iCook 4-H is a 5-state wide research project with the ultimate goal of preventing childhood obesity.

Participants were 8-10 year old youth and their primary food preparer who participated in 6 classes that centered around cooking, physical activity, and family mealtime.

The iCook session leaders consisted of extension employees, graduate and undergraduate students.

Two separate surveys were administered in 5 states for the leader survey (n=6) and 3 states for the participant survey (n=2). Elicit feedback about the delivery of the iCook 4-H curriculum and how the themes translated into the home environment.

Bivariate statistical comparisons were used to examine differences in the BMI categorized by the CDC weight status using the BMI percentile.

The participant responses supported this data. All food preparers and youth reported that Cook 4-H had a positive effect on the time they spent cooking, eating, and playing as a family. Family mealtime posed challenges to most dyads and parents faced competition for family mealtime from “technology.” They reported that both parents and children enjoyed the physical activities and talked about trying the activities at home.

Session leaders from all states reported similar highlights stating that parents were impressed with the cooking skills that their children were capable of and they tried many of the healthy recipes at home. The participant responses supported this data. All food preparers and youth reported that Cook 4-H had a positive effect on the time they spent cooking, eating, and playing as a family.

For both parents and youth, there was evidence that the iCook curriculum successfully taught children cooking skills and promoted the importance of family mealtime. The leaders’ responses to the survey showed that parents gained confidence in their child’s ability to prepare meals and promoted the importance of family meal time. The leader responses to the survey showed that parents gained confidence in their child’s ability to prepare meals and promoted the importance of family meal time. The leaders’ responses to the survey showed that parents gained confidence in their child’s ability to prepare meals and promoted the importance of family meal time.

Finding from this qualitative study add evidence that the iCook 4-H core themes were being transferred to the home environment. The leader responses to the questions showed that the iCook 4-H curriculum successfully taught children cooking skills, had children and parents actively participating in physical activity, and promoted the importance of family meal time. The participants’ responses showed that Cook 4-H had a positive impact on their family time, and that they would recommend the class to other. There was also evidence that families faced challenges with having regular family meals based on limited time and busy schedules. This lends support to the issue that families faced challenges with having regular family meals based on limited time and busy schedules. This lends support to the issue that families faced challenges with having regular family meals based on limited time and busy schedules.

Conclusions

Funding provided by Agriculture and Food Research Initiative Grant no. 2012-68001-19603 from the USDA National Institute of Food and Agriculture; Childhood Obesity Prevention: Integrated Research, Education, and Extension to Prevent Childhood Obesity, A2101 and state experiment stations.

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"I heard comments like ‘we eat together more and we get to hear about each other’s days.’ And I’m learning more about my parents’ siblings.”

"Some parents said they faced struggles with family meal time and getting their kids to put away electronics or not read at the dinner table.”

"A little girl was so passionate about the iCook cooking classes that she asked her parents for cooking utensils for Christmas."

"The biggest challenge for most of the families was definitely time! With multiple kids schedules, work, and downtime, it seemed challenging for the parents to fit in a family meal during the week.”

Common Responses from Session Leaders

Common Responses from Participants

Conclusion

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