P137 (continued)

Outcome Measures and Analysis: Process data were collected by weekly telephone calls to the parent/ caregiver. Outcome data were collected by open-ended interviews with parent/ caregiver and adolescents, separately at the end of the intervention. All follow-up interviews were analysed following the General Inductive Method.

Results: In total, 9 out of 10 families prepared most of the meals provided. A high proportion of the meals prepared were eaten together by families (86%). All adolescents were involved in meal preparation. Both parents and adolescents reported that participation in the intervention was acceptable, particularly with regard to the opportunity to try new foods. Families reported multiple benefits to participation, including eating healthier, feeling better and improved family relationships.

Conclusions and Implications: Providing families with the meal plans, recipes and ingredients for home cooking appears to be an acceptable and well enjoyed intervention. Further research to test the health and social impacts of this type of intervention is warranted.

Funding: None

P138 Shaping Students' Food Preferences Through Project CHEF, a Hands-On Cooking and Tasting School Program

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Objective: To evaluate the effect of Project CHEF on students' food preferences.

Design, Setting, and Participants: Project CHEF is a cooking and tasting program delivered by trained chefs as a one-week program (4 to 5 sessions, each 2.5 hours long). Grade 4 and 5 students attending Vancouver schools were recruited in an intervention group ($n=68$) and a comparison group ($n=32$). Preference for 1 fruit (pear), 5 vegetables (sweet red peppers, broccoli, swiss chard, carrots, avocado), 1 grain (quinoa) and 1 meat alternative (beans) was assessed through a self-reported student survey.

Outcome Measures and Analysis: Frequency distributions, means $\pm$ standard deviations and differences in food preferences between the intervention and comparison groups were assessed using chi-square tests at baseline and endpoint.

Results: Students who participated in Project CHEF reported an increased familiarity and preference for the foods introduced through the program, compared to students in the comparison group. Increases were statistically significant ($p \leq 0.05$) for broccoli ($M=2.61 \pm 0.63$ vs 2.25 ± 0.61), swiss chard ($M=1.96 \pm 0.99$ vs 0.31 ± 0.69), carrots ($M=2.63 \pm 0.54$ vs 2.31 ± 0.69) and quinoa ($M=1.67 \pm 1.22$ vs 0.72 ± 1.14).

Conclusions and Implications: Food preferences are an important factor for food selection in children, with children naturally preferring sweet foods (such as fruit)

over less sweet ones (such as vegetables). Students exposed to Project CHEF built familiarity with foods they either didn't know or didn't like and reported an increased preference for the foods introduced. Hands-on cooking and tasting programs can positively shape students' preferences for new foods, particularly for vegetables and whole grains, an important first step towards developing healthier food habits.

Funding: None

P139 Food Science (STEM) Curriculum for Middle/High School Youth Intensifies Career Interest in Food Science and Food Technology

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Objective: According to the Institute of Food Technologists, a shortage of food scientists and food technologists in this century may lead to world-wide food insecurity. Most youth know little about STEM careers in food science. What's On Your Plate: Exploring Food Science is a comprehensive food science curriculum developed to increase the number of youth envisioning and ultimately choosing careers in food science and technology as well as enhance their experience with food, food ingredients, and processing.

Target Audience: Appropriate for middle and high school youth. This STEM curriculum can also be adapted for older elementary students. Settings include classrooms, afterschool programs, 4-H club settings, day camps, and home schooled venues.

Theory, Prior Research, Rationale: Food science principles are explored using guided-inquiry and structured-inquiry approaches including hands-on experience in a kitchen "laboratory" setting to enhance learning and integration of food science, food safety, and nutrition.

Description: Twelve activities (75 – 90 minutes) include basic concepts of food science and technology, career exploration, nutrition, and food safety. Activities align with 4-H Health and Science General Common Measures and the Next Generation National Science Standards. Curriculum includes: illustrated Youth Science Journal, facilitator guide with videos, web links, food processing videos and QR scan codes for additional learning. Curriculum underwent a national blind peer review and reviews by Washington State University food science faculty. Available at <http://www.4-h.org/resource-library/curriculum/food-science/>.

Evaluation: Pre/post surveys and Likert scale evaluation showed increased interest in STEM. They also had increased interest and consideration of food science/technology for career choice. Both youth and adults were very satisfied with the coursework.

Conclusions and Implications: This curriculum successfully increases youth interest in food science, food technology, and related careers.

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