



4-H Healthy Habits Land-Grant University Advisory Council Co-Leaders

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ABOUT 4-H

In 4-H, we believe in the power of young people. We see that every child has valuable strengths and real influence to improve the world around us. We are America's largest youth development organization - empowering nearly six million young people across the U.S. with the skills to lead for a lifetime.

EXERCISE
REGULARLY

OUR PARTNERSHIP WITH THE WALMART FOUNDATION



Leveraging the proven influence of young people, the 4-H Healthy Habits program inspires teens to educate younger youth and empower their parents and families to make healthy food choices. National 4-H Council and the Walmart Foundation developed the 4-H Healthy Habits program to teach skills in nutrition and food access to underserved, disadvantaged youth and families.

Walmart's investment has also built the capacity of 4-H educators, providing them with tools and training to help them reach underserved audiences in African American, Latinx and Native American communities with culturally relevant programming. At the core of our partnership is this document, the 4-H Healthy Habits Guidebook. This Guidebook allows you, as statewide and community educators, to deliver evidence-based nutrition education programming to kids in a way that fits your community's needs, while fostering leadership, confidence and life skills.

As 4-H works to Grow True Leaders, the 4-H Healthy Habits program is critical for young people to not only live healthier lives, but to empower their families, schools and communities to improve their nutrition behaviors. We believe that learning healthy habits and adaptable skills like collaboration and critical thinking provides young people with the best possible opportunity to become healthy leaders.

Since 2012, National 4-H Council, through funding from the Walmart Foundation, has impacted over one million young people with healthy living programming, focusing on underserved populations who face challenges in achieving positive health outcomes nationwide.

Walmart  **org**



GUIDEBOOK USE

This Guidebook may be used by 4-H professionals (specialists, educators, agents, coordinators, etc.), university student interns, volunteers (adults and teens) and teachers (school, afterschool and summer) as they deliver nutrition education and wraparound activities that support healthy communities, including healthy eating choices and daily physical and well-being activities.

The Guidebook addresses effective ways of teaching nutrition, cooking (food preparation) and budgeting skills, along with strategies for being physically active and mindful in relation to food consumption. Incorporated into the Guidebook are strategies and guidance on targeted populations, teen ambassadors, training staff and volunteers, family engagement, recommended curricula and resources, delivery modes, success stories and evaluation. The Guidebook also provides an extensive glossary of terms, resources and references.

The purpose of this Guidebook is to provide 4-H Youth Development professionals and their partners with best practices to implement the 4-H Healthy Habits Program. This Guidebook was developed by 4-H Healthy Habits Lead Advisors, National 4-H Council and the Land-Grant University Advisory Council to provide Extension/4-H educators, volunteers and teen leaders with the basic information needed to plan, implement and evaluate a 4-H Healthy Habits program. The Guidebook is not a comprehensive curriculum or manual; rather, it provides background information and suggestions for providing educational programming that is relevant and meets community-identified needs.

This Guidebook will help those planning to implement this program learn:

- what to consider before starting a 4-H Healthy Habits Program, including best practices, training, curricula, delivery modes and evaluations to prepare staff;
- best practices on topics such as family engagement, program management, staff development, partnership development and teen ambassador training;
- suggested curricula to use in the implementation of 4-H Healthy Habits Programs; and
- activities and lessons from curricula that have been effective in the implementation of the 4-H Healthy Habits program.



“By participating in a healthy lifestyle, I have learned how to be kind to my body and I’ve learned about the best ways to take care of it. Since joining, I’ve become more conscious about my lifestyle choices. Being in the healthy lifestyles pillar has helped me change my life for the better and has also pushed me to pursue a degree in nursing. I hope to help others in the same way in the future as well.”

***-Eva, Clemson University,
South Carolina 4-H***

WHAT IS 4-H HEALTHY HABITS?



The 4-H Healthy Habits program strategically leverages the Extension system to address issues relating to food access, nutrition and health equity for underserved youth and families across the country:

- Deploys university backed, evidence-based, impactful programming that includes:
 - a. six contact hours of nutrition education; and
 - b. two additional contact hours, which may include nutrition, health, fitness and/or mental well-being as it relates to food consumption.
- Reaches diverse audiences through local partnerships.
- Provides a system of sustainability to enable continued impact for underserved youth and their families in urban and rural communities.
- Leverages the proven influence of young people to empower their peers and families today, and to help establish sustainable healthy habits for their families and communities tomorrow.
- Employs a teens-as-teachers approach, with teens educating younger youth and empowering families to make healthy food choices.

Goal

The 4-H Healthy Habits Guidebook addresses best practices utilized by the Land-Grant University system to improve youth and family nutrition behavior across the home, school and community environments.

Objectives

4-H Healthy Habits primarily serves youth in rural areas, food deserts and underserved communities by addressing the challenges described below:

1. Improving nutrition behavior through increasing knowledge of basic nutrition education, positive dietary habits, cooking skills, meal planning and healthy eating out.
2. Understanding and improving food access, including, but not limited to:
 - a. visiting farmers' markets, picking produce at local gardens, and holding community program events;
 - b. learning to use fresh, frozen, canned and dried foods in line with focused nutrition curricula and cooking events to improve nutritional awareness and reduce food waste;
 - c. understanding that small imperfections in the exterior appearance of fresh foods does not affect the nutritional value or taste; and
 - d. learning about programs and resources in the community, such as federal and local food programs, food pantries, backpack programs, etc.
3. Engaging teen ambassadors for impactful healthy living delivery and clear messaging. Through youth-adult partnerships, teens are inspired to help create and lead policy, systems and environmental (PSE) change in communities.

POPULATION FOR 4-H HEALTHY HABITS

4-H Healthy Habits primarily serves youth in rural areas, followed by underserved youth in urban settings. Defining these two audiences is challenging as there are varying definitions of “rural” and “underserved.” The intent of 4-H Healthy Habits is to reach youth and families to improve their nutritional behavior across the home, school and community environments.

Rural

Defining rural communities can be challenging because the U.S. Census Bureau defines rural as any area that is not urban or metro. Communities with 2,500 or less in population may be considered rural. The American Community Survey counts rural populations every one to five years, depending on population density. For the 4-H Healthy Habits program, multiple indicators should be combined to define rural communities. For the purpose of this Guidebook we ask program planners to consider the following indicators to define your community’s rurality:

- Rural school districts may be designated by the state-level Department of Education. An example definition of these schools could be those that have fewer than 20 enrolled students per square mile, or school districts within a county that contain less than 25,000 residents.
- Geographic isolation (distance or time to travel for food or services).
- Proximity to affordable and nutritious food vendors and groceries.
- Limited access to fresh fruit and vegetables.

Underserved Communities

Underserved youth are those who currently, or in the recent past, were not served by 4-H Youth Development. Underserved youth may include specific racial and ethnic groups, youth from military families, special needs youth, youth from low-income families, urban or extremely rural families, and non-traditional families, including those impacted by the justice system.¹ Underserved youth populations overlap with rural youth but may also include isolated youth in urban centers. Consider the following indicators when defining underserved youth:

- Percent of total population at poverty level or the percent of child population at poverty level as published by the U.S. Department of Health and Human Services each calendar year.²
- Percent of children, 0-17 years, in households receiving Supplemental Nutrition Assistance Program (SNAP) benefits.
- Community Eligibility Provision (CEP) or 50%+ of students receiving free or reduced-price meals through the National School Lunch and Breakfast Program.
- Nationally, the child food insecurity rate ranges from 10-24%. The U.S. Department of Agriculture defines food insecurity as a lack of consistent access to enough food for an active, healthy life and a lack of available financial resources for food at the household level.³ Children in rural communities are at higher risk of experiencing family food insecurity, while African American and Latinx children are at higher risk compared to White children.⁴
- Nutrition-insecure youth and families are served by the Expanded Food and Nutrition Education Program (EFNEP). Nutrition insecurity is characterized by poor nutrition, limited physical activity, and unsafe food practices. EFNEP is a federal Extension (community outreach) program that currently operates through Land-Grant Universities (LGUs).⁵





PARTNERSHIPS: CONNECTING WITHIN THE LGU

There are times when the internal organizational structure is a greater wall to scale than finding the staircase to community partners. Organic or local efforts are preferred within communities, however 4-H Healthy Habits is strengthened when the LGU administration says, “Let’s make this happen.” By working together, the Extension Director, Assistant Director, 4-H Director and Family and Consumer Science Director provide a strong message to improve the overall health of families served. The next steps in connecting internally should involve health and nutrition, Extension and 4-H faculty. The 4-H Healthy Habits lead can connect to these key faculty to discuss roles.

As each LGU has a unique administration and programming structure, the 4-H Healthy Habits program may be delivered with many internal university partners. 4-H Healthy Habits is experientially based, so it’s important to have a complete LGU team working together for successful implementation:

- 4-H faculty and staff
- Family Consumer Science faculty and staff
- Supplemental Nutrition Assistance Program (SNAP) professionals
- Expanded Food and Nutrition Education Program (EFNEP) professionals
- University nutrition and health faculty
- University student interns
- Other LGU internal partners such as food technology centers, local Extension staff and test kitchens

EXTERNAL COLLABORATION

The strength of 4-H Healthy Habits is its ability to make connections within communities. Each LGU has a history of strong community partnerships and in-depth experience managing these partnerships. Quality partnerships include an understanding that the LGU and partner organization bring equitable resources to the table, and share a common goal to offer nutrition education to develop healthy, thriving youth.

It is important to clearly define the roles and responsibilities of each organization as they relate to the delivery of 4-H Healthy Habits, including start and completion dates. Both the LGU contact and partner organization contact should be identified. The LGU may bring the following assets to the partnership:

- Teach eight sessions that cover healthy habits topics, which may include hand washing, food safety, nutrition, snack preparation, budgeting and label reading.
- Provide qualified instructors who are background screened in accordance with LGU policies.
- Provide training for new and existing volunteers.
- Provide all materials, equipment and supplies to teach the sessions.
- Provide alternative ingredients for students with allergies.
- Plan for a family engagement event with the partnering organization.
- Evaluate the effectiveness of the program using nationally approved survey instruments.
- Maintain records and communicate needs as necessary.

The partnering organization may contribute the following assets to the partnership:

- Provide a space that is suitable for teaching nutrition sessions.
- Provide logistical support, such as sanitizing, trash removal and sweeping floors (set-up and clean up).
- Provide school representatives (teachers) to help supervise youth.
- Agree to have specific grades participate consistently in scheduled sessions.
- Provide an attendance list (enrollment form or contact list) for tracking participation.
- Inform 4-H Healthy Habits of any allergies youth may have.
- Distribute the parent consent forms for an approved evaluation survey.
- Distribute LGU photographic/media releases and ask youth to return the signed release before the first session.
- Provide opportunities for families to engage in programs.
- Promote youth and family attendance at health events.



Any external partnership should be based on both prior experiences and new opportunities. The partnership list may include organizations grouped from the following sectors:

Education

- School districts and schools
- Tribal education
- Summer migrant programs
- Homeschool associations
- Schools for special needs students
- Non-LGU private universities and colleges
- Community-based colleges

Youth Development Organizations

- Municipal recreation departments
- Boys & Girls Clubs of America
- YMCA
- Military family services

Afterschool Programs

- 21st Century Community Learning Centers (often affiliated with schools)
- Youth sport organizations
- Faith-based organizations

Wellness and Health Agencies

- Tribal wellness and recreation
- Botanical gardens
- Department of Health and Welfare (county and state)
- Health clinic, nursing and medical programs

Food Sourcing Organizations

- Local farmers’ markets
- Mobile farmers’ markets
- Community food pantries
- Farmers’ cooperatives
- Gleaning groups

Service Organizations and Associations

- Service groups – Elks, Lions, Rotary
- Dental and Hygiene Associations
- Nurses Associations
- Sororities/Fraternities
- Retiree groups

Student Service Organizations

- Future Farmers of America
- Future Hispanic Leaders of America
- Family, Career and Community Leaders of America
- Health Occupations Students of America



DELIVERY MODES

4-H Healthy Habits consists of six contact hours of nutrition education and two additional contact hours that may include nutrition, health, fitness and/or mental well-being as it relates to food consumption. The program may be delivered in many settings with internal partners and external collaborators. Each LGU should establish a program that best uses the resources at hand. The facilitator must be a trained person – faculty, staff, university student intern, teacher, volunteer or teen ambassador – who delivers the program lessons directly to youth. Delivery modes may include the following examples:

4-H Clubs

- A facilitator teaches core lessons from selected curricula during club meetings. The lessons may be set up as a 4-H project that includes youth illustrated presentations or demonstrations and exhibits. Optional activities can be added based on youth interest. Family engagement requires extra time and could be designed, planned and conducted by club members.
- Special interest club members gather around their interests. These members may be part of a community or school-based club. The facilitator teaches the lessons, including additional activities based on youth input. Family engagement requires extra time.

Special Day Events

- A facilitator teaches core lessons from selected curricula during a one-day event like a day camp, where all youth engage in each lesson. Rotation stations may be used to teach six lessons, plus several others stations to teach complementary topics. Family engagement requires extra time and should be planned with partners.
- Healthy habits may be one day of a multiple day camp program, where healthy living lessons are taught on the first day and then skills learned are practiced on other days. Parents are engaged at the end of the day in an activity led by the youth participants. Take-home activities may be incorporated for extended learning.

Overnight Camp Programs

- A facilitator teaches core activities to youth at a camp. Trained teen camp counselors may co-teach lessons. Lessons need to be well planned to fit with the camping experience. Multiple days allow for practicing skills, however family engagement requires extra time.

School Enrichment, Afterschool and Youth Programs

- A facilitator teaches core lessons from selected curricula at scheduled times over several weeks or months as part of a school-enrichment program. Take-home activities are easily incorporated to enhance youth learning and to share nutrition resources with family members. Family engagement is coordinated with the school (administrator, teacher, PTO) to celebrate youth learning, knowledge and skill building.
- Afterschool and summer programs, in partnership with schools or youth organizations like the YMCA, Boys & Girls Clubs or municipal recreation, provide collaborative opportunities for a facilitator to teach core lessons from selected curricula to an identified group of youth attending the program. Key to success in these settings is having the same group of youth for all lessons. Family engagement is coordinated with the organization, and is often held at the beginning or end of the academic year.
- Summer academic programs for vulnerable youth such as migrant students, English-language-learners or academically challenged youth are ideal venues to teach Healthy Habits lessons. The facilitator teaches core lessons from selected curricula and incorporates culturally appropriate foods, languages, dances, etc. into the lessons. It is best practice to have one bilingual facilitator. For youth on individual education plans, accommodations for learning style need to be considered. Family engagement is coordinated with the organization.
- Home school and faith-based youth programs are welcome partners for 4-H Healthy Habits. The facilitator teaches core lessons from selected curricula and works with collaborators to design family engagement.



4-H AND WALMART HEALTHY HABITS MEDIA TOOLKIT

The 4-H and Walmart Healthy Habits media toolkit consists of practical tools to promote the program and its successes. The toolkit may be accessed at 4-H.org; go to the 4-H Professionals tab and click on Marketing Resources. The toolkit includes the following:

- Best Practices White Paper, Walmart Foundation
- Social Media Template
- Social Media Graphics
- Parental Consent Form Templates
- Flyer Templates
- Logos
- Key Messages
- Impact Story Guide
- Walmart Photo Release Form

TRAINING FACULTY, STAFF, TEACHERS, INTERNS AND ADULT VOLUNTEERS

The 4-H Healthy Habits program is a coordinated effort between multiple entities within the LGU system. Training faculty, staff, teachers, university student interns and adult volunteers is critical for planning and implementing a successful program. For university personnel, training is a professional development opportunity, while for volunteers, it bolsters their skills and contributes to the team's delivery of a quality program. No set time is required for training adults, therefore each university must judge their professional development and volunteer needs to achieve the program's goals and objectives. Teen ambassadors may be included in all or part of the training. (See the Teen Ambassadors section for details on training teens.)

While all training topics are important for preparing the team, there are limitations of time and individual schedules. At a minimum, the team should have a thorough understanding of the curriculum, understand the developmental stages of children, and be prepared on all aspects of safety.

Training Topics

Lesson Preparation & Delivery

Review lesson plans for the selected curricula: Walking through or practicing (teach-back) provides the team with an understanding of the content and comfort in the flow of the lesson. Lessons may cover nutrition information, food preparation, cooking steps and shopping skills.

Ages and stages of development: This refers to the developmental characteristics of youth and are categorized according to the ages and domains of youth development (i.e., physical, cognitive, social and emotional).⁶

Exercise and physical activities: These enhance nutrition lessons and add interest to the lessons for youth. Practice the selected activities before teaching them to youth.

Evaluation process for youth surveys (see 4-H Common Measures): This is outlined in the Guidebook. Walk through the survey process with the team to ensure an effective evaluation of the program.

Safety

All aspects of safety should be covered and not rushed: Hand washing and kitchen safety; food storage, safety and inventory; and social distancing and personal protection.

Logistics

A well formulated logistics plan makes the program run smoothly. Have a defined plan in place to ensure the team is informed and ready to teach:

- Gather all the supplies needed for lessons.
- Organize and restock teaching kits.
- Track and maintain inventory and supplies.
- Set a master calendar of program sites.
- Prepare additional utensils, equipment and lesson handouts.

Communication and Program Promotion

The 4-H Healthy Habits media toolkit is the go-to source to promote and market the program. Having the team practice public presentations may be helpful. Consider additional communication strategies under Teen Ambassadors; Policy, System and Environmental Change; and Cultural Competencies (see specific sections for details).

Land-Grant University Standards

Each LGU has policies and procedures to follow that should not be overlooked during the team training. Reviewing the appropriate university guidance upfront helps to alleviate confusion later. Some things to consider include:

- mileage reimbursement;
- timecard entry;
- university required online trainings;
- dress code; and
- professionalism, such as communicating via email, phone and online meetings; maintaining confidentiality; and working cooperatively with others.



LESSON STUDY

For LGUs with limited training and professional development opportunities, Lesson Study may be used to improve programs.

Lesson Study is a Community of Practice, in which a group of educators work collaboratively to refine or adapt existing educational resources for their settings or programs. Lesson Study focuses on revising lesson materials and delivery, based on the context in which educators are working. During Lesson Study, formative evaluation data are collected on the learners' knowledge, thinking, behavior and/or skills. Lesson Study groups are formed to improve:

- lesson planning;
- teaching practices;
- content knowledge; and
- social connections.

A self-directed course, composed of eight modules, can be used to provide staff development training for 4-H staff and volunteers. It can also increase their understanding of basic program evaluation practices. The learning modules are:

Module 1: Getting to Know Common Measures & Lesson Study

- An introduction to 4-H Common Measures 2.0 and Lesson Study

Module 2: Designing Programs with Evaluation in Mind

- Decide which programs should be evaluated
- Learn the five steps for planning a program with evaluation in mind
- Identify key stakeholders and how they affect your evaluation

Module 3: Common Measures 2.0 – 101

- Introduction to Common Measures 2.0
- Discover if Common Measures is right for our program
- Learn how to use Common Measures

Note: The eight module, self-directed course is available through eXtension Campus – <http://connect.extension.org>.

TEEN AMBASSADOR ENGAGEMENT

4-H teen ambassadors play a role in the delivery of the 4-H Healthy Habits program. The 4-H Strategic Plan notes that 4-H connects youth and caring adults as partners in planning, designing and evaluating for individual and community change.⁷ While most LGUs refer to these teens as ambassadors, several states use the terms ‘advocates’ or ‘heroes’. For the purpose of this Guidebook, we use the term ‘ambassador’ to refer to a trained teen who is supporting the delivery of the 4-H Healthy Habits program.

Teen ambassadors play many roles with the 4-H Healthy Habits program. The role of the ambassador has often been determined by grant requirements and emerging issues, however local needs, program priorities, and teens’ interests are important factors to consider. Pairing these convergent and sometimes divergent factors may be challenging, however having a strong training plan in place and using a youth-adult partnership model will help with building and sustaining a strong ambassador program.

Ambassador training consists of ten hours of contact, with additional face-to-face meetings or e-meetings. The overall training goals are for teens to learn:

- healthy living curriculum content;
- effective teaching strategies when working with younger children; and
- ideas for advocating and promoting healthy living programs in communities.

Best practices for training ambassadors allow time for socializing, preparing and sharing meals or snacks, and teaching and practicing nutrition content based on selected curriculum. Emerging trends in training teens include ensuring that the training is culturally appropriate for teens; explaining and demonstrating policies, systems and environmental changes; using youth-adult partnership strategies; and allowing time for planning.⁸ Training resources are listed in the Glossary.

4-H Healthy Habits nutrition training content includes the following broad topics: hand washing, food safety, My Plate, fruits and vegetables, whole grains, dairy, sugar-sweetened beverages, and the importance of breakfast. Additional content topics may include plant and animal protein and healthy eating out. Some LGUs embed gardening in their healthy ambassador training and have a strong focus on teaching gardening curriculum along with using harvested fruits and vegetables, while others incorporate mindfulness and 4-H yoga into sessions.

Ambassadors do well with cross-age teaching, i.e. having teens teach other youth who are three or more years younger.⁹ Training topics on teaching concepts include stages of development (ages and stages), children’s learning styles, and behavior management strategies that focus on positive actions rather than on discipline. They also need to understand how the physical environment affects teaching and presentation styles.

There is a rich collection of resources on defining, training and implementing youth-adult partnerships. Youth-adult partnerships (Y-AP) are generally defined as youth and adults sharing leadership for a project, where youth are equitable partners in all aspects of the project and adults serve as allies on issues important to youth.¹⁰ Qualities of Y-AP include:

- Youth have a sense of belonging.
- Youth are allowed opportunities in decision-making and learning and practicing leadership.
- All group members have time to share ideas, experiences and perspectives.
- Youth and adults listen to each other and start to brainstorm. It is this synergy that leads to authentic partnerships between the teens and adults.
- Authentic partnerships lead to positive change.¹¹

Building any partnership takes time, mutual respect, shared interests and common goals. These aspects are true of Y-AP, along with ensuring a fun and engaging experience. Early on, provide opportunities for youth and adults to get to know each other, and most importantly, create situations where adults can directly observe the competence and commitment of young people.¹² Mutual respect means that adults may express their thoughts. Neither teens nor adults need to stay quiet; everyone needs to be open to hear all perspectives.

Suggested curricula used to train teen ambassadors are:

- Choose Health Action Teen (CHAT)
- YA 4-H Building Successful Youth/Adult Partnerships
- YA 4-H Teens as Teachers
- YA-4-H Youth Participatory Research & Action

Recruitment and Retention of Ambassadors

Teens may be recruited for the health ambassador role from clubs, schools, partnering organizations and through friend connections. Having a position description, marketing blurbs, and a complete list of requirements helps in recruiting. 4-H clubs are the most likely recruitment pool. Teens join activities because they are familiar with the program, through 4-H friends or family, have heard good information, or saw a posting about the program. Your position description should list the basics - application due date, required signatures (parent and/or Extension staff), period of service (start

and end dates), training dates and times, specific tasks and meetings, benefits for self, contribution to community, and costs/fees. Additional benefits, such as attending the National 4-H Summit on Healthy Living, could be included, with stipulations on how youth will be selected. Recruiting teens as ambassadors from within the community can be an asset to the success of the program, as they know their community and serve as role models for younger children.

Once teens are recruited and enrolled in the program, share a welcome packet with a position description, training information and travel details as appropriate with the teen, their parent(s) and local Extension staff. Sending the packet electronically and as a hard copy ensures delivery. Follow-up emails and texts help with communication and preparation for the first gathering or training.

The most common engagement activity for ambassadors is teaching children nutrition lessons, however, in addition to teaching, ambassadors give back through other common activities such as:

- making presentations and creating communication campaigns;
- teaching a specific health concept to 4-H clubs;
- hosting activity booths at local or state events and fairs;
- conducting food, cooking, shopping and/or fitness demonstrations;
- contributing efforts to community gardens;
- helping with participatory research or community surveys; and
- conducting community service projects of their choosing.¹³



“I am 17 years old and while being a youth advocate, I have been able to learn how to teach nutrition/health lessons such as: hand washing, healthy snacks, and think-your-drink, to students of all ages at many different elementary schools and communities. One of the most rewarding moments I’ve experienced being a 4-H Teen Health Advocate is being able to break down language barriers by translating and teaching health and nutrition lessons from English to Spanish for students who need it. This is very memorable for me because I take pride in being Latina and being able to help students with language barriers have access to valuable information that can help them get one step closer to a healthy life.”

-Jessica, University of Idaho 4-H



POLICY, SYSTEMS AND ENVIRONMENTAL CHANGE

For in-depth impact, beyond the individual level, to achieve the program objectives, a thoughtful plan needs to be outlined and implemented. Policies, systems and environment (PSE) changes are practical ways to target interventions across multiple levels for long-term impact.¹⁴ PSE change may happen across five levels, which is often referred to as a social-ecological model. 4-H Healthy Habits encourages long-term impact throughout communities, which can happen using PSE change at five levels:

- Individual (change in knowledge, attitude and skills).
- Interpersonal (influencing family, friends and social networks).
- Organizational (schools, social groups, etc.).
- Community (relationships between organizations).
- Society (local, state and national regulations and laws).

For PSE change to happen it must be planned, like planning for a community service project. Assessing a specific need that fits with the 4-H Healthy Habits goal and objectives is the first step. Other steps may include the below:

1. Use a Y-AP model where youth health ambassadors are well trained and practice decision-making and leadership.
2. Assess a community need within the 4-H Healthy Habits program.
3. Connect with:
 - LGU partners to build an agreement on the need; and
 - community partners to collaborate.
4. Gather relevant data and information. Consider using the County Health Rankings (<https://www.countyhealthrankings.org/>).
5. Plan actions and set a timeline.
6. Act, implementing the plan.
7. Evaluate actions which may be ongoing at the end of the 4-H Healthy Habits program.
8. Share success with your community.

Examples of PSE change actions put into practice across the multiple levels:

ASSESSED ACTION	INDIVIDUAL	INTERPERSONAL	ORGANIZATIONAL	COMMUNITY	SOCIETY
Water or low-fat milk served to youth.	Use a water bottle for all activities; reduce sugar sweetened beverage (SSB) consumption.	4-H club agrees to serve water or low-fat milk only.	State-level 4-H publishes guidance that no SSBs will be served at state programs, events and activities.	Water fountains or water bottle refill stations are available throughout the community.	SSBs are sold with a tax per unit to discourage purchase and consumption.
Campaign to increase hand washing.	Learn and practice effective hand washing.	Teach hand washing at 4-H gatherings; supplies always provided.	Create and implement a social media campaign on hand washing.	Fund hand washing stations at public events such as county fairs; signage provided.	Unified messaging across all youth organizations and schools.
Improve food access.	Individual contributes unwanted food to a sharing table.	4-H club conducts a food drive.	Help design and implement backpack food program.	Connect 4-H community gardens (fresh vegetables) with food pantries.	Gleaning cooperatives actively work with farmers to harvest food left in the fields for food banks.
Healthy meals on a budget.	Learn and practice meal budgeting strategies.	Ambassadors teach budget lessons at 4-H gatherings.	Ambassadors work with camp managers to plan overnight camp menus.	Nutritionists partner with 4-H to review all camps' menus.	Youth are members of all school wellness committees and help write the guidance.



“Being a Healthy Living Ambassador has helped me create my club, lead several activities, and taught me more than I could ever imagine. The experiences I have faced and the people I have come across will forever make an impact on my life, as I hope I have made on theirs. Seeing a change in their attitude towards healthy living makes me feel an exceptional sense of happiness. I am forever thankful to be able to serve as a Healthy Living Ambassador.”

-Shazia, University of Georgia 4-H



CULTURAL COMPETENCIES

4-H Healthy Habits programs serve a rich diversity of communities across the LGU system, with each community having a set of distinctive characteristics. Our goal to serve children and youth within these rural and urban communities, who may be from limited-resource families, necessitates a level of understanding about unique cultural characteristics and willingness to ensure we deliver quality programming. Learning and practicing cultural competency-based programming takes time.

Culture refers to integrated patterns of behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.¹⁵ Cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.¹⁶

The better prepared professionals, volunteers, teachers and teen ambassadors are in delivering a culturally based program, the greater the positive impact on the youth and families served. Cultural competence emphasizes the idea of effectively operating in different cultural contexts and altering practices to reach different cultural groups.¹⁷ To be culturally competent requires that the individual and organization have understanding and knowledge, as well as a willingness to interact. It is an ongoing process of understanding youth and their families' functioning within the community. Cultural competency strategies parallel those strategies used in building partnerships within and outside LGUs:¹⁸

- Map the available cultural assets of the community.
- Address the health priorities, such as nutritional knowledge and skills.
- Adapt curricula and resources so they are culturally appropriate.
- Plan for teen ambassador interactions.

Examples of cultural competency strategies and implements.:

STRATEGY	IMPLEMENTATION IDEAS
<p>Map the available cultural assets of the community</p>	<p>Local produce available from specific ethnic community gardens.</p> <p>Staff and volunteers speak multiple languages.</p> <p>Partnership established with school migrant summer or refugee programs.</p> <p>Health clinics have free education materials in multiple languages.</p> <p>Use focus groups and interviews to gather community information.</p>
<p>Address the health priority such as nutritional knowledge and skills</p>	<p>Juvenile diabetes rate is high, and the selected curriculum incorporates a healthy diabetes My Plate and recipes.</p> <p>Obesity rate for Latinx children is high, and the selected recipes focus on making low-fat traditional dishes.</p>
<p>Adapt curriculum and resources to be culturally appropriate</p>	<p>Program serves children on individual education plans and all activities incorporate visual, auditory and kinetic learning.</p> <p>Program serves a specific faith community and foods are respectful of communities' dietary guidelines.</p> <p>Think-Your-Drink activity label reading activity uses common beverages consumed by teens.</p> <p>Food models include samples relevant to specific communities.</p>
<p>Plan for teen ambassador interaction</p>	<p>Y-AP has teens and adults from the community. Ambassadors are comfortable teaching in two languages.</p> <p>Ambassadors are trained as teachers and/or mentors to children.</p> <p>Ambassadors help in identifying community assets. Ambassadors adapt activities according to their community practices, sharing accurate nutritional information at the same time.</p>



FAMILY ENGAGEMENT

To bring about change, it is important to engage the family in the process. Family engagement provides an opportunity to extend the 4-H Healthy Habits program to parents and other family members. Engagement topics can include nutrition, shopping, cooking, meal planning and preparation, budgeting, food security and food desert resources. The purpose of family engagement is to help parents see and understand that healthy food choices are essential for their family, and prompt them to work towards “family efficacy” for healthy choices.

Family engagement, as it relates to the 4-H Healthy Habits program, is counted as a parent or family member who participates in an activity affiliated with the program. Although documenting family engagement can be difficult, family engagement means that a family member joined the child at an activity or event linked to 4-H Healthy Habits. Ideally, for every child reported, one to two family members should participate in a one-hour activity.

The challenge of having a parent or family member attend an activity can be tied to the facilities and communities where the programs are held. Many LGUs partner with school and community organizations, therefore they may not always have access to family members and must schedule these engagements through the school or community partner at times that may not be feasible for parents to participate. For example, if the program is held during school hours, at the school, or in a rural area where transportation is an issue, parents may not be able to attend. All this should be considered when planning and implementing family engagement activities.

Ideas for family engagement vary from program to program. The following list does not capture all the possibilities, but provides ideas for family engagement events in your program:

FAMILY AND COMMUNITY ENGAGEMENT	EVENTS, ACTIVITIES AND LESSONS
Nutrition, Cooking and Food Preparation	<ul style="list-style-type: none"> • Family mealtime challenge or family cooking activities • Family newsletters with tips on nutrition, cooking skills, preparing meals and budgeting • Chop Chop Magazine – Food Preparation, Cooking and Healthy Habits • Family Food Challenge, YouTube activity • Food demonstrations • 4-H for the HEALTH of it Day • Family Cooking Challenges • Lessons from Choose Health: Food, Fun & Fitness (CHFFF) • CHFFF Health Day • Family Table Activity • Family Health and Wellness Days • Family Nutrition Night • Summer Cooking Camps/Days • Food demonstrations at county and state fairs • Lessons from Learn, Grow, Eat & Go (LGEG) • Sodium Shakedown Kit • Cutting board challenge – food preparation and food safety skills • Sharing Table of unopened food and drink • Green Habits on the Go! Program • Interactive Nutrition Games • Nutrition Activities at PTO/PTSA, Parent Teacher Conference

The *4-H Fresh Chef Cookbook* features nutritious recipes from youth and well-known 4-H alums and influencers, promoting both every day and celebration foods. The cookbook features stories and photos of the recipes and is available for download on 4-H.org.

FAMILY AND COMMUNITY ENGAGEMENT	EVENTS, ACTIVITIES AND LESSONS
Fitness, Health and Mindfulness	<ul style="list-style-type: none"> • Mindful me • Get Experience in Mindfulness (G.E.M) • Growing Early Mindset Program • Posture Poses (Stress Management) • Fitness Demonstrations at Health Fairs • Schools and Community Health Fairs • Health Screening (blood pressure, glucose, BMI and cholesterol check) • Your Thoughts Matter with 4-H photography curriculum • County and State Fair Step Challenge
Budgeting/Shopping Tips	<ul style="list-style-type: none"> • Grocery Store Tours • Walmart Grocery App
Gardening – Farmers’ Markets, Community Gardens, Demonstration Gardens and Container Gardens	<ul style="list-style-type: none"> • Community Food Heritage Day • Community Gardens School/Community • Mobile Farmers’ Market (Distribution, Cooking Demonstrations and Pantry) • School Community Gardens/Farmers’ Markets, 4-H Community Garden and Market • International Days (World Fest/Heritage Days)
Healthy Snacking	<ul style="list-style-type: none"> • How to Make Smoothies, Breakfast Parfaits, Smoothies Bike Demonstrations • Trail Mix, Salsa and Stone Soup demonstration and recipe sharing
Other	<ul style="list-style-type: none"> • Family Take-Home Bag • Create a MyPlate Bracelet • Holiday Make and Take (gifts and recipes)

CURRICULA

The 4-H Healthy Habits program is designed to teach skills in nutrition and food access to underserved, limited-resourced youth and families. It also prepares teens as teachers to educate younger youth and empower their parents and families to make healthy food choices for their families. The table below lists some curricula and commonly used activities and lessons in the implementation of the 4-H Healthy Habits program. (See Resources.)

CURRICULA	SUBJECT	SUGGESTED ACTIVITIES AND LESSONS
Choose Health: Food, Fun and Fitness (CHFFF)	Nutrition, Cooking and Fitness	Rethink your drink Blubber Burgers Reading nutrition labels Why breakfast is important Eat the rainbow
Teen Cuisine	Nutrition Education/Cooking	Eat Smart Snack Attack Kick the Sugar Habit
Cooking Matters, from Share Your Strength	Nutrition and Cooking/Food Preparation, Meal Planning and Budgeting	Breakfast Boost Making My Plate a Rainbow Sugar Shockers
Kids in the Kitchen (SNAP-ED)	Nutrition, Food Preparation and Cooking	Eat your veggies Kitchen and food Safety Meal planning and preparation On the Move Cooking School and Food Adventures
Texas 4-H Food & Nutrition: Exploring the Food Challenge	Food and Nutrition/Budgeting	Food Challenge Mock Lessons Lesson 6: Cost Analysis

CURRICULA	SUBJECT	SUGGESTED ACTIVITIES AND LESSONS
Learn, Grow, Eat and Go	Nutrition and Gardening/Fitness	Learn - Know and Show Sombrero Learn - Go, Slow and Whoa Activity Learn - Tops and Bottoms Synopsis Grow - Quick and Easy School Garden Kit (Garden Kit Materials and Quick and Easy Garden Build) Grow - Gardening Preparation and Planting Eat - Raw Fresh Vegetable Sampling Go - Team Bubble Burst (fitness) Go - Rainbow Relay
Healthy Cents	Budgeting (Smart Shopping, Unit Pricing, Label Reading, Knowing your local grocery market)	Making Healthy Choices on a Budget Decreasing Food Expenses Developing a Food Budget Planning a Meal and Food Shopping on a Budget
Kids a Cookin'	Knowing your local grocery market	Money Saving Tips: You need a plan to shop. Let's Take a Trip to The Grocery Store
4-H Soccer for Success	Physical Activity and Nutrition	Physical Activity - Healthy bodies and soccer skills Nutrition Education - MyPlate Food Groups; Breakfast; Beverages Mentorship Family Engagement
KickinNutrition TV	Nutrition	Videos of recipes: Kickin' Roasted Chicken De Nada Veggie Frittata Whole Wheat Fusilli Pasta, Grilled Chicken & Veggies Fabuloso Fruit Smoothies Shark Sushi Recipe
Curriculum for Hunger 101	Local Farmers' Markets (gardening and community gardens), Food Pantries and Gleaning Food deserts and food security	USDA-EPA Food Waste Toolkit Iowa Food Donation Toolkit Poverty Simulation



4-H COMMON MEASURES

4-H Common Measures are a set of self-report, retrospective post-pre surveys used to describe youths' 4-H experiences and to evaluate the effect of 4-H programming. Common Measures consists of 12 instruments and a demographics survey. Instruments correspond to the outcome areas of Science, Healthy Living, Citizenship, College & Career Readiness, and the 4-H experience. The major purpose of the 4-H Common Measures is to: (a) describe youths' 4-H experiences; (b) evaluate 4-H programming; and (c) inform professional development practices.

To determine the effectiveness of the 4-H Healthy Habits program and ensure that it is meeting the needs of children and their families, the 4-H Common Measures Healthy Habits assessment tools should be used. The goals of the 4-H Common Measures Healthy Habits survey is to:

- identify a common core of youth outcomes and indicators which can be used to improve the programs;
- provide a process for assessment and report from a state and national database; and
- provide state 4 H programs with resources to assist them in the planning of local, state-wide and regional evaluations.

EVALUATION STRATEGIES

The 4-H Common Measures instruments are used with youth in grades 4-12 (approximately ages 9 to 18), who have participated in a 4-H Healthy Habits program and completed the recommended minimum of six contact hours. 4-H Healthy Habits uses a youth survey and teen ambassador survey, both of which are available in English and Spanish. (See the 4-H Common Measures Protocol in the Glossary.)

4-H Healthy Habits encourages partnering with the Supplemental Nutrition Assistance Program (SNAP-Ed) and the Expanded Food Nutrition Education Program (EFNEP) to grow the program's reach. While SNAP-Ed and the EFNEP reach mostly limited-resource youth and families, 4-H Healthy Habits has the opportunity to reach all youth in rural and isolated urban areas.

The partnership between the Expanded Food Nutrition Education Program (EFNEP) and the 4-H Healthy Habits is a natural fit because they both offer hands-on interactive workshops to help participants improve food and physical activity behaviors, food resource management, food safety, and food security. The EFNEP evaluation plan uses pre/post questionnaires administered to all youth and adult participants who complete eight educational sessions of the program.

SNAP-Ed is an evidence-based program that helps people lead healthier lives. SNAP-Ed teaches people who use or are eligible for SNAP about good nutrition and how to make their food dollars stretch further. SNAP-Ed participants also learn to be physically active. SNAP-Ed's four phase evaluation plan, like 4-H Common Measures, produces key information to better guide and inform nutrition education efforts.

4-H Common Measures, SNAP-Ed and EFNEP evaluations have defined protocols for administering their surveys, which may include receiving approval from institutional review boards and using parental consent forms. The following strategies are for giving the surveys to youth and support receiving thoughtful answers from them.

Before giving the survey: Don't rush through the survey process. Give the group enough time to be thoughtful about their answers. Being upbeat when explaining the survey will set the tone for the group. The process can be a positive way for youth to contribute to the program and share how much they enjoyed it.

Share that the facilitators want to learn about the youths' experience in the program, and how important their thoughts and responses are to make 4-H Healthy Habits better. Emphasize that everyone has a special way of thinking and that their answers are important. They can't answer for their friends, only for themselves. The survey is private; no one at their school, home or 4-H program will see their answers. Emphasize that the survey is not a test – there are no right or wrong answers. Read the survey cover letter to the group, which is part of the 4-H Common Measures survey.

During the survey: Youth may progress at their own rate, but read all the questions aloud. Don't use voice inflection when reading the possible responses so as not to influence their answers. Have a bilingual speaker as needed. Point to each question so youth can stay on track. Let the group know that the demographic questions are optional – they are there to help us describe the group for reports. If they are uncomfortable answering a question they may leave it blank, and at the end they can write in anything they want to share about being in the program.

ADDITIONAL TEEN STORIES



“To me, healthy living is one of the most important aspects in one’s life. A positive mindset, healthy diet, and regular physical activity can make all the difference. My interest in healthy living sparked from a young age. I remember seeing myself and other children going crazy over candies and sweets. Now, I realize how unhealthy this is and my goal is to make a change in their lives.

Shazia, University of Georgia 4-H

“My success story came through an in-school activity I helped lead. 4-H World Feast is a multi-day, in-school activity that teaches middle-schoolers about safe cooking skills, healthy schools, and food of different cultures. Last year I led a station that taught about cutting, blending, hand washing and the dangers of cross-contamination. Some of the students were experienced, and some had never used a knife to prep food before. Being able to teach skills to younger 4-H members was an enlightening experience. However, the best part was how excited and passionate the students were about the experience. I overheard one student telling his friend how excited he was to take the recipes home and teach his family and cook for them. Hearing this made me realize just how big of an impact your time and Healthy Habits can have on students and their families.”

-Tim, University of Tennessee 4-H

“Leadership has been one of the main qualities that I have benefited from after becoming a health ambassador. Being an older student at the elementary school that I attended, I was often called upon to assist my school leaders with instruction with younger students. This was a hard task at first, because I consider myself to be shy. After becoming a health ambassador and being taken out of my comfort zone through leading certain activities, I was able to overcome my fear of being at the center of attention. I became more inspired to help more students and be the leader of certain tasks. Having students that I have worked with run up to me when they see me to say ‘hello’ or share a hug is a great feeling. It leads me to believe that my work has made positive impacts and lasting impressions.”

-Addisynn, Southern University, Louisiana 4-H

“During one of my teaching experiences as an Ambassador, I was leading a “Fitness Dice” activity with a group of 4-H’ers. After the game, one little girl came up to me and wrapped her tiny arms around me. She hugged me so tightly, and I could feel the joy radiating off of her. She looked up at me, while thanking me for making it an enjoyable learning experience. At that moment I realized how it was all worth it. These children really look forward to activities, and I am fortunate enough to be able to make an impact on their lives.”

-Shazia, University of Georgia 4-H

“As a 4-H Youth Health Ambassador with the 4-H Health Habits program I learned a lot about myself. I have also gained new skills and knowledge that will help me promote health and wellness while improving myself, my school and my community. It has given me great joy to know that I am changing young children’s lives, helping them ‘Make the Best Better’.”

-Zachary, Alcorn State University, Mississippi 4-H

“My experience as a health ambassador made me realize that there are so many needs within my community that need to be addressed. I am originally from a rural area that has many limited resources. The city has only one small grocery store with limited supplies of healthy options such as vegetables, and the youth in the area have limited possibilities to engage in any type of learning activities other than school. After becoming a teen ambassador, I felt empowered to help address some of those issues. We’ve experienced delays due to COVID-19, but a community garden project is currently in the works, as well as bringing in Healthy Living programming for youth through a local faith-based partner. I feel as though it is my duty to see these projects through, and will hopefully recruit youth that still live in the area to keep them going.”

-Rheagan, Southern University, Louisiana 4-H

As a Healthy Living Ambassador, I have led numerous classes to influence Georgia 4-H’ers on the importance of healthy living. My favorite part is when these 4-H’ers look at me with bright eyes and are ready to answer any question that I ask. I remember during one of my County Council Club Meetings, I led my activity called “Food Group Roundup,” where 4-H’ers are challenged to think of as many foods that fit in a specific food group as they can during a time frame. This activity showed their competitive side, but while they got competitive, they learned about how many other foods exist as well. After the activity, several kids came up to me and told me how they never knew starfruit was actually a fruit. Their enthusiasm and willingness to participate makes every class worth it to teach!

Shazia, University of Georgia 4-H “



GLOSSARY

Backpack food programs provide nutritious, non-perishable, easy-to-prepare food to children to ensure they get enough food on weekends and holidays to avoid hunger when they can't depend on school meals: <https://www.actionforhealthykids.org/activity/backpack-programs/>

Community Eligibility Provision (CEP) of the National School Lunch Program is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications: <https://www.fns.usda.gov/school-meals/community-eligibility-provision>

County Health Rankings are annual rankings that provide a revealing snapshot of how health is influenced by where we live, learn, work and play. They provide a starting point for change in a community: <https://www.countyhealthrankings.org/>

Cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes: <https://npin.cdc.gov/pages/cultural-competence#1>

Expanded Food and Nutrition Education Program professionals use similar strategies as SNAP professionals, serving limited-resource youth and families. These professionals may support staff training, delivery reach and family engagement: <https://nifa.usda.gov/program/about-efnep>

A **food bank** is a non-profit organization that collects and distributes food to hunger-relief charities. Food banks act as food storage and distribution depots for smaller front line agencies, and usually do not give out food directly to people struggling with hunger: feedingamerica.org/our-work/food-bank-network/

Food pantries provide food directly to those who may not have enough to eat. Food banks distribute food to food pantries, which can be either permanent locations or mobile distributions. Food pantries are often the only source of free, healthy and nutritious food in a neighborhood, and they often provide other critical resources such as nutrition education, health screenings, seasonal food baskets and back to school supplies. A community food pantry directly serves local residents who suffer from hunger and food insecurity within a specified area: <https://lsnetworkofhope.org/foodpantries/services/what-is-a-food-pantry/>

Gleaning is the act of collecting excess fresh foods from farms, gardens, farmer's markets, grocers, restaurants, state/county fairs or any other sources in order to provide it to those in need: <https://nationalgleaningproject.org/> and https://www.usda.gov/sites/default/files/documents/usda_gleaning_toolkit.pdf

Iowa Food Donation Toolkit is an online resource for community gardeners who are sharing or plan to share produce with their neighborhood and community partners to address food insecurity in their local communities. A community donation garden is a community garden that intends for the produce grown to be consumed by members of the community who are experiencing food insecurity: <https://www.extension.iastate.edu/ffed/community-donation-gardening-toolkit>

Land-Grant University System: A land-grant college or university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862, 1890 and 1994: <https://www.aplu.org/about-us/history-of-aplu/what-is-a-land-grant-university/>

A **Mobile Farmers' Market (MFM)** program is a farmers' market on wheels for locally grown and produced food. The MFM travels to different sites to distribute fresh fruits and vegetables to families with children and seniors who lack easy access to fresh produce, and to families who either have limited resources or are unable to go to a grocery store to buy healthy nutritional items for their households: <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mobile-markets>

The **National School Lunch Program (NSLP) and School Breakfast Program (SBP)** provide nutritious meals to students at participating schools and children in residential childcare institutions. Eligible students receive free or reduced-price breakfasts, lunches and afterschool snacks. Some organizations also provide dinner: <https://www.fns.usda.gov/school-meals/community-eligibility-provision/>

The goal of the **National 4-H Summit on Healthy Living** is to develop high school students' knowledge and skills to address today's issues, including nutrition education, physical fitness, wellness and emotional well-being. Students are trained to create action plans to implement in their communities and teach other youth about what they have learned. The structure of the summit maximizes the amount of hands-on learning experiences and translates that learning to direct outcomes: <https://4hcenter.org/tours-programs/national-youth-summits/#!healthy-living>

The **Social-Ecological Model (SEM)** is a theory-based framework for understanding, exploring and addressing the social determinants of health at many levels. The SEM can help health professionals understand how layers of influence intersect to shape a person's food and physical activity choices. The model is adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model: https://www.healthyeennetwork.org/wp-content/uploads/2015/06/TipSheet_IncreasingOurImpactUsingSocial-EcologicalApproach.pdf

Supplemental Nutrition Assistance Program (SNAP) professionals are trained to deliver nutrition education in the field. Nutrition education is one of the three approaches outlined in the SNAP-Ed Guidance. Other approaches include Policy, Systems and Environmental Change, and Social Marketing. SNAP professionals may have a limited service area: <https://snaped.fns.usda.gov/snap-ed-works/nutrition-education>

Rural is defined by the U.S. Census Bureau as any area that is not urban or metro. Communities with 2,500 or less in a population may be considered rural. The American Community Survey counts rural populations every one to five years, depending on population density: <https://www.census.gov/library/video/2017/rural-america.html>

The **21st Century Community Learning Centers (21st CCLC)** initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before school and summer learning programs: <http://www.afterschoolalliance.org/policy21stcclc.cfm>

Urban is defined by the U.S. Census Bureau as any urban area having more than 50,000 people and at least 1,000 people per square mile. Since 2000, the bureau has based its classification solely on population density, regardless if the area is incorporated or unincorporated as a municipality: <https://www.census.gov/programs-surveys/geography/guidance/geo-areas/urban-rural.html>

USDA-EPA Food Waste Toolkit: Donating wholesome food for human consumption diverts food waste from landfills and puts food on the table for families in need. Donations of non-perishable and unspoiled perishable food from homes and businesses help stock the shelves at food banks, soup kitchens, pantries and shelters. Their website links to organizations involved in the effort: <https://www.usda.gov/oce/foodwaste/resources/donations.htm>



RESOURCES

Professional Standards

Growing Together: 4-H Professional, Research, Knowledge and Competencies 2017

USDA NIFA 4-H National Headquarters

<https://nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Guide.pdf>

Society of Health and Physical Educators (SHAPE)

<https://www.shapeamerica.org/standards/pe/>

Evaluation

4-H Lesson Study Project is available through registering at eXtension Campus.

<https://campus.extension.org/enrol/index.php?id=1491>

4-H Lesson Study Project PowerPoint

University of California Agricultural and Natural Resources, 4-H Youth Development

<http://4h.ucanr.edu/files/287167.pdf>

Addressing the Challenge of Conducting Effective Supplemental Nutrition Assistance Program Education (SNAP-ED) Evaluation: A Step-by-Step Guide

<https://snaped.fns.usda.gov/library/materials/addressing-challenges-conducting-effective-supplemental-nutrition-assistance>

Expanded Food and Nutrition Education Program

<https://nifa.usda.gov/program/expanded-food-and-nutrition-education-program-efnep>

Lesson Study in 4-H, Benefits

<https://4-h.org/professionals/common-measures/lesson-study-in-4-h-benefits/>

National 4-H Common Measures

<https://4-h.org/professionals/common-measures/>

SNAP-Ed Connection, Evaluation Tools

<https://snaped.fns.usda.gov/evaluation/evaluation-tools>

Teen Ambassadors

Choose Health Action Teens (CHAT) (Cornell University, Division of Nutritional Sciences, Cooperative Extension 4-H Youth Development Program) provides teens with training in nutrition and active living, as well as how to use those skills to teach healthy habits to younger children.

<https://fnec.cornell.edu/for-partners/programs/chat/>

The Healthy Young People Empowerment (HYPE) project is a curriculum-based program that focuses on teaching youth leadership skills and the policy, systems and environmental change process.

<https://eatsmartmovemoreesc.org/our-work/youth-engagement/>

The YA 4-H! Building Successful Youth Adult Partnerships

(Oregon 4-H) program equips and empowers teens, researchers and advocates to address critical health-related concerns. It is ideal for training groups of youth and their adult partners in how to create, develop and maintain successful partnerships.

<http://shop4-H.org>

The YA 4-H! Teens as Teachers (Oregon 4-H) program engages 4-H teens in health-related learning and action, with the ultimate goal of preparing them to lead health-related change in their communities. YA 4-H! prepares teens and their adult mentors to explore culture and diversity; understand their target audience; learn teaching tips and tools; prepare to teach; and reflect and evaluate.

<http://shop4-H.org>

The YA 4-H! Youth Participatory Research and Action

(Oregon 4-H) program empowers youth with the skills to identify and research health concerns in their communities and take action to address them. This process is associated with greater civic engagement and youth empowerment.

Contact Dr. Mary Arnold at mary.arnold@oregonstate.edu

Curricula and Materials

Choose Health: Food Fun and Fitness (CHFFF) (Cornell University Extension, Division of Nutritional Sciences, Cooperative Extension 4-H Youth Development Program) is a research-based, six-lesson curriculum for 8 to 12 year olds that uses experiential learning to teach healthy eating and active play.

<https://fnec.cornell.edu/for-partners/curricula/chfff/>

The Cooking Matters (Share Our Strength, formerly funded by ConAgra Food Foundation) toolkit is a comprehensive guide on how to plan and lead an effective cooking demonstration while introducing key nutrition and food budgeting messages. The goal of the toolkit is to help end childhood hunger by inspiring families to make healthy, affordable food choices.

www.cookingmatters.org

Curriculum for Hunger 101 (Atlanta Community Food Bank) was created to help engage, educate and empower the community to take action against hunger with understanding and urgency. Through a series of discussions and activities, students will examine the role that food plays within families and communities. <https://acfb.org/sites/default/files/Hunger%20101%20Modules%201%20and%202%202014.pdf>

GEM: Get Experience in Mindfulness – An Awareness and Acceptance Stress Management Program (University of Delaware) places an emphasis on stress management taught through practical and interactive mindfulness-based activities to facilitate experiential learning. This research-based and theory driven program meets National Health Education Standards. There are five lesson topics: Intentions and Goal Setting, Awareness and Attention, Self-care: Stress Reduction and Relaxation, Communication and Relationships, and Gratitude and Acceptance. <http://shop4-H.org>

Healthy for Life (American Heart Association) is an evidence-based community nutrition and well-being program that empowers people to make healthy food, nutrition and lifestyle choices. <https://www.heart.org/en/healthy-living/company-collaboration/healthy-for-life>

Kickin' Nutrition TV (2020KidsCook Production) consists of digital webisodes that teach nutrition concepts and food preparation skills to pre-teens, along with companion lesson plans that extend learning through hands-on activities in the classroom. This project combines digital technology, nutrition education and research strategies to address the USDA challenge area of improving nutritional health and reducing childhood obesity. <https://www.kickinnutrition.tv/credits>

Learn, Grow, Eat and Go (LGEG) (Junior Master Gardener) is a research- and evidence based curriculum project of the International Junior Master Gardener® Program. This curriculum is an interdisciplinary program that combines academic achievement, gardening, nutrient-dense food experiences, physical activities, and school and family engagement. <http://shop4-H.org>

Mindful Me (University of California Extension) is a ten-lesson curriculum introducing 5 to 8 year olds to basic concepts in mindfulness practices, including developing a sense of self, time management, stress management, emotional regulation and mindful eating practices. <http://shop4-H.org>

Right This Very Minute: A Table to Farm Book About Food and Farming (American Farm Bureau) encourages students to dig deeper into thinking about where the food on their plates originated. <https://www.fb.org/>

Sodium Shakedown Kit (Ohio State University Extension) is a youth-focused, sodium-reduction teaching activity. Contact Dr. Theresa Ferrari at; ferrari.8@osu.edu

Soft Skills Training with Teen Ambassadors using Dept of Labor Curriculum: Skills to Pay Your Bills. <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

Teen Cuisine Curriculum (Virginia Cooperative Extension) is designed to teach youth (grades 6-12) important life skills to promote optimal health. It addresses key concepts about nutrition, food preparation/cooking, food safety and physical activity by using approaches and strategies that enhance learning and behavior change among teens. It also empowers teens to adopt healthier lifestyles by teaching them the knowledge and skills needed to prepare nutritious snacks and meals at home. <https://ext.vt.edu/4h-youth/healthy-living.html>

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