



Logic Model: 4-H Healthy Living

Situation: CDC data on the health status of children and adolescents show 20.6% of adolescents and 18.4% of children are obese. Almost two-thirds of boys and girls consume at least one sugar-sweetened beverage on a given day. Sugar-sweetened beverages contribute calories and added sugars to the diets of U.S. children. There is a lack of high-quality intervention studies on childhood cooking programs which could positively impact youth willingness to try new foods, likeliness they would try foods if they cooked or grew it, and confidence in preparing food and following recipes. Only 1 in 5 high school students meet the recommended physical activity guidelines. Low levels of physical activity can contribute to heart disease, type 2 diabetes, some kinds of cancer, and obesity. Development of social-emotional competencies are important for positive youth development. CDC data show that poor mental health can result in serious negative outcomes for the health and development of adolescents. It can lead to risky sexual behavior, illicit substance use, adolescent pregnancy, truancy/school dropout, and other delinquent behaviors. For high school students, 36.7% experience persistent feelings of sadness or hopelessness. CDC data show high school students often engage in transportation risk behaviors, including 43% do not always wear a seat belt, and 39% text or email while driving.

INPUTS	OUTPUTS		OUTCOMES – IMPACT		
	Activities	Participation	Short-term	Medium-term	Longer-term
What we invest	What we do	Who is reached	What do we think participants will know, feel, or be able to do after participating in program?	How do we think participants will behave or act differently after participating in program?	What kind of impact can result if participants behave or act differently after participating in program?
4-H Youth Development Educators and Specialists Adult Volunteers	Develop and deliver curriculum and instruction for: <ul style="list-style-type: none"> • Healthy eating habits • Being active • Healthy decision making • Food preparation 	Youth in grades 4-12	Choose food consistent with the Dietary Guidelines <ul style="list-style-type: none"> • Youth will consume healthy foods such as: vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds • Youth will consume less unhealthy foods such as: sodium, solid fats, added sugars, and refined grains • Youth will follow healthy eating patterns such as: eating breakfast, eating as a family, making healthy snack choices, etc. Improve physical activity practices <ul style="list-style-type: none"> • Youth will engage in 60 minutes or more of PA • Youth will reduce sedentary activity • Youth will understand the benefits of PA Avoid and prevent negative risk behaviors <ul style="list-style-type: none"> • Youth will practice injury prevention behaviors such as: seatbelt use, helmet use, distraction-free driving, ATV use, bicycle, shooting sports safety, etc. 	Youth will use/apply knowledge and skills learned in future health living opportunities Youth will use/apply knowledge and skills in healthy eating habits, being active, health decision making, and food preparation	Youth will seek out future opportunities, activities, courses, education, degrees, jobs/work related to healthy living



			<ul style="list-style-type: none"> Youth will prevent and reduce ATOD use such as: practicing refusal skills, intervening to prevent use/abuse, etc. Youth will understand the consequences of risk behaviors <p>Contributions</p> <ul style="list-style-type: none"> Youth will make contributions to their peers, families and communities <p>Food preparation skills</p> <ul style="list-style-type: none"> Youth will demonstrate a capacity for food preparation skills. 		
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Assumptions	External Factors
1. Activities framed around eight essential elements, 4-H guiding principles & mission mandates 2. Delivery modes (club, afterschool, school enrichment and camp) 3. Experiential learning 4. Place-based education (local priorities)	1. Funding support 2. Youth culture, trends, social norms, media 3. Other youth developing organizations 4. Political priorities, public will, environment