4-H Healthy Living Logic Model – Physical Activity and Well-Being

Situation

Description of challenge, problem, or opportunity:

•Moderate physical activity can reduce the risk of developing heart disease, diabetes, colon cancer, stress and high blood pressure

•Physically active people live longer and better quality lives that inactive people

• physical activity levels decrease across the lifespan

•Children and youth should engage in 60 minutes of moderate to vigorous physical activity, ideally everyday

•There is a significant decrease in the amount of physical activity between elementary school and high school students, especially for girls

Inputs

What we invest:

•Evidence-based and evidence-informed curricula

•Land Grant and Public Universities

•Human resources

•Existing 4-H Youth Development and Families curricula, delivery modes, and programs

•National reports and standards that establish benchmarks for Healthy Living Outcomes

•Support of national partners

• Research and literature focused on health issues, youth, family and community development

•Financial support

•Relationships with national, regional, state and local health experts, networks, advocates and facilities

•Youth leaders and partnerships with young people

•Electronic resources

•Corner stones of a healthy lifestyle

Activities

What we do:

•Provide access and utilization to physical activity opportunities in communities, including out-of-school time programs, schools, camps and other settings.

•Provide adequate physical activity facilities during organizational events (school club, team, groups, meetings, and events)

•Implement intervention that reduce screen time and increase physical activity

•Advocate for improved indoor and outdoor environments for family physical activity, recreational and organized sports

•Design and implement multi-component programs that meet physical activity and muscle strengthening standards for skill building and self-efficacy, and involve families in meaningful ways

Who we target:

•Youth, families, staff, volunteers, community leaders, partner organizations, collaborators

•Special focus on new and underserved youth/families

Outputs

What we produce:

•Cooperative and experiential learning, non-formal education programs

•Peer mentoring

•Family engagement

•Projects, trainings, workshops, internships and apprenticeships

•Applied research

•Evaluations

•Convened coalitions

•Grant proposals developed and awarded

•Needs assessment

•Social marketing campaigns

•Disseminated and replicated programs

•Published curricula and peer-reviewed articles/resources

Outcomes

Knowledge

*Occurs when there is a change in knowledge or the participants **learn**:*

Children, youth and families

•Have the knowledge and skills necessary to improve their physical activity practices
•Gain knowledge, attitudes, skills, and aspirations to increase physical activity practices

Youth and families

•Recognize the importance of physical activity as assessed by accepted measures

Youth, family and the community

•Understand the importance of being more physically active together

Children, youth, families and the community

•Identify safe places in their community where they can be physically active

Actions

Occur when there is a change in behavior or the participants act upon what they've learned and:

Children, Youth and Families

•Adopt new or improve habits and behaviors related to physical activity practices.
•Engage in regular physical activity
•Maintain physical activity at recommended levels

Children, youth, their families and the community

•Create opportunities to be physically active together

Community

•Provides access to safe places where children, youth and their families can be physically active

Conditions

*Occur when a **societal condition** is improved due to a participant's action taken in the previous column.*

Children and youth

•Reduce proportion of overweight and obese young people
•Increase physical stamina

Children, youth and their families

•Decrease risk for serious disease and illness
•Decrease risk of physical and emotional distress
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ASSUMPTIONS – 4-H makes valuable contributions to youth; Extension contributes to the health and well-being of youth and their families; youth and their families are more involved in meaningful learning experiences; 4-H HL program development and implementation will focus on the risk and protective factors; health behaviors are complex and there will continue to be risk and protective factors on which 4-H will have little impact; youth will have more variety in choices and opportunities, 4-H HL programs will evolve; youth and their families can improve their health through increased healthy living knowledge, taking advantage of resources, and reducing risk factors; youth and their families have the ability to reach optimal physical, social/emotional health, and well-being

EXTERNAL FACTORS – Families will continue to face resource constraints; demands on family time will continue to be a factor in the programs they choose to participate in over time; changes in society and health practices/services/access will impact young people and their families; research will continue to inform the connections between health living and positive youth development; obesity prevention and health improvements will continue to be a core mission at the USDA/NIFA, state and local Extension systems; high priority will be placed on policy changes for individuals and communities; peer influence has a strong impact on creating changes.

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