2.4	3.30	.001**

**Significant p<0.05

SD= standard deviation

a Ideal healthy score=10 Less Healthy score= 15 Unhealthy
Score= 20

b Ideal healthy score=14 Less Healthy score= 21 Unhealthy
Score= 28

Means scores of 15 indicate that students chose less healthy activities and had an average knowledge of which activities are better for your health.

Food and PA Recall

There were no statistically significant differences in food recall for the intervention group or the control between pre and posttests. There were, however, significant differences in the physical activity recall for both the intervention group and control group.

Figures 3-8

Physical Activity Choices: Intervention Group n=90

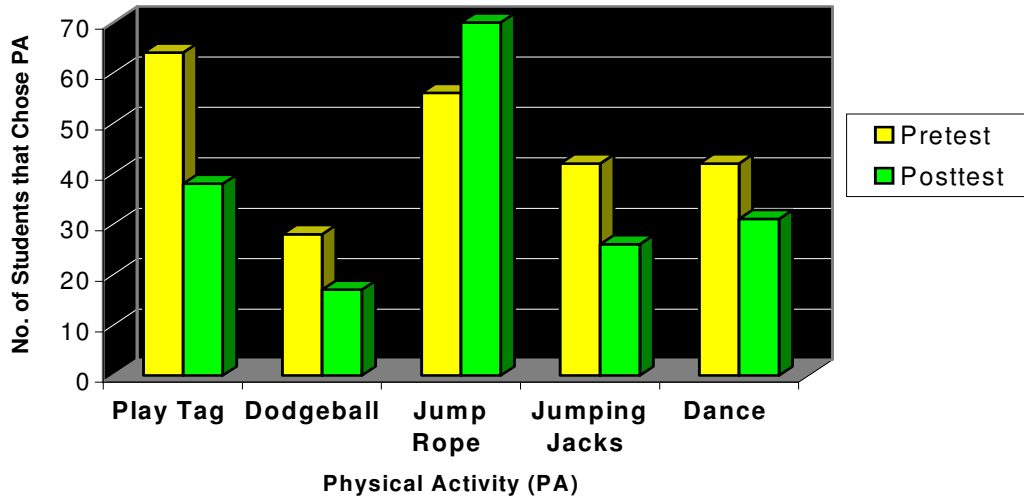


Figure 3. Physical Activity Choices (1-5): Intervention Group N=90

Physical Activity Choices: Intervention Group n=90

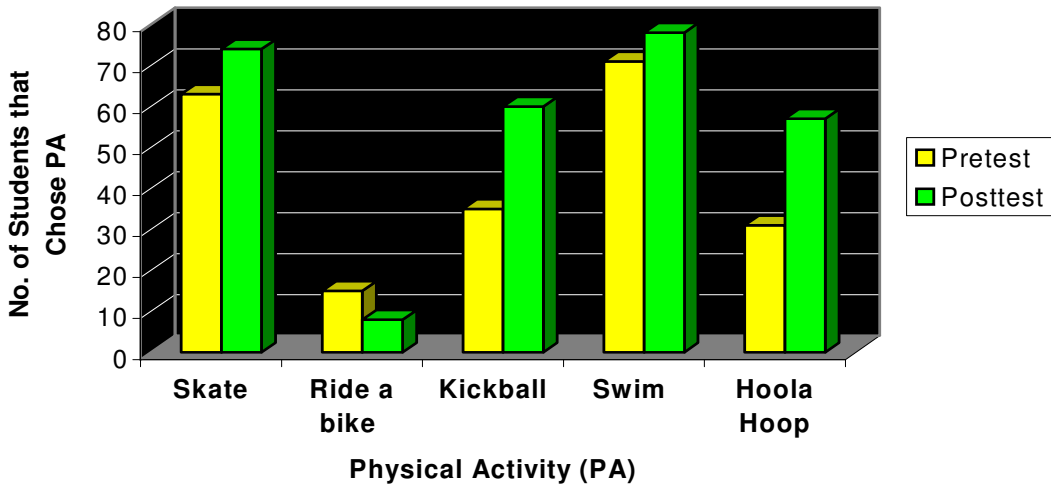


Figure 4. Physical Activity Choices (6-10): Intervention Group N=90

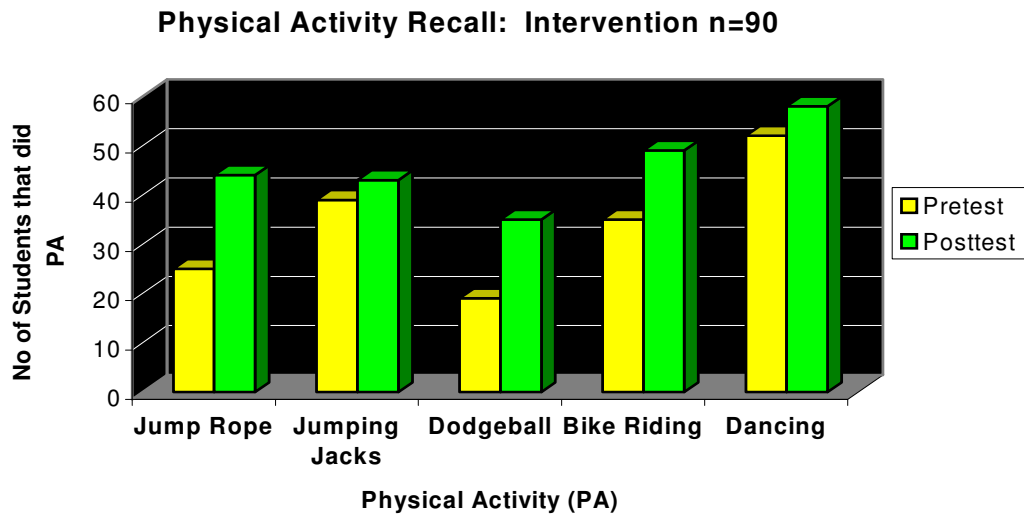


Figure 5. Physical Activity Recall (1-5): Intervention Group N=90

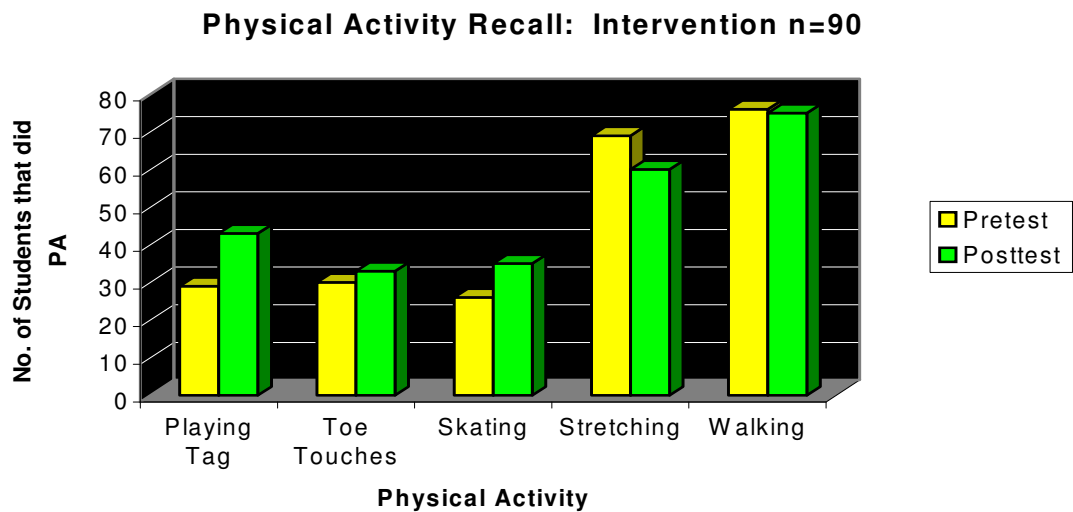


Figure 6. Physical Activity Recall (6-10): Intervention Group N=90

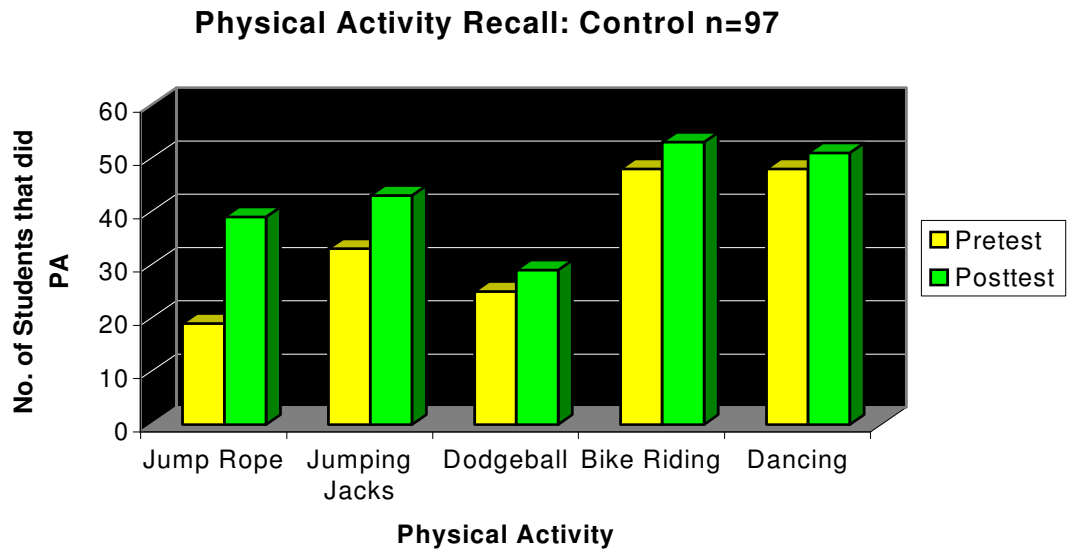


Figure 7. Physical Activity Recall (1-5): Control Group N=97

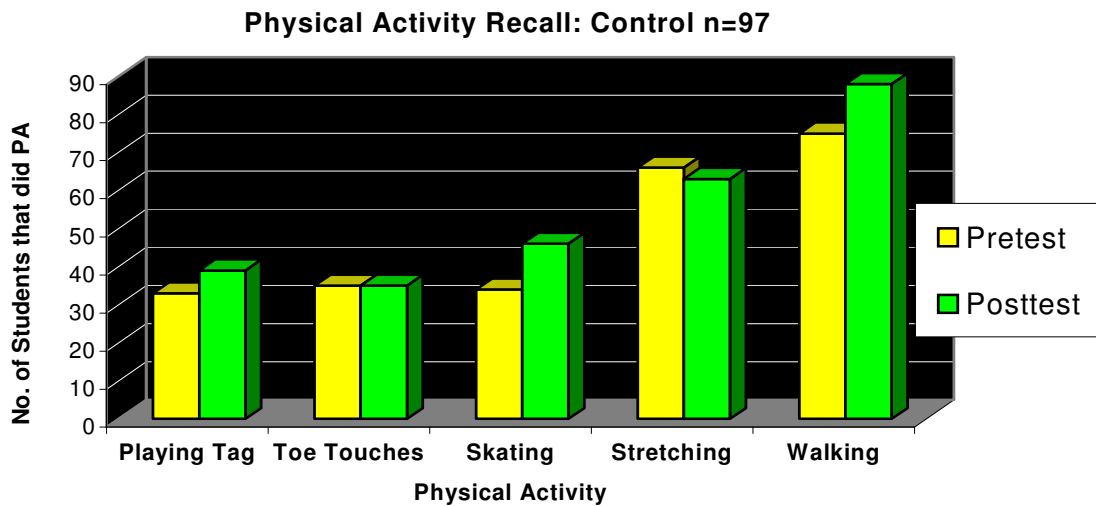


Figure 8. Physical Activity Recall (6-10): Control Group N=97

Increasing Trends

Figures 3 and 4 show there were increasing trends in the number of students that chose healthy physical activities between pretest and posttest. At posttest, students favored jump rope over playing cards, playing tag over playing video games, swimming over talking on the phone playing kickball over working on the computer, and skating over drawing. In addition, there were increases in the number of students who chose to hoola hoop.

Figures 5 and 6 demonstrate activities that the intervention group responded to having participated in yesterday. Physical activity recall showed increased physical activity between pretest and posttest. With the exception of dodgeball, activities that showed increases were highlighted in the play, including jump rope, jumping jacks, bike riding, dancing, playing tag, and skating.

Figures 7 and 8 demonstrate activities that the control group responded to having participated in yesterday. There were increasing trends for activities such as jump rope, jumping jacks, dodgeball, skating, and walking.

Behavior and Knowledge

Table 3.1 summarizes the food and physical activity related knowledge and recent behavior of the study sample. Table 3.2 summarizes the food and physical activity related intentions of the study sample.

Food Behavior, Knowledge, and Intentions

There were significant differences between pre and posttest for the average number of servings of fruits and vegetables eaten per day.

Table 3.1
Pretest and Posttest Means: Behavior & Knowledge

Survey Questions	Intervention N=90			Control N=97		
	pre	post	p value	pre	post	p value
1. How Many Servings of Fruits & Vegetables Do You Eat per Day? ^a	3.51	4.14	0.002	2.98	3.75	0
2. How many servings of Fruits & Vegetables Should a kid eat each day for good health? ^a	4.57	4.72	0.365	4.34	4.48	0.71
3. How often are you Physically Active? ^b	1.88	1.69	0.288	2.09	1.65	0.015
4. How often should a kid be physically active for good health? ^b	1.44	1.49	0.567	1.41	1.17	0.048

a Possible No. of servings= 1,2,3,4,5,6 or more

b Possible Responses: 1= Everyday, 2= 4 to 6 days, 3= 2 to 3 days, 4= 1 day, 5 = not at all

The intervention group reported increasing the number of fruits and vegetables eaten per day by one serving. Similarly, although their consumption of fruits and vegetables was lower than the intervention group at pretest, the control group also reported increasing the number of fruits and vegetables eaten per day by one serving.

There was no significant difference in the students' knowledge of the recommended number of fruits and vegetables that should be eaten per day. Both the intervention and control group means approached 5, suggesting

participants had knowledge of consuming the recommended number of five fruits and vegetables a day.

Chi square analysis of student responses in the intervention group did not produce statistically significant results for intentions to eat more fruits and vegetables or to eat fewer high fat snacks. The percentages reported at pretest were high, indicating that most students reported that they intended to eat more fruits and vegetables at pretest. Students in the control group, however, did have percentages that approached the same value as the intervention group, resulting in more students reporting that they intended to eat more fruit. There were no significant differences, in their intentions to eat more vegetables or fewer high fat

Table 3.2
Pretest and Posttest Means: Intentions

Survey Questions	Response	Intervention N=90		Chi Square	Control N=97		Chi Square	Probability	
		pre	post		pre	post			
1. Do you plan to eat more fruits in the next few weeks?	yes	80 (89%)	75 (83%)	4.41	0.036	74 (76%)	86 (89%)	10.93	0.001
2. Do you plan to eat more vegetables in the next few weeks?	yes	72 (80%)	72 (80%)	0.85	0.356	69 (71%)	75 (77%)	2.01	0.156
3. Do you plan to eat fewer high fat snacks like chips and candy in the next few weeks?	yes	42 (47%)	49 (54%)	1.77	0.184	50 (52%)	55 (57%)	0.345	0.557
4. Do you plan to be more physically active in the next few weeks?	yes	87 (97%)	83 (92%)	15	0.90	93%	91 (94%)	17.480	

snacks between pre and posttest.

Physical Activity Behavior and Intentions

Students in the intervention group did not report significant results for the number of days they participated in physical activities between pretest and posttest. The means reported at pretest were already approaching 1, indicating that most students reported exercising everyday. The control group, did report statistically significant results for number of days they participated in physical activities between pretest and posttest. Means approaching the same value of the intervention group at posttest indicated that more students reported participating in physical activity everyday.

Students in the intervention group did not report significant results for the knowledge of the number of days they participated in physical activities between pretest and posttest. The means reported at pretest were already approaching 1, indicating that most students reported that they should exercise everyday for good health at pretest. The control group, did produce statistically significant results for number of days they participated in physical activities between pretest and posttest. Means approaching 1 showed that more students had knowledge of the recommendation that kids should exercise everyday for good health.

Chi square analysis of student responses in neither the intervention group nor the control group reported significant results for the number of days they intended to be physically active between pretest and posttest. High percentages reported at pretest indicated that most students had intentions of being more physically active.

Discussion

The main purpose of the research was to develop a culturally appropriate nutrition theater production for low-income African American children that could effectively convey messages about the importance of making healthy food choices and increasing physical activity and to pilot this intervention in a school setting. Students demonstrated through posttest assessment of the play that the messages in the play were conveyed clearly.

Responses from students and teachers about the production of *Lil' Red Ridin' Thru Da' Hood* suggests that theater is a viable medium to convey nutrition messages in school environments. The appeal of using theater to communicate nutrition messages makes implementing this type of intervention in school-based settings exceedingly feasible. In addition, teacher acceptance of this approach is a key factor in integrating this approach in schools.

Overall results for knowledge, intention, and behavior were unclear. Several factors may have contributed to the inconsistency of the study outcomes in these specific areas. Within the intervention group it was not evident that all students completed the school to home activities, an integral part of the intervention. As the play only serves as a catalyst to increase student interest in nutrition, failure to reinforce the messages conveyed in the play would not be expected to produce any significant behavioral changes. Students may have responded to posttest questions based upon social desirability, not as a result of exposure to the play.

Within the control group, the amount of change in student responses in the control group between pretest and posttest suggest that there may have been some external factors that influenced student response at posttest. As stated in the description of the study sample, the control group was largely made up of participants from one school. Thus, the influence of external factors at this school could contribute to the explanation of the changes in student response at posttest. A more likely explanation is that taking the pretest may have sensitized students in the control group.

Limitations

When conducting interventions in a school-based setting, findings may be limited by school effect. Students that were not in attendance at school may not have been able to participate in curriculum reinforcement of messages conveyed in the play. Another limitation may have been varied delivery of the school curriculum by the teachers. Finally, levels of compliance when completing activities at home may have limited the study.

Conclusions and Future Research

Rising rates of childhood obesity, especially among African American is a major public health concern in the United States. Showing that a culturally appropriate nutrition theater production is an effective means for disseminating health knowledge and influencing the behavior of children may assist in decreasing the number of overweight children as well as adults in the population.

Theater serves as an engaging catalyst to get students interested in nutrition. Theater alone, however, will not produce behavioral changes. Further research on how to reinforce nutrition messages introduced by theater productions must be conducted. Our results and the work of others indicate that substantial knowledge about healthy eating and physical activity does not directly influence behavior. Engaging interventions must also occur after the theater production in order to maintain children's interest in healthy behaviors. Future research could explore alternative approaches to engage students. In future studies researchers may benefit from developing more valid and reliable evaluation instruments for nutrition theater interventions. Conclusively, both student and teacher acceptance of the use of a culturally appropriate theater production in nutrition education for low-income African American children makes this innovative educational approach a viable medium for introducing nutrition education messages in school based settings.

References

- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bracht, N. (Ed). (1990). *Health Promotion at the Community Level*. Newburg: Sage Publications.
- Chorpenning, C. B. (1954). *Twenty One Years with Children's Theater*. Anchorage, KY: Children's Theatre Press.
- Cowley G., Pedersen D., Wingert P., Weingarten T., Copper A., Gesalman A.B., Gatland L. (2000 Jul 3) Generation XXL. *Newsweek*, 136 (10), 40-44.
- Crawford PB, Story M, Wang MC, Ritchie LD, Sabry ZI. (Aug 2001) Ethnic Issues in the Epidemiology of Childhood Obesity. *Pediatr Clin North Am*,48 (4) 855-78.
- Fitzgibbon ML, Stolley MR, Dyer AR, VanHorn L, KauferChristoffel K. (Feb 2002) A Community-Based Obesity Prevention Program for minority children: rationale and study design for Hip Hop to Health Jr. *Prev Med*, 34(2), 289-97.
- Huff R.M., & Kline M.V. (1999). *Promoting Health in Multicultural Populations A Handbook for Practitioners*. Thousand Oaks: Sage Publications.
- Johnson, RK. (2000) The 2000 Dietary Guidelines for Americans: foundations of US nutrition policy. *Nutrition Bulletin*; 25, 241-48.
- Kumanyika SK. (1993 Oct 1) Special Issues Regarding Obesity in Minority Populations. *Ann Intern Med*; 119 (7 Pt 2), 650-4.
- Kumanyika, S.K. (2001) Minisymposium on Obesity: Overview and Some Strategic Considerations. *Annal Review of Public Health*, 22 (1), 293-309.
- Milner J. (2001) Research Supports Arts in Education. *Performing Arts*; 33 (2), 11.
- Ogden CL, Flegal KM, Carroll MD, Johnson CL. (2002) Prevalence and trends in overweight among US children and adolescents, 1999-2000. *JAMA* 288, 1728-32.
- Pajares (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved September, 9, 2004, from <http://www.emory.edu/EDUCATION/mfp/eff.html>.

- Perry CL, Zauner M, Oakes JM, Taylor, G, Bishop DB. (Aug 2002) Evaluation of a Theater Production About Eating Behavior of Children. *Journal of School Health*, 72 (6), 256-61.
- Peyton L. Learning Theatrically. (1991 Sept/Oct) *EPA Journal*, 17 (4), 23-25.
- Resnicow K, Yaroch A, Davis A, Wang DT, Carter S, Slaughter L, Coleman D, Baranowski T.(2002) GO GIRLS!: Results from a Pilot Nutrition and Physical Activity Program for Low-Income Overweight African American Adolescent Females. *Health Educ Behav*,27, 633-48.
- Robinson, TN. (2001 Aug) Television viewing and childhood obesity. *Pediatr Clin North Am*. 48 (4), 1017-25.
- Singer, BW. (2000 Spring) Playing with food. *Tufts Nutrition*,1 (2), 1, 8-9.
- Steckler, A., Linnan, L, (Eds.). (2002). *Process Evaluation for Public Health Interventions and Research*. San Francisco: Josey-Bass.
- Styne, DM. (2001 Aug) Childhood and Adolescent Obesity: Prevalence and Significance. *Pediatr Clin North Am*, 48 (4), 823-54.
- Suminski, R., Mattern, C., and Devor, S. (2002). Influence of Racial Origin and Skeletal Muscle Properties on Disease Prevalence and Physical Performance. *Sports Med* 2002; 32 (11): 667-673.

Appendices

Appendix A: Nutrition Hip-Hop Song: What's Best 4 Me!

What's Best 4 Me!
Caree J. Jackson © 2003

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can my body good
So I'll keep eatin' fruits and veggies like I know I should.
I know eatin five a day is the key
Hey Yo' I'm just doin' what's best for me!

I eat a balanced diet like everyday and
I feel so much better when I run and play,
When I work up a sweat, I can feel my heart pumpin'
movin' and groovin' to a beat that's bumpin',
Wanna keep my body clean, don't want my food to be greasy,
That's why fruits and veggies are off the heezy!
Believe Me!
They keep you looking good inside and out,
And that's what being healthy is all about!

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can my body good
So I'll keep eatin' fruits and veggies like I know I should.
I know eatin five a day is the key
Hey Yo' I'm just doin' what's best for me!

The family's in the kitchen cookin' up a good meal
Chicken, corn on the cob, you know the deal,
String beans and collard greens, that's what I'm lovin'
And smells of that cornbread comin' out 'da oven
Veggies tastin' so good- I've already had four, and
that'll be five if I just have one more.
Never knew eatin' five a day could be so easy
And don't forget the fruit
Now that's fa' sheezy!--
Oh no-----! This meal is about to be over,
So I'll wash it all down with some juice, not Soda!

Cause I'm eatin' good in the neighborhood and

Appendix A: Nutrition Hip-Hop Song: What's Best 4 Me!

Making healthy choices like I know I should,
Gotta cut the fat
So I can my body good
So I'll keep eatin' fruits and veggies like I know I should.
I know eatin five a day is the key
Hey Yo' I'm just doin' what's best for me!

Eatin' good food helps me feed my mind,
I'm keepin' up with my work 'cause I don't wanna get behind
But I'm done with my books, it's time to hit the court now,
I'll be shootin' and dunkin' like the best know how
I can be whoever I want to be,
I believe I can fly
'cause I got so much energy!

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can my body good
So I'll keep eatin fruits and veggies like I know I should.
I know eatin five a day is the key
Hey Yo' I'm just doin' what's best for me!

HEY YO' I'M JUST DOIN' WHAT'S BEST FOR ME!

HEY YO' I'M JUST DOIN' WHAT'S BEST FOR ME!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

LIL' RED RIDIN' THRU 'DA HOOD

A play in one act

by

Caree J. Jackson

Copyright © 2003 by Caree J. Jackson &
The University of Georgia

Caree J. Jackson
484 Ivey Court
Mableton, GA 30126
caree _ jackson@
yahoo.com
(678)525-0167

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

i

CAST OF CHARACTERS

LIL' RED, 10, urban homegirl, helps educate Big Boy

BIG BOY, 12, neighborhood pal and jokester, helps educate Lil' Red

GRAN'MA JACKSON, 62, retired teacher and an awesome cook

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

ii

TIME

Most of the action takes place in 'da hood' as Lil' Red travels to Gran'ma Jackson's house somewhere in urban Atlanta in the present. The action ends inside of Gran'ma Jackson's house.

SETTING

An urban neighborhood in Atlanta. We see only the path that Lil' Red travels as she goes through "da' hood" to Gran'ma Jackson's house.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

I-1

ACT I

SCENE I

(Lil' Red carries a petite, red backpack on the her back and struggles with her extremely long shoestrings; she rises and begins to walk down a neighborhood street. A loud call from the distance startles her attempts to tie her shoes.)

(calls to Lil' Red from across the street)

BIG BOY

Hey Lil' Red! Shouldn't you know how to tie your shoes by now?

LIL' RED

Go'head on Big Boy, I'm not in the mood!

(approaches Lil' Red riding a dirt-bike at a slow pace)

BIG BOY

Well, somebody's got a little atti-tude, don't they? . . . and why are you walking anyway? I thought this was your B..I..G.. day to ride thru 'da hood in your "Aunt Candy's candy apple red Escalade!"

(Laughs at his impressive imitation of Lil' Red)

LIL' RED

For your information, I have somewhere to go and I'd like to get there now!

BIG BOY

Well you weren't thinking about walking when you were out here bragging about your good grades and ridin' thru here in your aunt's new truck! Why don't you let me take you down to. . .Where'd you say you were going?

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

I-2

LIL' RED

(counts with her fingers)

First of all, I wasn't bragging and I wasn't talking to you. Second of all, how are YOU going to take ME anywhere? I'm not climbing on that bike, it just is big enough for you! And last, why you are always in somebody's BUSINESS?

(tugs at her shoestrings pulling them tighter and hurls her eyes away from Big Boy)

BIG BOY

Girl, you ain't got no business! Quit stallin'. You still didn't say where you were going and you still haven't learned how to tie your shoes?

LIL' RED

That's MY business! Listen, pull-eeze, just let me tell you what happened so you can stop with the twenty questions.

BIG BOY

I'm all ears!!

(takes a seat on the curb and leans forward with one hand cupped around his ear)

LIL' RED

Mama said Gran'ma Jackson wasn't feeling so well last night, she has a sore throat, so I'm taking this stuff down to her house to help her feel better. We're gonna make my favorites for Sunday dinner, cornbread and collard greens! 'Cause I did so well on my report card! All A's ya know. .

(interrupts Lil' Red)

BIG BOY

Nerd! You so lame! Who eats collard greens with their favorite meal? I know I'd have me some pizza and hot wings! Um-umh! My mouth starts watering just thinking about it. . . I can't wait until the ice cream man comes, I am so hungry! Matter of fact, what you got in that backpack?

LIL' RED

None of your business! And you don't get your favorite meal from the ice cream man! In my family we eat all kinds of foods, and Gran'ma Jackson cooks so good who can blame

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

I-3

LIL' RED cont'd.

us? Oven-fried chicken, steamed cabbage, rice and gravy and corn on the cob. .
. now that's a meal!

BIG BOY

Oven-fried??! Girl, you can't fry nothing in no oven! But, uh, is that what you got in that backpack, I'm willing to eat just about anything right now!

LIL' RED

You've got a lot to learn about cooking, Big Boy! Gran'ma Jackson can help you with that. I've got some tea with honey and lemons, some fresh fruit, grapes and oranges, and spinach salad and a thermos of good 'ol chicken noodle soup!

BIG BOY

Yuck, who wants that stuff?! I thought you said you were trying to make her feel better not worse! I'll just keep letting the ice cream man do my cooking, besides I can have whatever I want to eat-I exercise everyday!

(leans forward proudly flexing a muscle)

LIL' RED

I think eating right is a lot more important than exercise, Big Boy. Anyway, can you let me finish telling you what happened. . . my Auntie Candy was going to pick me up in her tight, brand new, candy-apple red Escalade! I was so excited I woke up early this morning. Then my mama tells me that Auntie Candy's Escalade got hit. . .

BIG BOY

Aw! Man! Is it, I mean, she okay?!

LIL' RED

Yeah, she's okay, it was hit by a runaway buggy up at the Publix. So basically they'll be no ridin' thru 'da hood for me today, I'll be walking down to Gran'ma Jackson's.

(the familiar song of the ice cream truck plays in the distance)

BIG BOY

Ooh! I'm fina' go get me some ice cream! Come on!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

I-4

LIL' RED
(lunges forward and hesitates)

But. . .well mama kinda' told me not to make any stops.

BIG BOY
Aw, scaredy cat, aren't you allowed to eat ice cream?!

LIL' RED
Well, yeah Bo-Bo Boy! But Gran'ma Jackson says you should only eat foods like ice cream some of the time. And you know we've got this big dinner planned, I don't want to ruin my appetite.

BIG BOY
Gran'ma Jackson says this, Gran'ma Jackson says that! We gon' miss the ice cream man if you don't stop lecturing me!
How's anybody going to know that you stopped off for ice cream? Huh? Come on. . .oh forget it! Don't even think about trying to run with those 6 feet long shoestrings! You'll just slow me down. I already know what I want, so I'll go and you stay here and practice learning to tie your shoes!
(laughs and hops on bike as Lil' Red as struggles with the shoestrings once more)

Let's see, I'm a get a DragonBall Z cone, some kosher dill pickle chips, a pack of Now and Later's, and biggie Cola, oh! and some Lemonheads!
(rubs his stomach and licks his lips)

LIL' RED
How are you going to eat all that?!

BIG BOY
The same way I eat everything! I'm a' chew it! Ha!

LIL' RED
Very funny, BIG BOY! Why don't you just come with me to Gran'ma Jackson's house. We're gonna' have plenty of food, it tastes good and it's good for you too. You don't want to fill your body up with all of that junkfood. Let's just keep going, we'll be down to Gran'ma Jackson's house in no time.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

I-5

BIG BOY

Alright, alright, I'll meet you down there, AFTER I go to the ice cream man. I'm hungry now, and he's right around the corner! I'll pick up something for Gran'ma Jackson to help her feel better, too. A little ice cream always makes me feel better!

LIL' RED

Suit yourself, BIG BOY! I'm going to get my grub on. . . without all that junk!

LIL' RED cont.d

(throws her hands in the air, turns and continues to walk down the street as her shoestring becomes untied once again)

Scene Ends.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

II-1

ACT I

SCENE II

LIL' RED

(plops down under the shade of a tree panting and trying to catch her breath and carefully ties her shoestrings while mumbling to herself)

Whoo! I sure am tired! Doing all this walking! I wish Aunt Candy would drive by right now in her Escalade so I could ride down to Gran'ma Jackson's.

(pulls a notebook and pencil out of her backpack and begins scribbling in her notebook; looks at her words, clears her throat and recites a poem to herself)

How I wish I could ride in an Escalade that's Candy Apple Red, I'd ride by lookin' so fresh and so clean that I'd turn every head! Ha! Ha!

(laughs at her own creativity, pulls an apple out of her backpack and takes a bite.)

That Big Boy sure doesn't know anything about eating right. I wish I could help him, and teach him how to do better. I could easily write him a poem, but he'd never go for that. I know,

(pauses as if she's arrived at a light bulb idea)

I could write him a rap, a rap about healthy eating!

(begins writing enthusiastically in her notebook)

Scene Ends.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

III-1

ACT I

Scene III

BIG BOY

(parks bike and approaches door carrying a bag of goodies and calls out)

Gran'ma Jackson, Lil' Red, anybody here?

(notices a note and begins to read aloud)

Dear Lil' Red,

I had a special apple-ginger tonic that's got me feeling just fine! I've gone to the store to get groceries for dinner-will be back soon. You can get started on washing the collard greens.

Love,

Gran'ma Jackson

(takes note; turns door knob and enters; speaks to Gran'ma Jackson's dog, Biscuit)

Well, I wonder what happened to Lil' Red, Biscuit. She said dinner would be ready. Guess I'll have to eat this ice cream I brought Gran'ma Jackson since she's not here, wouldn't want it to melt.

(begins to eat every bit of junkfood in his bag; he ends up crawling to Gran'ma Jackson's bed with a stomach ache and falls asleep)

Scene Ends.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

IV-1

ACT I

Scene IV

LIL' RED

(finishes writing and begins rapping to herself)

Eatin' good in the neighborhood and makin' healthy choices like I know I should!
That's a rap! This is perfect!

(glances at her colorful digital watch and
realizes how much time has passed)

Oh no I've gotta get to Gran'ma Jackson's!

(shoves her notepad in her backpack and runs
toward Gran'ma' Jackson's house)

Scene Ends.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-1

ACT I

Scene V

LIL' RED

Gran'ma Jackson, hey I made it, I'm here!

BIG BOY

Oh no, Biscuit! It's Lil' Red! What am I going to do? I can't let her know how sick I feel from eating all that junkfood!

(impersonates Gran'ma Jackson)

Uh, just a minute baby! Let me get my robe.

(turns over and grabs Gran'ma Jackson's robe and hair bonnet and tries to cover himself with the bedspread)

LIL' RED

(speaks to Gran'ma Jackson from kitchen)

I'm sorry I took so long Gran'ma Jackson, you must have been so hungry!

(begins to make tea and put fruit in a bowl carries it back to Gran'ma Jackson on a tray)

Oh Gran'ma Jackson, you don't look so good! Here let me put in your hearing aid so you can hear me.

(shifts with hearing aid)

I'll turn it all the way up

(speaks loudly)

can you hear me better!

(Big Boys nods assuredly and cringes from the pain in his ears)

BIG BOY

Yeah, that's good baby! Oh I sho' can hear you betta' now.

LIL' RED

Oh, Gran'ma Jackson, I brought your newspaper from outside. I know how you like to read your newspaper. I'll get your extra-strength reading glasses so you can see better.

(puts huge, old school bifocals on Big Boy)

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-2

LIL' RED cont'd.

Can you see better now?

BIG BOY

(Cross-eyed and barely able to see)

Yeah, that's good baby! Oh I sho' can see betta' now.

LIL' RED

Oh and Gran'ma Jackson I brought you some tea with honey and lemons and some fresh fruit. I'll get your false teeth so you can eat.

(reaches for Gran'ma Jackson's dentures)

Open wide!

BIG BOY

(screams and jumps out of bed; runs into kitchen; Lil' Red follows with false teeth)

AHHHHHHH!!! That's it, I can't do this anymore!

(takes off the glasses, the hearing aid)

LIL' RED

BIG BOY!!!! What are you doing in my Gran'ma's bed??!

BIG BOY

(begins to explain frantically)

Well you said you'd meet me here and I got here and Gran'ma Jackson was at the store and I was still hungry so I ate and ate, and ate and then my stomach start rumbling, so I got in bed and then. . . ohhhh, I didn't want you to know that all that junkfood really did make me sick!

(snatches false teeth from Lil' Red)

LIL' RED

(shaking her head in disappointment)

Umh, umh, umh. . . Well I won't say I told you so!

BIG BOY

You just did!

GRAN'MA JACKSON

(calls from off stage)

Lil' Red I'm back!! Come on out and help me with the groceries.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-3

LIL' RED

Oooh!! Gran'ma Jackson's back, and look at you!! Take her stuff off and sit down, she'll make you a remedy for your stomach.

BIG BOY

I'll be alright, don't say nothing!

(Lil' Red exits; Big Boy places false teeth on dining room table, takes off robe and bonnet and tosses them into bedroom; sits in chair as if occupied in thought and guiltless; Gran'ma Jackson and Lil' Red re-enter carrying groceries)

GRAN'MA JACKSON

Well I hear you've got a stomachache, Big Boy.

BIG BOY

(glares at Lil' Red who hides behind Gran'ma Jackson)

Yes ma'am, how'd you know?

GRAN'MA JACKSON

Oh a lil' birdie told me.

BIG BOY

Yeah, I bet, a Lil' Red Robin!

(Lifts a fist in Lil' Red's direction)

LIL' RED

Yeah, Gran'ma Jackson, I told him not to be eating all that junk, but he wouldn't listen. I told him what you told me, to make healthy choices, I offered him some fruit and I even invited him down here to eat with us. But no, he said he'd meet me here after he went to the ice cream man!

BIG BOY

Well the way I see it, it's your fault Lil' Red, if you hada been here when you said you would, none of this would have happened!

GRAN'MA JACKSON

Lil' Red did you make a stop??

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-4

Uhhh, kind of!
LIL' RED

Lil' Red???
GRAN'MA JACKSON
(sternly)

LIL' RED
(lunges toward Big Boy and glares)
Uhhh, yes Ma'am, I was so tired. I just sat down and rested for a minute. And then I started writing and I lost track of time. I'm sorry, Gran'ma.

BIG BOY
Yep, you sure are! I bet I couldn't pay you to do a push up! HA! When's the last time you did any exercise?

LIL' RED
Well at least I eat right! When's the last time you had a some fruit?!

BIG BOY
Today! I just ate a whole pack of apple Now and Laters and some Lemonheads!

GRAN'MA JACKSON
Alright you two, Goodness! Sounds to me like you both need some work! Big Boy, you don't need to be eatin' all that junk
(Lil' Red sticks out her tongue)
and Lil' Red you do need to get some form of exercise everyday!
(Big Boy sticks out his tongue)
You've got to start forming some good habits now, so that you'll be healthy and strong when you get older.

BIG BOY
Oh, but Gran'ma Jackson we're kids! You mean to tell me I can't eat any junkfood or drink soda like normal kids
(Lil' Red interjects)

LIL' RED
Or play video games and write poetry!

BIG BOY
Write Poetry??? Who writes poetry, maybe a rap, but not poetry!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-5

GRAN'MA JACKSON

Listen, you two, I'm not saying you can't have junkfood sometimes or play video games and even write poetry or raps, in your case Big Boy. What I am saying is that the habits you form now will follow you into the future. Look at ol' Pop next door.

BIG BOY

I thought Pop was just a cranky old man, what's that got to do with what he eats?

GRAN'MA JACKSON

Well Big Boy, it's got everything to do with it. Pop used to be a cool, smooth brother, believe it or not.

BIG BOY

Oh like me!

(pats his hair and glances forward like he's looking in the mirror)

GRAN'MA JACKSON

(laughs)

Yeah, like you honey! But now, you know he can hardly see who he's yelling at to stay out of his yard 'cause he's half blind, and he can't chase ya, 'cause he doesn't have any feeling in his feet. All those problems come from Pop's diabetes. Now, he's angry because he can't get around like he used to, and he probably wouldn't have diabetes if had made some better choices when he was younger.

BIG BOY

Oh man, I don't wanna be like that.

LIL' RED

Me neither!

BIG BOY

I mean I've heard of diabetes, my aunt Jojo calls it "the sugar," but what is it?

LIL' RED

(explains in a babbling rant)

You know, diabetes, the sugar disease!! It starts out when people eat and eat and eat all these foods that are full of sugar and junk and then they gain weight, and they swell up and their bodies can't handle it, so first they get thirsty

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-6

LIL' RED cont'd.

all the time, then they go to the bathroom all the time, and then they have to get a shot EVERYDAY!!!

BIG BOY

What??! Lil' Red what are you talking about?! Nobody has to get a shot everyday! Man, I tell this girl has too much storage space in that big head, Gran'ma Jackson.

LIL' RED

Big head? You're just jealous 'cause I know something you don't know!

GRAN'MA JACKSON

Well, you're in the right ball park, Lil' Red. Listen, Big Boy, you know that food gives your body energy, right?

BIG BOY

Right.

GRAN'MA JACKSON

Well, when you have diabetes your body can't use the sugar you eat for energy. Instead there's a lot of sugar left floating around in your blood. And that can cause lots of problems. Just like Pop's, and unfortunately, Lil' Red is right, sometimes when the blood can't get to where it needs to go, it gets so bad, people may have to get a shot everyday.

BIG BOY

Whoa, that's serious.

LIL' RED

(shaking her head toward Big Boy)

See I told ya! Hey, Gran'ma Jackson there's a girl in my class with diabetes, does that mean she ate too much candy?

GRAN'MA JACKSON

No, not necessarily, Lil' Red, some people are born with diabetes, and some people get it later in life. It used to be a disease us old folks got, but now kids your age are getting it. In fact, I just read in the paper this morning that 1 in every 2 African American kids is likely to get diabetes in their lifetime. Can you believe that??! It's a shame!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-7

LIL' RED

Wow, Gran'ma Jackson, there's only (points and counts) one, two, of us!

GRAN'MA JACKSON

That's right! So who's it gonna be? You both might wanna think about it.

LIL' RED

Oh no! It's not gonna be me, is it?!

GRAN'MA JACKSON

Oh baby, I sure hope not! 'Cause you know eating right and exercising can help keep you from getting diabetes. Now it's up to you to make the right choices. And well, it seems to me like you could help each other.

BIG BOY and LIL' RED

US! HELP EACH OTHER??!

GRAN'MA JACKSON

Yep, just think about it okay. In the meantime, help me put away these groceries and get dinner started.

(Lil' Red and Big Boy begin to pull out groceries)

LIL' RED

Wow, Gran'ma Jackson, you got all my favorites, collard greens, squash, string beans!!

BIG BOY

Oh no! Please don't get her started talking about vegetables Gran'ma Jackson, Sometimes I wonder if she's ten or one hundred and ten! She takes this healthy eating thing way too serious if you asked me!

LIL' RED

Well, nobody asked you!! And for your information you should eat 5 fruits and vegetables a day, to keep your body healthy and strong, and I make sure I have 5 a Day, everyday!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-8

BIG BOY

Five fruits and vegetables a day!! See what I mean Gran'ma Jackson, she's just taking it too far! Five fruits and vegetables a day! I can't even name five fruits and vegetables!

GRAN'MA JACKSON

Well, sure you can Big Boy! And you know Lil' Red's right you should eat five fruits and vegetables a day. Look what I picked up at the store. I've got

(begins to hold up items name them)

Sweet potatoes, canned corn, cabbage, carrots, broccoli and

(nudges Lil' Red)

LIL' RED

(pulls items out of another bag)

Oh! And apples, canned peaches and pears, bananas, and oranges!

(passes out some fruit to audience)?

GRAN'MA JACKSON

See that's great! We just named 5 fruits and 5 vegetables!

BIG BOY

Whoa! I guess it's not that hard to eat 5 a day! I could eat all that in one hour.

LIL' RED

See, I told you it's not that bad! And you can even get a serving of fruit by drinking a glass of 100% juice, like. . .

(pulls out a container of orange juice)

BIG BOY

Orange juice, my favorite!! And I already had some orange juice today. See I still have some.

(reaches into pocket and pulls out a "Little Hug" orange drink)

LIL' RED

Boy, that's not orange juice!

BIG BOY

Yes it is! See, it says right here, Orange Drink!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-9

GRAN'MA JACKSON

You know Big Boy, you really have to be careful when it comes to knowing what's in these products. What does the label say?

BIG BOY

(looks at label)

It says, it has um high fruct-ose corn syrup, water, and orange flavor!
(puts down drink in disbelief)

and not a lick of juice!

GRAN'MA JACKSON

Yeah, it's a shame Big Boy, but the companies try to hide the sugar in their products by giving it fancy names like high fructose corn syrup and making it cheap, 8 for \$1 to be exact. There's about, this much sugar in one of those little drinks!

(begins to pour sugar from sugar jar into a bowl)

LIL' RED

Wow, Gran'ma Jackson, I knew it wasn't juice, but I didn't know that it had that much sugar, yuck!

BIG BOY

Yeah, I drink like 5 of these a day!

GRAN'MA JACKSON

Well, you betta' learn to view it before you chew it honey! It's really easy to be fooled by these products out here.

(hands Big Boy another grocery bag)

Put these up, babe.

BIG BOY

(pulls items out of bag)

What's this??! Gran'ma Jackson you've got chips and cookies!

GRAN'MA JACKSON

Well sure I do Big Boy. I told you, you can have things like that some of the time, just not too much or you'll end up wearing these before you time!

(Picks up dentures from table and chuckles)

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-10

GRAN'MA JACKSON cont'd.

Now look at all the other things you have to choose from. I've also got popcorn, pretzels, and fruit. It's all about variety, Big Boy.

BIG BOY

Variety? What's variety?

LIL' RED

You know it's like when you have lots of different choices. When you don't have the same thing all of the time.

BIG BOY

Oh, so I guess I should stop eating hot wings and fries for dinner every night. Huh?

LIL' RED

That might be a good start!

BIG BOY

But it tastes so good! And my mama doesn't get off work 'til late, so my uncle Ernie usually just picks up some fast food for me to eat, this healthy stuff cost way too much!

GRAN'MA JACKSON

Well, that's true. Fresh fruits and vegetables can be expensive, but sometimes you can get what's on sale. I only paid \$1.29 for these sweet potatoes and this bag of fruit cost \$4.00. (looks over the rim her glasses) As much as you spend on a super-size meal at McDonald's!

(Big Boy looks away)

Umm..hmm, you know you can also eat frozen or canned fruits and vegetables,
(shows canned corn and peaches)

they're cheaper. And ask your Uncle Ernie to bring you something other than wings and fries.

BIG BOY

But there's nothing but Church's, McDonald's, Chinese Take-Out, Taco Bell, and Wendy's on the way to my house! Where I can get a bag of fruit around here if I don't have a car? They sale one beat up banana on the corner for a dollar! I can get a lot more stuff to eat from the candy lady for a dollar.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-11

GRAN'MA JACKSON

Well, Big Boy, you've got a point. I guess you'll have to make the best choices you can make from what's available; until one of you becomes president and you make sure that all neighborhoods have grocery stores with good food and good prices!

LIL' RED

Just give me about twenty years, Gran'ma Jackson! You know, I think I'll write the President a letter and tell him to start working on it now.

GRAN'MA JACKSON

Good idea!!

(gives Lil' Red a high-five)

And Big Boy the next time you go to McDonald's why don't you get a regular hamburger, a small fry and some milk, inside of a Big Mac, Super-size fries, and a Super size Coke. You know, Taco Bell's bean burritos aren't so bad, and Wendy's has some salad that are out of this world!

LIL' RED

Oh yeah, the Mandarin chicken salad is great! And sometimes I get the baked potato instead of the fries.

GRAN'MA JACKSON

Yeah, and those are just a few things you can do when you're eating out. You need to start learning how to do some cooking at home, too, help your mama out. Now that's the best way to go, cook for yourself. And it can be a whole lot cheaper.

LIL' RED

Yeah like instead of Pizza Hut, you could make your own pizza. Sometimes we use whole wheat pita bread, a little spaghetti sauce and some cheese and veggies and BAM! you've got pizza in 10 minutes!

BIG BOY

Ummm, pizza, in 10 minutes! That's quicker than Pizza Hut!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-12

LIL' RED

Yep, and cheaper! Let's see a pack pita bread, \$1.25 plus, spaghetti sauce, \$1.00, plus shredded cheese \$2.00, plus, let's say \$3.00 for some fresh veggies, like tomatoes, onions, and green peppers, that's

(tallies up prices)

That's only \$7.25 for like 5 homemade personal pan pizzas at Pizza Hut it'd be \$17.25! You'd save a whole \$10.00!! And to top it all off, the ones you make at home are better for you!

BIG BOY

Alright, I get it, so I can have fast food, just not all of the time. I can make better choices when I eat out, and I can make food at home sometimes, and that can save me money!!

GRAN'MA JACKSON

That's right, baby, it's gotta be variety!

BIG BOY

(grabs a big pot and begins to make a beat)

It's gotta be, it's gotta be variety,

LIL' RED

(Joins in slowly)

uh, cause, uh lots of different foods taste good to me!

BIG BOY

(continues to make a beat)

It's gotta be, it's gotta be variety,

LIL' RED

(more confidently)

'Cause lots of different foods taste good to me!

BIG BOY

At dinnertime, I can eat chicken, fish, and ham,

LIL' RED

And in the morning toast with jelly is the jam!

BIG BOY

I eat cereal with milk

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

V-13

LIL' RED

And yogurt too, and anytime's for fruits and veggies,

GRAN'MA JACKSON

(joins in)

Yo' I thought ya' knew!

BIG BOY, LIL' RED and GRAN'MA JACKSON

(all dance and sing until off stage)

It's gotta be, it's gotta be variety, 'cause lots of different foods taste good to me!

It's gotta be, it's gotta be variety, 'cause lots of different foods taste good to me!

Scene Ends.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-1

ACT I

Scene VI

GRAN'MA JACKSON

Lil' Red and Big Boy ya'll come on in and wash up for dinner. Everybody should be here in a little while and I need you to help set the table.

BIG BOY

(enters wearing a baseball cap and a whistle)

That's right Lil' Red, get those knees up, hup 2,3 4, hup 2,3,4!

LIL' RED

(marches in panting)

Okay, okay can I sit down now?!

BIG BOY

No pain, no gain, missy!

GRAN'MA JACKSON

I thought you two went out to play, I didn't know you were in boot camp!

BIG BOY

That's right Gran'ma Jackson, you said we should help each other. Y'all helped me with my diet, so I'm a help Lil' Red get in shape. 'Til she exercises everyday! Drop and give me twenty!

LIL' RED

(struggles to do one push up and collapses)

Make him stop, Gran'ma, please!

GRAN'MA JACKSON

Okay Big Boy, I think she's out of steam! But you know he's right Lil' Red you should do some form of physical activity everyday. Remember ol' Pop!

BIG BOY

Wow, it smells great in here Gran'ma Jackson and boy have we worked up an appetite! We played tag with Christa an' dem, we jumped rope, did jumping jacks, I even let Lil' Red

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-2

BIG BOY cont'd.

ride my bike! Then I helped Lil' Red finish a rap she was writing about healthy eatin' and exercise, so we could let other kids know about it. Keisha, Dani, Jared, Maiya, Chanta, Unique--everybody was feeling it!

GRAN'MA JACKSON

Oooh! Look at you two a match made in heaven!

LIL' RED and BIG BOY

YUCK!!

LIL' RED

You know Gran'ma Jackson exercise isn't so bad either, but you know I'm not allowed to go outside when mama's home and when she gets there it's too late or she's too tired to take me to the park.

GRAN'MA JACKSON

Oh well, honey there's plenty of exercise you can do while you're in the house.

BIG BOY

Yeah, like dancing, that's when I practice all my moves!!
(begins to dance around)

GRAN'MA JACKSON

Or you could go up and down the stairs, or do an aerobics video.

BIG BOY

Or you could do step! We do it at church! And my brother goes to Clark Atlanta University and he's in a fraternity and him and all his boys do it!
(hops around like he's stepping)

GRAN'MA JACKSON

Yeah, that's a good idea, I used to step with my sorority sisters, back in my younger days!

(Gran'ma Jackson does a quick step)

LIL' RED

Ooooh, can you show us how, Gran'ma Jackson, please!

GRAN'MA JACKSON

Sure let's see, call out a line from your rap.

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-3

LIL' RED

Okay, "eatin' good in the neighborhood and making healthy choices like I know should."

GRAN'MA JACKSON

Alright,

(calls out like a chant)

eatin' good in the neighborhood and making healthy choices like I know I should.

(begins to do a short step; practices once more

with Lil' Red and Big Boy)

Okay now you try it that one and I'll do another one, let's do it all together.

GRAN'MA JACKSON and LIL' RED and BIG
BOY

(All chant)

Eatin' good in the neighborhood and making healthy choices like I know I should.

(Lil' Red and Big Boy do 1st step while Gran'ma
Jackson does 2nd step.)

LIL' RED

Wow, that's fun and it's great exercise, Gran'ma Jackson I learn so much
everytime I'm with you!

BIG BOY

Yeah, that's tight, Gran'ma Jackson, you do know everything!

GRAN'MA JACKSON

No, I don't know everything! Just most of what I need to know. Like I know I'm
gonna have to soak in the tub tonight! HA! But hey, its great to learn a lot from
you too. This has been fun, but do you two really think you learned more about
healthy eating and exercise today?

LIL' RED and BIG BOY

Yeah, sure, uh-huh we really did!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-4

GRAN'MA JACKSON

Alrighty, you know I used to be a teacher and I like knowing that everybody learned something. So how are you gonna prove to me that you really learned something?

LIL' RED

I know Gran'ma Jackson, why don't play one of your fun games, like the ones you use to test me when I'm studying!

BIG BOY
(panicking)

Test! I don't wanna' take no test, no, no, no!

LIL' RED

No, it's fun, it's a game, not a test!

BIG BOY

Oh, I thought I heard ,test!

GRAN'MA JACKSON

A game, okay that sounds good, let's see we'll call this one Go High, Go Low! And Hey, why don't we let all the neighborhood kids out there play too!

LIL' RED and BIG BOY

Okay, yeah!

GRAN'MA JACKSON

Okay, I'll explain the game and when Big Boy blows his whistle we want everybody to stand up and play! Okay. When I say a food that's good for you and gives you energy and it's okay to eat all of the time put your hands in the air real high, like this

(demonstrates)

When I say a food that may taste good, but it may not be so good for your body and you should only eat it some of the time, put your hands down low, like this.

(demonstrates)

BIG BOY
(blows whistle)

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-5

GRAN'MA JACKSON
(at a fast pace)

Let's start with:

Bananas
Honey buns
Yogurt
Hot wings
Popcorn
Chips
Soda
2% Milk

Alright, you guys have got it! Now let's do the same thing with activities. If I say an activity that gets your heart pumpin' and it's a good form of exercise put your hands the air real high, if I say an activity that may be fun, but it doesn't get your heart pumpin' and it isn't a really good form of exercise, put your hands down low. Ready, Lets start with:

Running
Playing cards
Jumping rope
Playing video games
Jumping Jacks
Watching TV
Dancing

Alright, you are soooo smart!! You really did learn something today! Now when Big Boy blows his whistle, let's all have a seat.

BIG BOY
(blows whistle)
(everyone sits down at kitchen table)

GRAN'MA JACKSON

See you're all winners because know you know what you need to do to start creating a healthy generation! And you're all welcome to stay for dinner! But first, I'd love to hear the rap that Lil' Red and Big Boy came up with, wouldn't you?

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-6

BIG BOY and LIL' RED
(rise from their seat)

Okay everybody repeat after us, I'm eatin' good in the neighborhood
(audience repeats: I'm eatin' good in the neighborhood)

And making healthy choices like I know I should
(audience repeats: And making healthy choices like I know I should; music starts and Big Boy and Lil' Red encourage everyone to clap)

LIL' RED and BIG BOY

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can do my body good
So I'll keep eatin' fruits and veggies like I know I should
I know eatin' five a day is the key,
Hey Yo' I'm just doin' what's best for me!

BIG BOY

I eat a balanced diet like everyday and
I feel so much better when I run and play,
When I work up a sweat, I can feel my heart pumpin'
movin' and groovin' to a beat that's bumpin',

LIL' RED

Wanna keep my body clean, don't want my food to be greasy,
That's why fruits and veggies are off the heezy!
Believe Me!
They keep looking good inside and out,
And that's what being healthy is all about!

BIG BOY

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can do my body good
So I'll keep eatin' fruits and veggies like I know I should
I know eatin' five a day is the key,
Hey Yo' I'm just doin' what's best for me!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-7

LIL' RED

Gran'ma's in the kitchen cookin' up a good meal
Chicken, corn the cob, you know the deal,
String beans and collard greens, that's what I'm lovin'
And smells of that cornbread comin' out 'da oven

BIG BOY

Veggies tastin' so good- I've already had four,
that'll be five if I just have one more.
Never knew eatin' five a day could be so easy.....
And don't forget the fruit
Now that's fa' sheezy!--
Oh know-----! This meal's about to be over,
So I'll wash it all down with some juice, not Soda! 'Cause

LIL' RED and BIG BOY

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can do my body good
So I'll keep eatin' fruits and veggies like I know I should
I know eatin' five a day is the key,
Hey Yo' I'm just doin' what's best for me!

BIG BOY

Eatin' good food helps me feed my mind,
Keepin' up with my work 'cause I don't wanna get behind
But I'm done with my books, it's time to hit the court now,
I'll be shootin' and dunkin' like the best know how-
I can be whoever I want to be,
I believe I can fly
'cause I got so much energy!

BIG BOY AND LIL' RED AND GRAN'MA
JACKSON

I said I'm eatin' good in the neighborhood and
Making healthy choices like I know I should,
Gotta cut the fat
So I can do my body good
So I'll keep eatin' fruits and veggies like I know I should
I know eatin' five a day is the key,
Hey Yo' I'm just doin' what's best for me!

Appendix B: Lil' Red Ridin' Thru Da' Hood Play Script

VI-8

LIL' RED

HEY YO' I'M JUST DOIN' WHAT'S BEST FOR ME!

BIG BOY

HEY YO' I'M JUST DOIN' WHAT'S BEST FOR ME!

(Lil' Red and Big Boy give each other a high five)

GRAN'MA JACKSON

Whoo-wee! That song is the jam! You two are just too much! Now let's see how well you can fit those words into your life.

(points to Big Boy, Lil' Red and audience)
(hears sounds of a car driving up offstage;
Looks out of the window)

Hey, there's Aunt Candy looks like she got the Escalade fixed. Why don't you run out there and see if she'll take you to the store Lil' Red, we're gonna need a lot more food!

LIL' RED

Wow, Gran'ma, you mean I finally get to ride thru the hood in Aunt Candy's candy apple red Escalade! Come on Big Boy!

(runs toward the door and pauses)

You know what Gran'ma Jackson, on second thought, I think Big Boy and I will ride our bikes thru 'da hood instead.

(Lil' Red and Big Boy run over and hug
Gran'ma Jackson; Music begins to play again)

THE END

Appendix C: School-to-Home Activities

What's Best 4 Me!!!

Crack the Code



Decode the following messages using the information below. On the line above each number, write the letter that matches. For example, the number 3 matches to the letter C, so write the letter C everywhere you see the number 3. Fill in all of the numbers to reveal Lil' Red's and Big Boy's secret code to being healthy and fit!!!

A-1	K-11	U-21
B-2	L-12	V-22
C-3	M-13	W-23
D-4	N-14	X-24
E-5	O-15	Y-25
F-6	P-16	Z-26
G-7	Q-17	
H-8	R-18	
I-9	S-19	
J-10	T-20	

I _____
5 1 20 6 9 22 5 6 18 21 9 20 19 1 14 4 22 5 7 5 20 1 2 12 5 19 1 4 1 25

R _____
5 1 20 1 22 1 18 9 5 20 25 15 6 6 15 15 4 19

S _____
3 8 15 15 19 5 12 15 23 6 1 20 6 15 15 4 19

A _____
13 15 22 5 1 14 4 7 18 15 15 22 5

Appendix C: School-to-Home Activities

Gran'ma Jackson Says:
"View It---Before You Chew It!!!"

Read the Nutrition Labels for the two snacks listed below.
Use the Nutrition Labels to answer the questions about the snacks.



Snack A

Nutrition Information Label

Serving Size.....1 cup
Calories.....200
Fat.....15 grams
Sugar.....20 grams

Snack B

Nutrition Information Label

Serving Size.....1 cup
Calories.....200
Fat.....5 grams
Sugar.....6 grams

1. How many grams of fat are in Snack A?

_____ grams

2. How many grams of fat are in Snack B?

_____ grams

3. Which snack is lowest in fat? (Check One)

Snack A _____ or Snack B _____

4. How many grams of sugar are in Snack A?

_____ grams

5. How many grams of sugar are in Snack B?

_____ grams

6. Which snack is lowest in sugar? (Check One)

Snack A _____ or Snack B _____

7. Which snack is better for your health? (Check One)

Snack A _____ or Snack B _____

Appendix C: School-to-Home Activities



Rap It Up!!!!

In the space below write your own creative rap or poem about healthy eating and exercising. Perform your rap or recite your poem for your family and classmates.

-OR-

Write a letter to Lil' Red, Gran'ma Jackson, and Big Boy. Tell them what you learned from the play, Lil' Red Ridin' Thru 'Da Hood. Be sure tell them what you liked or disliked about the play.

Appendix D: Pretest/Posttest

ID # _____

School _____

Date _____



Start Here

Section A: Please put an X in the box that describes you best.

1. Are you a...?

- ₁ Boy ₂ Girl

2. What grade are you in?

- ₁ 3rd ₂ 4th

3. How old are you?

- 7 8 9 10 11

4. Which of the following best describes you?

- ₁ American Indian or Native American
- ₂ Asian
- ₃ Black or African American
- ₄ Hispanic or Latino
- ₅ Native Hawaiian or Other Pacific Islander
- ₆ White, non-Hispanic, non-Latino
- ₇ Other

Section B: For each pair of foods, which food would you choose to eat?

5. ₁ Low-fat Milk
OR
 ₂ Soda

6. ₁ Potato Chips
OR
 ₂ Pretzels

7. ₁ Vanilla Wafers
OR
 ₂ Chocolate Chip Cookies

8. ₁ Honey Bun
OR
 ₂ Pineapple Chunks

9. ₁ Ice Cream
OR
 ₂ Low-fat Yogurt

10. ₁ French Fries
OR
 ₂ Baked Potato

Section B: (Continued) For each pair of foods, which one would you choose?

11. ₁ 100% Orange Juice
OR
 ₂ Orange Drink

13. ₁ Carrot Sticks
OR
 ₂ Corn Chips

12. ₁ Baked Chicken Strips
OR
 ₂ Fried Chicken Wings

14. ₁ Oatmeal Cream Pie
OR
 ₂ Bagel with Low-fat Strawberry Cream Cheese

Section C: For each pair of foods, which of the following is better for your health?

15. ₁ Low-fat Milk
OR
 ₂ Soda

17. ₁ Vanilla Wafers
OR
 ₂ Chocolate Chip Cookies

19. ₁ Ice Cream
OR
 ₂ Low-fat Yogurt

21. ₁ 100% Orange Juice
OR
 ₂ Orange Drink

23. ₁ Carrot Sticks
OR
 ₂ Corn Chips

16. ₁ Potato Chips
OR
 ₂ Pretzels

18. ₁ Honey Bun
OR
 ₂ Pineapple Chunks

20. ₁ French Fries
OR
 ₂ Baked Potato

22. ₁ Baked Chicken Strips
OR
 ₂ Fried Chicken Wings

24. ₁ Oatmeal Cream Pie
OR
 ₂ Bagel with Low-fat Strawberry Cream Cheese

Section D: Did you eat this food yesterday?

- | | | | |
|-----|----------------|---|--|
| 25. | Carrot Sticks? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 26. | Broccoli? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 27. | 100% Juice? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 28. | Pretzels? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |

Section D: (Continued) Did you

eat this food yesterday?

- | | | | |
|-----|-----------------------------|---|--|
| 29. | Fruit Salad or mixed fruit? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 30. | Banana? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 31. | Orange? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 32. | Cereal? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 33. | Apple? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 34. | Yogurt? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 35. | Grapes? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 36. | Pears? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 37. | Tomatoes? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 38. | Unbuttered popcorn? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |

Section E:

39. How many servings of fruits, fruit juices, or vegetables do you usually eat each day?
 1 2 3 4 5 6 or more
40. How many servings of fruits and vegetables do you think a person should eat a day for good health?
 1 2 3 4 5 6 or more
41. Do you plan to eat more fruits in the next few weeks?
 ₁ YES ₂ NO
42. Do you plan to eat more vegetables in the next few weeks?
 ₁ YES ₂ NO
43. Do you plan to eat fewer high-fat snacks like potato chips and candy in the next few weeks?
 ₁ YES ₂ NO

Section F: Which activity would you choose to do?

44. ₁ Playing video games
OR
 ₂ Playing tag

45. ₁ Watching TV
OR
 ₂ Dodgeball

Section F: (Continued)

Which activity would you choose to do?

46. ₁ Jump Rope
OR
 ₂ Playing cards

47. ₁ Playing board games
OR
 ₂ Jumping Jacks

48. ₁ Dancing
OR
 ₂ Reading

49. ₁ Skating
OR
 ₂ Drawing

50. ₁ Writing
OR
 ₂ Riding my bike

51. ₁ Kickball
OR
 ₂ Working on the computer

52. ₁ Swimming
OR
 ₂ Talking on the phone

53. ₁ Hoola Hoop
OR
 ₂ Surfing the internet

Section G: Which activity is better for your health?

54. ₁ Playing video games
OR
 ₂ Playing tag

55. ₁ Watching TV
OR
 ₂ Dodgeball

56. ₁ Jump Rope
OR
 ₂ Playing cards

57. ₁ Playing board games
OR
 ₂ Jumping Jacks

58. ₁ Dancing
OR
 ₂ Reading

59. ₁ Skating
OR
 ₂ Drawing

60. ₁ Writing
OR
 ₂ Riding my bike

61. ₁ Kickball
OR
 ₂ Working on the computer

62. ₁ Swimming
OR
 ₂ Talking on the phone

63. ₁ Hoola Hoop
OR
 ₂ Surfing the internet

Section H: Did you do this activity yesterday?

- | | | | |
|-----|----------------|---|--|
| 64. | Jump Rope? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 65. | Jumping Jacks? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 66. | Softball? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 67. | Riding a bike? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 68. | Dancing? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 69. | Play tag? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |
| 70. | Skating? | <input type="checkbox"/> ₁ YES | <input type="checkbox"/> ₂ NO |

Section I:

71. How often are you physically active?

- ₁ Everyday ₂ 4 to 6 days ₃ 2 to 3 days ₄ 1 day ₅ Not at all

72. How often should a kid be physically active for good health?

- ₁ Everyday ₂ 4 to 6 days ₃ 2 to 3 days ₄ 1 day ₅ Not at all

73. Do you plan to be more physically active in the next few weeks?

- ₁ YES ₂ NO



GREAT WORK!!!

Thank You!!!

Section J: The following questions ask about the nutrition play that you saw and the activities that you did in school and at home. Please put an X in the box that you choose.

74. Did you attend the play about eating healthy and exercising with Lil' Red, Big Boy Gran'ma Jackson?

- ₁ YES ₂ NO

75. Did you enjoy the play about Lil' Red, Big Boy Gran'ma Jackson?

- ₁ YES ₂ NO

76. Which of the characters in the play became sick from eating unhealthy foods?

- ₁ Lil' Red ₂ Gran'ma Jackson ₃ Big Boy

77. How did Lil' Red and Big Boy end up ridin' thru 'da hood?

- ₁ In Aunt Candy's candy apple red Escalade
 ₂ On the Bus
 ₃ On their bikes
 ₄ In Gran'ma Jackson's car

78. Which of the following is **NOT** one of the four ways to do "What's Best 4 Me!" that you learned about in class?

- ₁ Eat 5 fruits and vegetables a day
 ₂ Eat a variety of foods
 ₃ Eat candy and potato chips everyday
 ₄ Choose low fat foods
 ₅ Move and Groove by doing heart thumpin' exercise everyday

79. Choose the "Go High" Food?

- ₁ Hot wings
 ₂ Cheeseburger
 ₃ French Fries
 ₄ Apples
 ₅ Honey bun

Section J: (Continued) The following questions ask about the nutrition play that you saw and the activities that you did in school and at home. Please put an X in the box that you choose.

80. Choose the “Go Low” Food?

- 1 Baked Potato
- 2 Fruit salad
- 3 Unbuttered Popcorn
- 4 Candy bar
- 5 Grapes

81. Please write down the favorite fruit or vegetable of your parent or other adult that you asked about at home.

OR

- Please check here if you did not talk to your parent or other adult about their favorite vegetable.

82. Please write down one fruit or vegetable that you asked your parent or other adult to buy for your home.

OR

- Please check here if you did not ask your parent or other adult to buy your favorite fruit or vegetable for your home.

Great Job!!!



Thank You!!!

Appendix E: Reader's Theater Script

The True Story of the 3 Little Pigs! by A. Wolf as told to Jon Scieszka Reader's Theater by Bridget Scofinsky

Characters: Wolf, Officer 1, Officer 2, Officer 3, Narrator 1, Narrator 2, Narrator 3, Narrator 4, Second Pig, Third Pig, Reporter 1 and Reporter 2

Scene 1

Wolf: Everybody knows the story of the Three Little Pigs. Or at least they think they do.

But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story.

Officer #1: Name?

Wolf: I'm the wolf. Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong.

Officer #2: I see. And what makes you so sure?

Wolf: Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies, sheep and pigs. That's just the way we are.

Officer #3: Can we stick to the story, please?

Wolf: If cheeseburgers were cute, folks would probably think you were Big and Bad, too.

But like I was saying, the whole Big Bad Wolf thing is wrong. The real story is about a sneeze and a cup of sugar.

Appendix E: Reader's Theater Script

Scene 2

Narrator #1: Way back in Once Upon a Time time, A. Wolf was making a birthday cake for his dear old granny.

Wolf: I had a terrible sneezing cold.

Narrator # 2 : He ran out of sugar.

Wolf: So I walked down the street to ask my neighbor for a cup of sugar.

Narrator #3: Now this neighbor was a pig.

Wolf: And he wasn't too bright either.

Narrator #4: He had built his whole house out of straw.

Wolf: Can you believe it? I mean who in his right mind would build a house of straw?

Narrator #1: So of course the minute he knocked on the door, it fell right in. He claimed he didn't want to just walk into someone else's house.

Wolf: So I called, "Little Pig, Little Pig, are you in?"

Narrator #2: No answer.

Narrator #3: He was just about to go home without the cup of sugar for his dear old granny's birthday cake.

Wolf: That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze.

Narrator #4: The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig-dead as a doornail.

Wolf: He had been home the whole time.

Appendix E: Reader's Theater Script

Narrator #1: It seemed like a shame to leave a perfectly good ham dinner lying there in the straw.

Wolf: So I ate it up. Think of it as a big cheeseburger just lying there.

Narrator #2: He was feeling a little better.

Wolf: But I still didn't have my cup of sugar.

Narrator #3: So he went to the next neighbor's house.

Narrator #4: This neighbor was the First Little Pig's brother.

Wolf: He was a little smarter, but not much.

Narrator #1: He had built his house of sticks.

Wolf: I rang the bell on the stick house.

Narrator#2: Nobody answered.

Wolf: Mr. Pig, Mr. Pig, are you in?

Mr. Pig: Go away wolf. You can't come in. I'm shaving the hairs on my chinny chin chin."

Narrator #3: He has just grabbed the doorknob when he felt another sneeze coming on.

Wolf: I huffed. And I snuffed. An I tried to cover my mouth, but I sneezed a great sneeze.

Narrator #4: You're not going to believe it, but this guy's house fell down just like his brother's.

Wolf: When the dust cleared, there was the Second Little Pig-dead as a doornail.

Wolf's honor.

Appendix E: Reader's Theater Script

Narrator #1: Now you know food will spoil if you just leave it out in the open.

Wolf: So I did the only thing there was to do.

Narrator #2: He had dinner again.

Wolf: Think of it as a second helping.

Narrator #3: He was getting awfully full.

Narrator #4: But his cold was feeling a little better.

Wolf: But I still didn't have that cup of sugar for my dear old granny's birthday cake.

Narrator #1: So he went to the next house.

Narrator #2: This guy was the First and Second Little Pig's brother.

Wolf: He must have been the brains in the family.

Narrator #3: He had built his house of bricks.

Wolf: I knocked on the brick house.

Narrator #4: No answer.

Wolf: I called, "Mr. Pig, Mr. Pig, are you in? And do you know what that rude little porker answered?"

Third Pig: "Get out of here, Wolf. Don't bother me again."

Wolf: Talk about impolite! He probably had a whole sackful of sugar.

Narrator #1: And he wouldn't give him even one little cup for dear sweet old granny's birthday cake.

Wolf: What a pig!

Appendix E: Reader's Theater Script

Narrator #2: He was just about to go home and maybe make a nice birthday card instead of a cake, when he felt his cold coming on.

Wolf: I huffed. And I snuffed. And I sneezed once again.

Narrator #3: Then the Third Little Pig yelled,

Third Pig: And your old granny can sit on a pin!

Wolf: Now I'm usually a pretty calm fellow. But when somebody talks about my granny lie that, I go a little crazy.

Officer #1: When we drove up, of course he was trying to break down this Pig's door.

Officer #2: And the whole time he was huffing and puffing and sneezing and making a real scene. Wolf: The rest, as they say, is history.

Reporter #1: My partner and I found out about the two pigs he ate for dinner.

Reporter #2: We figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

Wolf: So they jazzed up the story with all of that "Huff and puff and blow your house down." And they made me the Big Bad Wolf.

Narrator #4: That's it.

Narrator #1: The real story.

Narrator #2: He was framed.

Wolf: But maybe you could loan me a cup of sugar.