a teacher/parent role-modeling curriculum) or (2) Control Arm (N=16).

**Evaluation:** Food behavior scale (factor) scores showed a significant change among intervention teachers (mean±SE: 0.32±0.15, p=0.05) versus control-arm teachers (mean±SE: 0.08±0.14, p=0.56) over one school year. At 18-month month follow-up, there was a significant association between teacher change scores and student body mass index change scores for boys (β± SE: 0.34±0.15 p=0.02).

**Conclusions and Implications:** Teacher role-modeling can influence healthy nutrition intake and normal weight gain during early childhood.

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**UP36 Interventions for Obesity Prevention Targeting Young Children in At-risk Environments: An Integrated Approach**

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**Objective:** To improve the diets of young children, reinforce healthy diet and exercise behaviors, and improve understanding of the causes of childhood obesity.

**Description:** We are assessing (1) factors that place children at risk for obesity; (2) social marketing messages; and (3) feasibility of a farm-to-school network. Programming is being developed for Head Start and early elementary classrooms and also for students in higher education.

**Evaluation:** Evaluations addressed linkages between obesity outcomes and the built and home environment and also early phases of the educational, farm-to-school, and social marketing interventions.

**Conclusions and Implications:** Findings will guide development of programming and policies to combat childhood obesity.

**Funding:** USDA Grant #2011-68001-30014.

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**UP37 Basic Culinary and Cooking Skills: Pilot Testing of a Hands-on Intervention**

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**Objective:** To evaluate a nutrition education intervention on culinary skills using formative, process and outcome measurements.

**Description:** Two 2-hour hands-on education lessons, developed for 11- to 14-year-olds, were pilot tested with 8 females. Lessons taught participants how to perform basic knife and cooking skills for preparing fruits and vegetables.

**Evaluation:** Focus groups were conducted after each lesson, and process measures were evaluated as well as outcome assessments.

**Conclusions and Implications:** Participants were highly satisfied with both culinary lessons. In a group of 11- to 14-year-old females, self-reported knowledge and self-efficacy for cutting and cooking fruits and vegetables increased as did self-reported preference for fruits and vegetables.

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**UP38 Family Menu Planning: Pilot Testing of an Interactive Nutrition Education Intervention**

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**Objective:** To evaluate a nutrition education intervention on family menu planning, using formative, process and outcome measurements.

**Description:** A 2-hour interactive educational session, created for 11-14 year-olds, was pilot tested with 8 females. The lesson focused on four elements: 1) planning nutritious meals, using principles of Dietary Guidelines for Americans, 2010; 2) creating family menu schedules; 3) preparing for away-from-home meals, and 4) building cost-efficient grocery shopping lists.

**Evaluation:** Focus groups with participants were conducted and process measures were evaluated along with outcome assessments.

**Conclusions and Implications:** A group of young adolescent females were highly satisfied with the intervention and increased self-efficacy for family menu planning.

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**UP39 Mobilizing Rural Low-Income Communities to Assess and Improve the Ecological Environment**

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**Objective:** Enhance capacity of rural, low-income communities to prevent childhood obesity.

**Conclusions and Implications:** Continued on page S88