

P53 (continued)

among stakeholders was that while obesity was a known problem, they reported not knowing their role in its prevention. The CABs' main purpose was to address this recurring theme and offer mini-grants focused on healthy eating and active living for your families. Observational, anecdotal, and survey information from partners yielded summative and impact evaluation data.

Conclusions and Implications: Community stakeholders report increased awareness about obesity and demonstrated broader involvement in health-related services. Community stakeholder involvement has proven to be a valuable resource to the overall Choose to Change project.

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P54 Utilizing PhotoVoice to Engage the School Community in School Wellness Efforts

Hilary Overby, BS, hilary.overby@sdstate.edu, South Dakota State University, SIM 116 Box 2203, Brookings, SD 57007; J. Meendering, PhD; S. Stluka, MS, RD, LDN; E. Eggert, BS

Objective: The PhotoVoice: School Wellness curriculum was developed to increase awareness and motivate members of the school community to become involved in school wellness efforts (SWE).

Target Audience: PhotoVoice: School Wellness was created to involve the school community (students, school faculty and community members).

Theory, Prior Research, Rationale: PhotoVoice, a participatory action research methodology, has been used since mid-1990 to promote change in public health. The PhotoVoice: School Wellness curriculum was created using standard PhotoVoice principles and the Health Belief Model of behavior change. Effective wellness policies have been shown to improve school environments and potentially aid in obesity prevention. Currently there are no interactive tools that allow school communities to assess school wellness needs and foster interest in wellness efforts.

Description: The PhotoVoice: School Wellness curriculum includes four educational sessions for high school students on how to use PhotoVoice. Subsequently, students capture digital photographs of the strengths and weaknesses of SWE at their school. These photographs are then displayed at a photo-exhibit open to the school community.

Evaluation: Members of the school community that attended the photo-exhibit completed a survey consisting of eight open-ended questions. Survey responses were analyzed using content analysis theory to identify themes regarding the impact of the PhotoVoice curriculum. Emerging themes included: an improved SWE awareness and an increase in motivation and willingness to take action in improving SWE.

Conclusions and Implications: PhotoVoice has the ability to increase awareness and motivate members of the school community to improve SWE, all while creating a positive transdisciplinary project based learning experience for participating students.

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P55 iGrow Readers: A Literature-Based Nutrition and Physical Activity Program for Young Children

Mollie J. Loes, BS, mollie.rice2@sdstate.edu, South Dakota State University, Wagner 425, Box 2275A, Rotunda Lane, Brookings, SD 50007; E. C. Huber, MS, EP-C; M. Bowne, EdD; S. Stluka, MS, RDN, LN; K. Wells, MEd; T. Nelson, EdD; K. Kattelman, PhD, RDN, LN, FAND; J. Meendering, PhD, ATC, EP-C

Objective: South Dakota State University Extension developed iGrow Readers to help preschool-aged to third grade children understand the benefits of making healthy decisions involving nutrition and physical activity.

Target Audience: iGrow Readers can be used for children in preschool to third grade.

Theory, Prior Research, Rationale: Nutrition, physical activity, and youth development experts developed the curriculum to involve the school, family, and individual and have achieved health behavior changes in children by utilizing social cognitive, ecological, and social learning theories. iGrow Readers has previously been tested with summer programs at rural community libraries, Head Start programs, and 4-H programs to measure the curriculum's efficacy. Effective transdisciplinary childhood obesity prevention interventions targeting young children are limited; therefore programs such as iGrow Readers are warranted.

Description: iGrow Readers uses a collection of 31 children's books, including Native American relevant stories, to integrate themes of healthy behaviors. After reading a book as a group, children have the opportunity to participate in nutrition and physical activities that reinforce the lesson learned. Informational newsletters highlighting healthy behaviors are provided to parents.

Evaluation: Teachers that implemented the curriculum completed an evaluation and feedback survey. Participating children were given pre and post surveys to assess change in nutrition and physical activity knowledge.

Conclusions & Implications: Initial evaluation of iGrow Readers showed a significant increase of nutrition and physical activity knowledge in participants. iGrow Readers has the potential to be used as a component of comprehensive nutrition and physical activity programs to support healthful behavior in young children.

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