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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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useful in their lives. The interest in future classes provides the opportunity for students to develop their cooking abilities and build confidence in meal planning to get them moving from good to great!

**Funding:** None.

### **P50 Jumpin' Jacks: Social Marketing Campaign Aimed to Increase Awareness of Healthful Behavior in Fourth Grade Students**

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**Objective:** To determine the acceptability of using the South Dakota State University (SDSU) Jackrabbit mascot as a marketing tool to promote fruit and vegetable (FV) consumption and physical activity (PA) among fourth grade students.

**Target audience:** The Jumpin' Jacks social marketing campaign was targeted to 4th grade students in 3 schools within a 50 mile radius of Brookings, SD.

**Theory, Prior Research, Rationale:** The Social Cognitive Learning Theory was used in addressing expected behavior change outcomes of the Jumpin' Jacks campaign.

**Description:** Nutrition faculty and students cooperating with collegiate graphic design students developed 8 posters that feature the SDSU Jackrabbit mascot and slogans promoting FV intake and PA. The Jumpin' Jacks Campaign included the posters displayed in common areas of the school, nutrition and physical activity lesson, and a visit from the Jackrabbit mascot.

**Evaluation:** In-depth interviews with 90 students were conducted at post-assessment to determine awareness and understanding of the campaign. The in-depth interview questions were adopted from the VERB™ campaign and formatted for the Jumpin' Jacks campaign assessment.

**Conclusions and Implications:** Overall, the students interviewed were aware of the campaign and the messages promoted by the Jackrabbit Mascot. Students were able to recognize the Jumpin' Jack mascot and associate the Jumpin' Jack messages with appropriate behavior. An example of a student's common interview response is "Jumpin' Jacks encourages you to eat good food and go outside and have fun exercising."

**Funding:** USDA 2011-67002-30202.

### **P51 Development of a Smartphone Application to Guide a Balanced Diet for Korean Pregnant Women**

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**Objective:** The purpose of this study was to develop a smart-learning device to improve dietary intakes and health for pregnant women.

**Target audience:** We developed a smartphone App to guide a balanced diet for Korean pregnant women.

**Theory, Prior Research, Rationale:** Recently, the smartphone has changed people's lives in many ways and it is expected that more people will use smartphones in the future. Effective nutrition education devices, smartphone application (App) are needed to help a balanced diet for improving health.

**Description:** Nutrition problems of Korean pregnant women were analyzed through the results of Korean National Health and Nutrition Examination Survey (KNHANES), related journals, and nutritional surveys. Needs assessment of pregnant women regarding nutrition information was conducted. Contents were included a dietary guideline, a balanced menu, weight management and nutrition problems for pregnant women. The balanced menu was based on the components of the typical Korean diet: 1 carbohydrate staple dish such as rice or noodles, 1 soup including vegetables and/or protein sources' foods, 2 vegetable side dishes, and 1 protein sources' side dish. Dish was based on a 1 portion size of food items frequently consumed for convenient use by Korean women of child-bearing age from 2010 KNHANES. Developed contents were assessed by evaluators and revised.

**Evaluation:** The App. was developed by needed based dietary guidelines and contents for pregnant women. It could be widely used for pregnant women as a smart-learning device for a balanced diet.

**Conclusions and Implications:** The App may contribute to help a balanced diet and to improve Korean pregnant women's health.

**Funding:** Rural Development Administration PJ008237.

### **P52 Development of a Website for Meal Planning and a Nutrition Education Program for Child-Care Food Service in Korea**

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**Objective:** The purpose of this program was to build a website for active usage of teachers in the field of child-care food service and to develop nutrition educational materials and guidelines for improvement of children's dietary intake and habits.

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