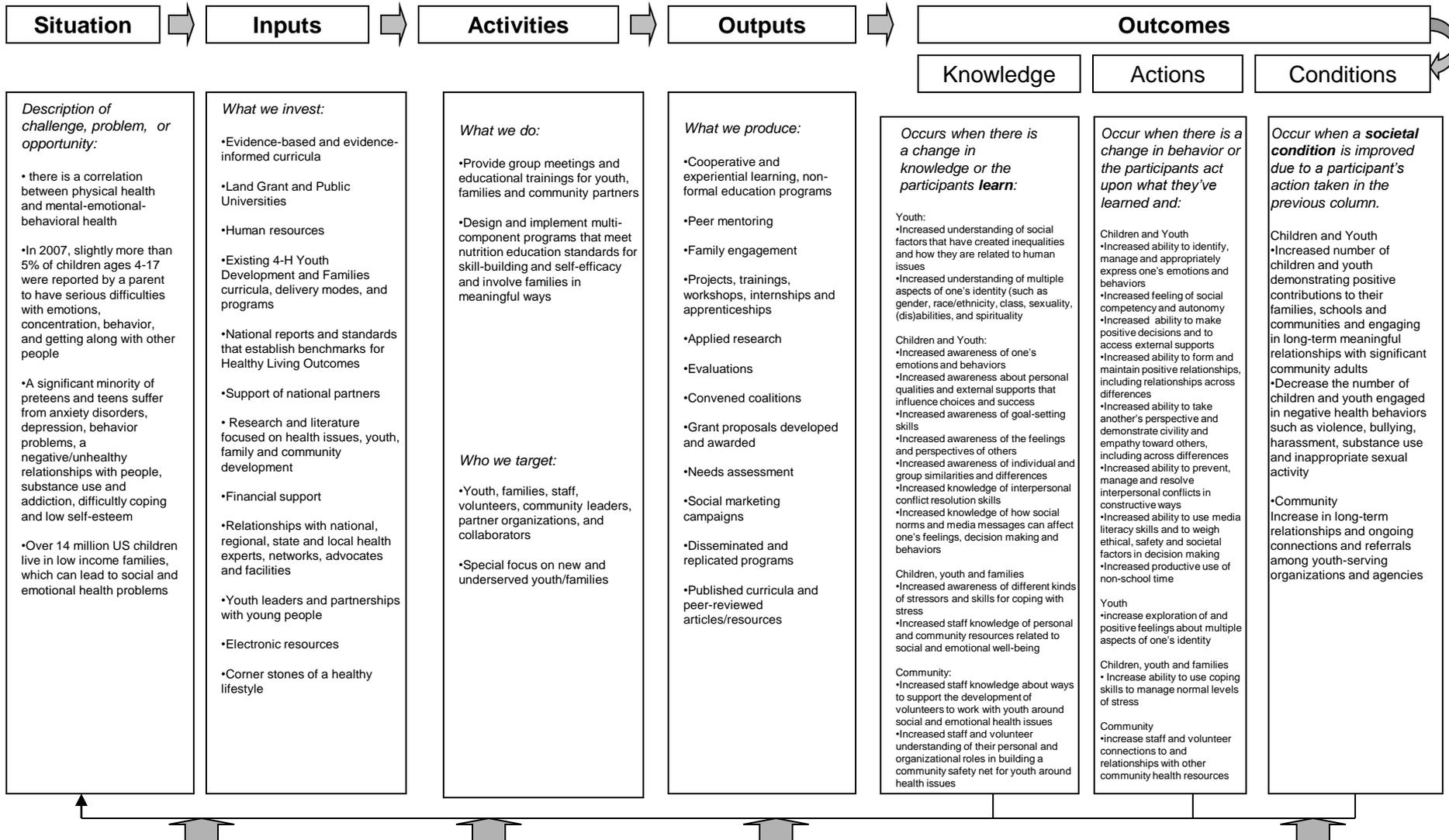


# 4-H Healthy Living Logic Model – Social-Emotional Health and Well-Being



*Description of challenge, problem, or opportunity:*

- there is a correlation between physical health and mental-emotional-behavioral health
- In 2007, slightly more than 5% of children ages 4-17 were reported by a parent to have serious difficulties with emotions, concentration, behavior, and getting along with other people
- A significant minority of preteens and teens suffer from anxiety disorders, depression, behavior problems, a negative/unhealthy relationships with people, substance use and addiction, difficulty coping and low self-esteem
- Over 14 million US children live in low income families, which can lead to social and emotional health problems

*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

*What we do:*

- Provide group meetings and educational trainings for youth, families and community partners
- Design and implement multi-component programs that meet nutrition education standards for skill-building and self-efficacy and involve families in meaningful ways

*Who we target:*

- Youth, families, staff, volunteers, community leaders, partner organizations, and collaborators
- Special focus on new and underserved youth/families

*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

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

**Youth:**

- Increased understanding of social factors that have created inequalities and how they are related to human issues
- Increased understanding of multiple aspects of one's identity (such as gender, race/ethnicity, class, sexuality, (dis)abilities, and spirituality)

**Children and Youth:**

- Increased awareness of one's emotions and behaviors
- Increased awareness about personal qualities and external supports that influence choices and success
- Increased awareness of goal-setting skills
- Increased awareness of the feelings and perspectives of others
- Increased awareness of individual and group similarities and differences
- Increased knowledge of interpersonal conflict resolution skills
- Increased knowledge of how social norms and media messages can affect one's feelings, decision making and behaviors

**Children, youth and families**

- Increased awareness of different kinds of stressors and skills for coping with stress
- Increased staff knowledge of personal and community resources related to social and emotional well-being

**Community:**

- Increased staff knowledge about ways to support the development of volunteers to work with youth around social and emotional health issues
- Increased staff and volunteer understanding of their personal and organizational roles in building a community safety net for youth around health issues

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

**Children and Youth**

- Increased ability to identify, manage and appropriately express one's emotions and behaviors
- Increased feeling of social competency and autonomy
- Increased ability to make positive decisions and to access external supports
- Increased ability to form and maintain positive relationships, including relationships across differences
- Increased ability to take another's perspective and demonstrate civility and empathy toward others, including across differences
- Increased ability to prevent, manage and resolve interpersonal conflicts in constructive ways
- Increased ability to use media literacy skills and to weigh ethical, safety and societal factors in decision making
- Increased productive use of non-school time

**Youth**

- Increase exploration of and positive feelings about multiple aspects of one's identity

**Children, youth and families**

- Increase ability to use coping skills to manage normal levels of stress

**Community**

- Increase staff and volunteer connections to and relationships with other community health resources

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

**Children and Youth**

- Increased number of children and youth demonstrating positive contributions to their families, schools and communities and engaging in long-term meaningful relationships with significant community adults
- Decrease the number of children and youth engaged in negative health behaviors such as violence, bullying, harassment, substance use and inappropriate sexual activity

**Community**

- Increase in long-term relationships and ongoing connections and referrals among youth-serving organizations and agencies

**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** – Demands on family time will continue to be a factor in the programs they choose to participate in over time; families will continue to face resource constraints; changes in society and health practices, services/access will impact young people and their families; research will continue to inform the connections between healthy living and positive youth development; obesity prevention and health improvements will continue to be a core mission of USDA/AGRI and state Extension systems.