

## P36 (continued)

activity behavior changes of students in grades 2-5 participating in six YUM lessons as part of FNP education. This tool was used with YUM during the 2014-2015 school year. Students reported consuming vegetables, fruits, whole grain foods, and low-fat/fat-free dairy; choosing healthy snacks; eating breakfast; and doing physical activities more often after six YUM lessons compared to baseline ( $P < .00$ ). Chi-square tests were used to determine change from baseline to post using SPSS.

**Conclusions and Implications:** Participation in six lessons of the YUM curriculum improves the nutrition and physical activity behavior of elementary school students. As a practice-based curriculum, YUM is a good choice for direct education in elementary schools as part of SNAP-Education programming. More research is needed to increase the evidence to research-based.

**Funding:** Supplemental Nutrition Assistance Program - Education

### P37 Text 2 Eat \$mart: Using Text Messages to Encourage Parents to Purchase and Offer Fruits and Veggies to Their Families

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**Objective:** Identify whether text messages are an effective and economical way to encourage parents to purchase and offer their families more fruits and vegetables.

**Target Audience:** Parents of children receiving education through SNAP-Ed.

**Theory, Prior Research, Rationale:** Over 45,000 Wisconsin children receive nutrition education through SNAP-Ed annually but it is challenging to engage their parents in nutrition education. Texting has been used successfully by the University of Maryland to engage parents and may be more economical than traditional newsletters to provide indirect education for parents.

**Description:** State specialists and county-based staff developed and implemented Text 2 Eat \$mart, modeled after Maryland's project. Messages focused on eating fruits and vegetables, saving money on food, and encouraging children to eat healthfully. Staff recruited parents of children in four elementary schools for the project. One hundred and twenty four people subscribed to the text messages and 13 people participated via e-mail. Two messages per week were sent to participants from October 2014 through September 2015. Evaluation messages were sent periodically to see if parents acted on previous messages. A message with a hyperlink to a short survey was sent to parents in February and September 2015. The cost to design, translate and print promotional materials, and to send approximately 12,500 messages was \$2,184.

**Evaluation:** Responses to periodic evaluation questions indicated that respondents usually acted on the behaviors suggested. Survey results indicated the messages helped respondents include more vegetables in family meals and save money on food. Feedback from staff provided lessons

learned. Specific results and lessons learned will be shared on the poster.

**Conclusions and Implications:** Text messaging may be a relatively low-cost way to reach parents and influence their behaviors.

**Funding:** None

### P38 Creating A Quick, Inexpensive, and Fun Fitness Ball Activity to Help Youth Increase Physical Activity in Nutrition Programs

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**Objective:** To create a fun physical activity for youth that helps increase physical activity.

**Target Audience:** Youth, adults, and multiplier groups working with this audience.

**Theory, Prior Research, Rationale:** According to Let's Move, 2 out of 3 kids today are inactive. Active kids have better grades, attendance, and behavior. Youth (ages 6 – 17) should be physically active for at least 60 minutes daily while incorporating aerobic, strength and bone-strengthening activities.

**Description:** A quick, inexpensive, and fun fitness ball activity was created for youth to promote fitness. Using a beach ball, 3-4 physical fitness activities were written per color panel (e.g. 5 jumping jacks). The fitness ball is tossed from one person to another until music stops. The person holding the beach ball picks the activity closest to his or her right thumb for the group to perform. After piloting the activity with 535 youth, a blog post was created and promoted via social media to share this physical activity with others.

**Evaluation:** The blog post had over 7,000 views and has been shared over 6,000 times on Pinterest and 194 times on Facebook. An online survey determined behavior changes. Results ( $n=48$ ) indicated 52% used the activity reaching 2,015 youth and 459 adults; 64% found the activity helpful; 44% thought participants increased physical activity levels; 18% used the activity 1-3 times a month; and 21 people shared the activity via presentations (52%) and email to clients/colleagues (24%).

**Conclusions and Implications:** The fitness ball is an easy physical activity that can be used in regular programming to help increase physical activity for everyone.

**Funding:** General Office Operating Funds

### P39 Impact of a Pre-Service-Learning Training on Students' Skills Needed to Deliver a Pre-Packaged Educational Curricula in the Community

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## P39 (continued)

**Objective:** The purpose of this study was to determine the effect of a pre-service-learning (SL) training on student self-efficacy in teaching nutrition in the community.

**Target Audience:** Students enrolled in a Community Nutrition SL course.

**Theory, Prior Research, Rationale:** SL programs provide students with an opportunity to gain discipline-specific skills, while providing community organizations with a pool of volunteers. However, because students may lack the skills needed to be effective community educators, skills-based training may need to be incorporated into SL courses.

**Description of Course and Curriculum:** Students in a community nutrition SL course engaged in a 7-week-long pre-SL training before teaching a 6-week-long nutrition education course to community members. The pre-SL training included three layers of activities: basic activities, which introduced the students to material necessary to build skills for their SL experience; directed activities, which allowed them to refine a targeted skillset; and collective activities, which allowed for the application of multiple skills.

**Evaluation:** Through qualitative interviews with 12 of the 19 students enrolled in the course, we determined the impact of a pre-SL training program on the development of the skills necessary to teach a nutrition education course.

**Conclusions and Implications:** Thematic analysis of the data revealed two major themes: “layered learning” activities facilitate skill building and a stressful, yet supportive, environment facilitates growth. Together, these aspects of course design allow students to develop skills and build their self-efficacy in those skills. Therefore, instructors who plan to incorporate SL into their nutrition courses may benefit from designing a pre-SL training to improve student learning outcomes.

**Funding:** None

### P40 Evaluation of the NYC Health Department’s Farmers’ Markets for Kids Program

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**Objective:** To assess the impact of the Farmers’ Markets for Kids program on attitudes and behaviors related to preparing and consuming produce among child participants and their caregivers.

**Design, Setting, Participants, and Intervention:** Farmers’ Markets for Kids is a child-oriented nutrition education program offered at farmers’ markets that serve low-income communities in New York City. A retrospective pretest-posttest survey was conducted with 212 caregivers of children participating in Farmers’ Markets for Kids classes at four farmers’ markets in August 2014.

**Outcome Measures and Analysis:** Bivariate analyses compared outcomes before and after participation in Farmers’ Markets for Kids, including child produce consumption, involvement in food preparation and attitudes towards trying new fruits and vegetables, and caregiver attitudes about preparing produce for their children. Linear regression analyses using mixed models compared outcomes before and after program participation while controlling for child and caregiver demographics, participation in related programming, and market location.

**Results:** Caregivers reported that since participating in Farmers’ Markets for Kids, their children consumed more fruits and vegetables (2.6 to 4.3 cups daily,  $P < .0001$ ) and assisted with food preparation more frequently ( $p < .0001$ ). Caregivers also reported that their children were more willing to try new fruits and vegetables, and caregivers found it easier to prepare fruits and vegetables for their children ( $ps < .0001$ ). All findings remained significant in the regression analyses.

**Conclusion and Implications:** Farmers’ markets for kids may help increase produce consumption among participating children and improve related attitudes among children and caregivers. This evaluation provides support for future efforts to undertake more rigorous evaluations of such programs.

**Funding:** Doris Duke Charitable Foundation, New York City Department of Health and Mental Hygiene

### P41 “Comer En Familia”: Back to Family and Healthy Eating Behavior

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**Objective:** “Comer en Familia”, a one-year pilot community-based nutrition psychoeducational program for women of reproductive age, was designed to promote healthy eating knowledge, skills and habits.

**Target Audience:** The intervention was tested in five communities through a food bank in Coahuila, in northern Mexico.

**Theory, Prior Research, Rationale:** Baseline measurements, as in many other countries, on a sample of 58 caregivers and their children showed the co-occurrence of undernutrition and obesity in both of them.

**Description:** Developmental and behavioral problems experienced by malnourished children were found. In cognitive development, children under 6 years showed delays in language (37.5%) and cognition (50%). Older than 6 years, retardments were in vocabulary (57.1%), visual-motor coordination (58.3%), and short-term memory (84.6%). Mothers perceived their children with difficulties (negative attributes; 44.5%).

**Evaluation:** At the end of the intervention, delays diminished to 28.6% in both language and cognition; 37.5%, 25%, and 37.5% in older children; and only 22.7% of difficulties.

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