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receiving nutrition education utilizing the Drexel University High School Curriculum.

Target Audience: High school students from SNAP-Ed eligible schools in the School District of Philadelphia assigned to Drexel University's Eat.Right.Now. Nutrition Education Program.

Theory, Prior Research, Rationale: SNAP-Ed guidance requires the use of evidence-based nutrition education interventions. Minimal evidence-based curricula for high school students exist. This evaluation will help to establish an evidence-based, high school curriculum for SNAP-Ed.

Description: High schools were randomly selected from SNAP-Ed eligible high schools receiving Drexel University's Eat.Right.Now. Program. The intervention utilized the modified Youth Risk Behavior Survey (YRBS). Students received a baseline survey followed by a five-lesson series using the Drexel University High School Curriculum, and a post-intervention survey. A total of 1100 baseline and 972 post-intervention surveys were completed.

Evaluation: Baseline and post-intervention surveys were compared to the 2011 YRBS National results for high school students. At baseline, less students reported eating fruit daily ($p=0.0078$), more reported not eating vegetables ($p=0.0083$), and more students reported soda consumption ($p=0.0138$) than National YRBS respondents. Post-intervention results demonstrated an elimination of the significance for fruit and vegetable intake, a greater intake of vegetables ($p=0.0152$; $p<0.0001$), and significantly more students not drinking soda ($p=0.0079$) compared to National YRBS respondents.

Conclusions and Implications: Our intervention positively affected eating behaviors of high school students receiving our curriculum. The Drexel University Eat.Right.Now. High School Curriculum is an effective tool to teach students healthy eating behaviors.

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P164 Online Game to Support Nutrition Education

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Objective: CommonBytes (CB) is an online game from Common Threads (CT) aiming to improve nutrition and cooking literacy through increasing program fidelity and support for nutrition education and digitally connecting participants.

Target Audience: 3rd-8th grade students and classroom teachers.

Theory, Prior Research, Rationale: CT trains and funds over 1,000 classroom teachers annually to implement nutrition education. A digital resource is frequently requested and of 141 CT teachers surveyed, 72% indicated they would use an online game to support nutrition educa-

tion. 67% of the teachers indicated students would use the game in group or individual work. CT worked with UXRD Inc. (Miami) and Octobot (San Francisco) to build CB. UXRD followed a user-centered product development methodology (ISO 9241-210:2010 Human-Centered Design for Interactive Systems) and the Design for Kids framework to build wireframes. Octobot built CB from the wireframes. CB is being piloted at 9 Miami schools and in 2016 will roll out in 6 other districts.

Description: CB includes 12 games with three levels. The games bring gardening, grocery shopping, and cooking to nutrition education with 45 recipes. As they play, participants earn points for themselves, their class, school, and district. Parents and teachers can also track student progress.

Evaluation: With IRB and RRC approval, the website and Google Analytics record data for improving CB. Focus groups with students and teachers will identify areas for improvement as CB is developed further.

Conclusions and Implications: CB provides an online platform to teach and support nutrition education. Public access in 2016 will generate data to help understand digital learning and behaviors in this field.

Funding: None

P165 On the Move to Better Health Junior Promotes Behavior Change

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Objective: The curriculum is designed to improve knowledge of food and nutrition concepts, to increase intake of fruits and vegetables, and to increase physical activity.

Target Audience: Children (average age of 8 years old) and their parents have participated.

Theory, Prior Research, Rationale: Using principles of social cognitive theory, the curriculum employs experiential learning, role modeling and environmental cues to promote behavior change.

Description: Five weekly lessons were implemented in second grade classrooms. Students learned to identify foods from different food groups and "tracked" their daily intake of one food group per week on a simple coloring chart. Children received small weekly incentives, such as colorful pencils and erasers. Parents received weekly newsletters and family goal-setting sheets.

Evaluation: Nationally-approved pre- and post- picture-based surveys assessed knowledge gain and achievement of objectives. Participating boys and girls ($n=1,260$) improved their ability to identify healthful snacks ($p<.05$). About 87% of participating children reported trying a new food, 89% ate more fruit, 77% ate more vegetables, 78% tried different fruits of different colors, 68% tried vegetables of different colors, 92% got more exercise, and 98% had fun. According to parent survey results ($n=328$), 83% of parents read the weekly newsletter. Parents reported that their children asked questions about food (54%), offered help with food preparation (48%), requested healthful snacks (53%), and tried a new food (45%).

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