P178 (continued)

working with a revision committee, are revising the curriculum for the 2015 DGAs.

Description: Revision committee includes 11 nutrition education program leaders and Extension Specialists from geographically diverse states with expertise in nutrition, physical activity, food safety, food resource management and adult education. In addition to the 2015 DGAs, feedback from field staff and program leaders is being incorporated into the curriculum. Field feedback is also driving the update and expansion of lesson activities.

Evaluation: The revised curriculum will be evaluated through piloting new activities, expert panel review of content and theory, and pre/post comparison of effectiveness of inducing behavior change in program graduates.

Conclusions and Implications: Systematic processes are critical in curriculum revision to ensure theory compliance, positive behavior change outcomes and contribute to the evidence-base. The ESBA revision process may serve as a guide for others wishing to revise curricula.

Funding: Colorado State University

P179 Schools With Nutrition Education

Program: You Learn You Choose You Change

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Objective: The objective is to enhance children criteria to decide over healthy practices and feeding options. As education has a strong influence in health and nutrition, schools are the key places where behavior and good choices can be taught, learned and applied.

Theory, Prior Research, Rationale: Statistics show that malnutrition affects more than 10% of children in Colombia. International strategies about health (OMS) and good practices on communication and education in nutrition (FAO) are the main source of the program to build contents by using the Food Anthropology Theory and Meaningful Learning practices.

Target Audience: Over the course of two years, 550 students (ages 6-11) from two public schools in Bogotá, teachers and parents/caregivers.

Description: The program is a part of the school class schedule and the team works in the classrooms. Children participate in twenty sessions related to food groups, food handling and healthy preparations. 45 -50 minutes weekly sessions include contests, games, notebook activities and cooking. Besides talking about food, students analyze the importance of sharing meal times with friends and family, the value of periodical physical activity and the importance of drinking enough water. There are monthly

meetings with parents as well. The school's stores are part of the intervention.

Evaluation: There is an external evaluation; middle term indicators reveal changes on knowledge and practices concerning healthy practices. Eighty-five percent of kids recognize that they need to exercise, eat well, drink water and wash their hands to be healthy.

Conclusions and Implications: Reviewing is the best way to improve practices, as behavioral changes are gradual. Program is adjustable to every context and can be transmitted to other institutions.

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P180 Connecting Youth to Local Agriculture and Building Developmental Assets Through Nutrition Education

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Objective: This project sought to evaluate youth development components a farm to school nutrition education program designed to connect youth, families, and the school environment to local agricultural systems.

Target Audience: Students and families in the Shandon Unified School District, in San Luis Obispo County, California.

Theory, Prior Research and Rationale: The socio-ecological model and the development assets theory were utilized and implemented to expand the Harvest of the Month (HOTM) program by addressing institutional, interpersonal, and intrapersonal levels to generate nutritional behavioral change and promote positive development of youth participants.

Description: Two university programs collaborated to connect the HOTM program to home environments in a rural school district with a monthly intervention over a five month period. Building on HOTM programming, researchers sent youth home with a local and seasonal produce item, along with nutrition information, a recipe, additional ingredients, and a bilingual parent letter.

Evaluation: Two data sources were used to evaluate this exploratory intervention for youth development outcomes: focus group interviews and arts-based reflections. The data were analyzed by multiple researchers and community partners to reduce bias and ensure rigor.

Conclusions and Implications: This intervention disclosed a strong sense of autonomy among the youth, as well as links to positive asset developments, including: healthy lifestyles, positive adult role models, planning and decision making, sense of purpose, and personal power.

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