

P47 (continued)

neighborhood participated in after school cooking clubs in 2011-2013. Weekly classes were based on a curriculum that included teaching “My Plate,” knife skills, and flavor combining to make foods taste satisfying.

Theory, Prior Research, Rationale: Previous studies showed that hands-on cooking positively influenced students to try new foods, especially fruits and vegetables.

Description: The after school cooking programs focus on hands-on cooking using seasonal produce. Recipes are seldom used with the emphasis of “freestyle” cooking using what is locally available. This more closely reflects the reality of home cooking and can greatly reduce the cost when preparing a meal.

Evaluation: Evaluation using bi-weekly surveys and focus groups at the end of the 10 week program identified students made healthier food choices. Students reported increased knowledge of green and root vegetables, and had new cooking skills, especially knife skills. Students responded they now eat more whole grains and more vegetables such as spinach, broccoli, and green beans. Students also reported eating fruits for snacks and they helped to prepare meals at home using healthy cooking methods.

Conclusions and Implications: These positive results suggest that having more after school cooking programs can promote students to make healthy choices to eat more fruits and vegetables and cook more at home.

Funding: United Way of King County.

P48 Evaluating Long-Term Success: Reunion Class for Low-Income Adults

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Objective: Data collection from low-income nutrition education programs is usually limited to short-term quantitative outcomes. The reunion class goals are to gather participants’ qualitative success stories 3 to 12 months after participation through an open dialogue approach and reconnect them with past learning and lifestyle changes.

Target audience: Participants of the reunion class are adult graduates of Wyoming’s low-income nutrition education program who have completed the series 3 to 12 months before the class.

Theory, Prior Research, Rationale: Participatory Action Research was used to create the program. This allowed for a self-representation of the experience of the participant to be seen, which is not possible from an outside observation. Action planning used during the reunion class emphasized prior knowledge which allowed for problem solving, reflection, and goal setting.

Description: Data was collected through educator focus groups, graduate focus groups, and individual interviews. Using Healthy Interactions® Healthy Eating in the Real World Conversation Map’sR methodology, participants

shared personal successes and struggles with applying what they learned into their daily lives since graduating from the program. Groups of 5 to 10 individuals from different class series throughout the state were reunited to allow for varying perspectives.

Evaluation: The triangulation of data allowed for a through look at the program’s development. After each stage, the program was revised and re-tested. Pilot programs were recorded, transcribed, and analyzed for reoccurring themes.

Conclusions and Implications: The reunion lesson was taught to program educators at an in-service training for implementation across Wyoming. Educators can gather long-term success stories and further the transfer of learning for past participants through the reunion class.

Funding: Expanded Food and Nutrition Education Program, Supplemental Nutrition Assistance Program - Education.

P49 School Pantry and Meals (SPAM): A Pilot Study of Individualized Meal Planning and Food Preparation Instruction

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Objective: To provide high school students with individualized meal planning and food preparation skills so they can better provide nutritious family meals using foods available from their School Food Pantry Program.

Target audience: Food insecure high school students participating in the new, bi-monthly School Food Pantry Program that is sponsored by the regional foodbank.

Theory, Prior Research, Rationale: Based on research using the Stage-Environment Fit Theory, increasing decision making opportunities for adolescents within the home, such as preparing food, will result in higher self-esteem and confidence. The Behavior Capability construct of the Social Cognitive Theory was also applied.

Description: A pilot test of the SPAM nutrition education program, which includes meal planning, food preparation, food safety practices, and tips for selecting more nutritious food was designed and implemented. Students prepared four different meals using foods received from the school food pantry and combined written recipes to fulfil the “MyPlate” recommendations. The students ate the meal together, taking remaining food home to their families.

Evaluation: Based on pre- and post- questionnaires, students’ ability to correctly identify MyPlate food groups increased 30% with a high level of satisfaction and a desire for future classes noted.

Conclusions and Implications: Students improved basic nutrition knowledge during this pilot program and enjoyed the individualized cooking instruction, finding it

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