P178 (continued)

working with a revision committee, are revising the curricu-

ulum for the 2015 DGAs.

**Description:** Revision committee includes 11 nutrition
education program leaders and Extension Specialists
from geographically diverse states with expertise in nutri-
tion, physical activity, food safety, food resource man-
agement and adult education. In addition to the 2015
DGAs, feedback from field staff and program leaders is
being incorporated into the curriculum. Field feedback
is also driving the update and expansion of lesson
activities.

**Evaluation:** The revised curriculum will be evaluated
through piloting new activities, expert panel review of
content and theory, and pre/post comparison of effect-
iveness of inducing behavior change in program gradu-
ates.

**Conclusions and Implications:** Systematic processes
are critical in curriculum revision to ensure theory
compliance, positive behavior change outcomes and
contribute to the evidence-base. The ESBA revision pro-
cess may serve as a guide for others wishing to revise
curricula.

**Funding:** Colorado State University

P179 Schools With Nutrition Education

**Program:** You Learn You Choose You Change

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Alpina, Km 3. vía Briceño-Sopó, Edificio corporativo
Alpina; A. Corrales; I. Lopez; P. Neira; C. Pulido;
L. M. Sanchez

**Objective:** The objective is to enhance children criteria to
decide over healthy practices and feeding options. As edu-
cation has a strong influence in health and nutrition,
schools are the key places where behavior and good
choices can be taught, learned and applied.

**Theory, Prior Research, Rationale:** Statistics show
that malnutrition affects more than 10% of children in
Colombia. International strategies about health (OMS)
and good practices on communication and education in
nutrition (FAO) are the main source of the program to
build contents by using the Food Anthropology Theory
and Meaningful Learning practices.

**Target Audience:** Over the course of two years, 550 stu-
dents (ages 6-11) from two public schools in Bogotá, teach-
ers and parents/caregivers.

**Description:** The program is a part of the school class
schedule and the team works in the classrooms. Children
participate in twenty sessions related to food groups,
food handling and healthy preparations. 45 -50 minutes
weekly sessions include contests, games, notebook activ-
ities and cooking. Besides talking about food, students
analyze the importance of sharing meal times with friends
and family, the value of periodical physical activity and the
importance of drinking enough water. There are monthly
meetings with parents as well. The school’s stores are
part of the intervention.

**Evaluation:** There is an external evaluation; middle term
indicators reveal changes on knowledge and practices con-
cerning healthy practices. Eighty-five percent of kids recog-
nize that they need to exercise, eat well, drink water and
wash their hands to be healthy.

**Conclusions and Implications:** Reviewing is the best
way to improve practices, as behavioral changes are
gradual. Program is adjustable to every context and can
be transmitted to other institutions.

**Funding:** FEMSA Foundation

P180 Connecting Youth to Local Agriculture

**and Building Developmental Assets Through Nutrition Education**

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**Objective:** This project sought to evaluate youth develop-
ment components a farm to school nutrition education
program designed to connect youth, families, and the
school environment to local agricultural systems.

**Target Audience:** Students and families in the Shandon
Unified School District, in San Luis Obispo County, Cali-
ifornia.

**Theory, Prior Research and Rationale:** The socio-
ecological model and the development assets theory were
utilized and implemented to expand the Harvest of the
Month (HOTM) program by addressing institutional, inter-
personal, and intrapersonal levels to generate nutritional
behavioral change and promote positive development of
youth participants.

**Description:** Two university programs collaborated to
connect the HOTM program to home environments in
a rural school district with a monthly intervention
over a five month period. Building on HOTM program-
ming, researchers sent youth home with a local and sea-
sonal produce item, along with nutrition information,
a recipe, additional ingredients, and a bilingual parent
letter.

**Evaluation:** Two data sources were used to evaluate this
exploratory intervention for youth development out-
comes: focus group interviews and arts-based reflections.
The data were analyzed by multiple researchers and com-
pany partners to reduce bias and ensure rigor.

**Conclusions and Implications:** This intervention
disclosed a strong sense of autonomy among the youth,
as well as links to positive asset developments, including:
healthy lifestyles, positive adult role models, planning
and decision making, sense of purpose, and personal
power.

**Funding:** USDA, California Polytechnic State University,
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