O47 (continued)

Conclusion: Maya was well-received with specific appreciation for her ability to efficiently provide information. However, some issues related to functionality indicate room for improvement. Enhancing Maya's usability to ensure easy usage has the potential further facilitate optimal information retrieval and program participation.

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048 Urban, Low-Income Teens' Opinions on Game-Based Classroom Nutrition and Physical Activity Lessons

Het Desai-Shah, BS, het@scarletmail.rutgers.edu, Rutgers, the State University of New Jersey, 26 Nicol Ave, 2nd Floor, New Brunswick, NJ, 18914; Debra Keenan, PhD, MEd, Rutgers, the State University of New Jersey

Background: A novel concept for educating teens is "game-based learning (GBL)" or "gamification." GBL is an educational approach evoking motivation and engagement while learning through playing games. International studies have reported successful gamification outcomes, including favorable changes in fruit and vegetable intake, physical activity levels, overall well-being, nutrition knowledge, and peer influence.

Objective: The purpose of this study was to obtain opinions from urban, low-income, high school-aged teens' regarding their acceptance of gamified nutrition lessons,

as well as to identify what knowledge they retained when this methodology was employed.

Study Design, Setting, Participants: This was a descriptive study using a purposive, convenience sample of high school-aged participants who were recruited from a cohort that had attended 6 sample lessons at the John F Kennedy High School in Passaic City, and the YMCA in Newark, New Jersey. Data were collected through semi-structured, face-to-face group interviews.

Measurable Outcome/Analysis: Two independent coders performed a thematic analysis of interview transcripts. Findings were discussed until both researchers came to a consensus on the final themes.

Results: A total of 25 teens (12 females) participated in 4 focus groups. Participants reported improved knowledge and perceptions of healthy eating and behavior changes they had made regarding their choices at fast-food restaurants, their intake of energy-dense snacks, their reduced intake of sugar-sweetened beverage intake, and overall healthier choices. Teens reported positive attitudes towards gamified classroom activities. They said the lessons were, "fun," "interactive," and "creative." They were particularly fond of the activities that involved music or sound effects, prizes, and the use of technology.

Conclusion: These preliminary results suggest that GBL nutrition lessons can lead to an increase in knowledge and improvements in the dietary behaviors of low-income, urban teens over the short-term. Additional research is needed with additional teens and to assess this approach's long-term impacts.

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