P76 Impact of a Children, Youth and Families at Risk (CYFAR) Nutrition Education and Technology Curriculum on 3rd Grade Students in a Low-Income, Urban School District

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Objective: To increase fruit and vegetable consumption and decrease energy dense snacks and sugar sweetened beverages among third grade students in a full-service, low-income, urban community school using a technology oriented curriculum.

Design, Setting and Participants: The study utilized a two time by two group quasi-experimental design. A total of 129 students, (treatment = 70, control = 59) completed pre and post surveys administered through student iPads. The in-school curriculum was taught one hour/week for 13 weeks by a CYFAR nutrition educator. The 30-minute interactive curriculum "Body Quest: Food of the Warrior (BQ)" was supplemented by CYFAR nutrition education materials.

Outcome Measures and Analysis: A 5-item food behavior instrument developed for the study was administered by iPad to both groups, week 1 and week 13. Data were analyzed using repeated measures analysis of variance comparing treatment and control groups. Paired t-tests compared within-group pre to post changes.

Results: A significant between group difference was found in consumption of sugar sweetened beverages ($F=8.7$) ($p<.01$). The number of times students consumed sugar sweetened beverages the previous day declined from 3.2 ± 1.7 to 2.2 ± 1.2 in the treatment group while the control mean was unchanged at 2.5 ± 1.2 pre and 2.5 ± 1.4 post. There was a significant ($p<.05$) within-group decrease in the consumption of energy dense snacks in the treatment group but no change in the control group.

Conclusions and Implications: Results indicate that CYFAR nutrition education utilizing BQ was effective in decreasing unhealthy food choices in schoolchildren.

Funding: USDA, Children, Youth and Families at Risk (CYFAR).

P77 Using Media to Improve Fruit and Vegetable Consumption in Elementary School Lunch Programs

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Objective: This project sought to evaluate whether positive media messages (commercials) that promote fruit and vegetable consumption in the school cafeteria would influence elementary school children to purchase and eat more of these foods.

Design, Setting and Participants: Four schools were selected to participate in the project and were randomized to control ($n=2$) or intervention ($n=2$). Two commercials

were developed in partnership with the Master's Dietetic Program in the Department of Food Science and Human Nutrition. Intervention schools were asked to play the commercials each day for 4 weeks during their morning news announcements, alternating the two commercials from week to week.

Outcome Measures and Analysis: Fruit and vegetable purchasing and consumption were measured on Tuesdays or Wednesdays at all four schools using visual plate waste (VPW) analysis prior to the start of the intervention, once each week during the 4 week intervention, and again 2 weeks after the intervention.

Results: Preliminary analysis comparing consumption at Week 3 to baseline indicates that children at schools not showing the commercials did not change their purchasing and consumption behavior while children at schools showing the commercials increased vegetable consumption (baseline = 52.2%; week 3 = 66.6%; $p< 0.02$) with no change in fruit consumption.

Conclusions and Implications: Positive media messages disseminated on school campuses may be an effective method for encouraging fruit and vegetable intake by elementary school children.

Funding: University of Florida.

P78 Nutrition Educators' Perceptions of an Online Nutrition Education eLearning Program for Low-Income Georgians

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Objective: The intent of this project was to examine perceptions of nutrition educators who have experience working with Supplemental Nutrition Assistance Program-Ed (SNAP-Ed) eligible Georgians during the initial development phase of an innovative online nutrition education eLearning program titled Food eTalk.

Design, Setting and Participants: Qualitative individual interviews were conducted in a convenience sample of 10 female educators who provide nutrition education to SNAP-Ed eligible Georgians at the state and local levels (age 51 ± 13 years, 50% black). The interviews were guided by the constructivist theory and the semi-structured interview guide focused on three themes: accessibility, content, and literacy. A prototype of Food eTalk was used as a talking point during each interview.

Outcome Measures and Analysis: Interviews were digitally recorded, transcribed verbatim, and coded to establish emergent themes using constant comparative method.

Results: Internet access was not mentioned as a barrier, as mobile-based access was considered ubiquitous among the target audience. Inclusion of skill-based visual learning in

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