4-H Youth Voice: Youth Choice
Wal-Mart Healthy Living Program Evaluation

Final Program Evaluation Report
April 23, 2010

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Evaluator’s Statement

This document serves as the final evaluation report for the Youth Voice-Youth Choice Healthy Living program sponsored by National 4-H Council with funding from the Wal-Mart Foundation. The program was implemented through 15 grants to programs in 14 states and Puerto Rico between June 1, 2009 and March 31, 2010. Each grantee received $50,000 to plan and implement a program with youth, teens, and adults to address at least one of four areas related to healthy living:

1) Nutrition and healthy eating
2) Physical activity
3) Personal safety
4) Community action.

The evaluation was designed to consider knowledge gains and behavior changes related to each of the four key areas as emphasized in local programs. Youth and adult program participants were each asked the same questions related to knowledge and behavior. Additional evaluation questions were asked of teens who served as leaders, teachers, and/or facilitators of local programs.

All grantees were required to participate in the program evaluation. Because the evaluation plan and data collection system were not ready until December 1, 2009, some grantees had already completed programming without having instruments with which to gather program data. All grantees were encouraged to complete the evaluation instruments as fully and accurately as possible given the timing of their local programs.

This report contains analysis of the evaluation, organized by respondents:

1) Youth participants
2) Adult participants
3) Teen leaders

All data for the evaluation were entered into an on-line data collection system. Access to the system was provided by the evaluator to the grantees for data entry, but only the evaluator had access to the actual dataset. The integrity and accuracy of the raw data rests with the individual grantees. The integrity and accuracy of the analysis and interpretation rests solely with me as the project evaluator. To this end, I certify that the analysis and results presented in this document are complete and accurate insofar as the data entered by the grantees were as well. Any questions or concerns about this report should be addressed to me.

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April 23, 2010
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Acknowledgements

This program evaluation could not have taken place without the dedicated help and support of many individuals.

First and foremost, I would like to thank National 4-H Council for the opportunity to conduct the evaluation of this important program. It was an honor to bear witness to the powerful impact the program had on participants.

I would like to express my thanks and gratitude to Mr. Gregg Tabachow at National 4-H Council for his excellent teamwork and help. I appreciated your timeliness, clarity, and help with various complications that came up during the course of data collection.

A very special thank you to my co-author and graduate assistant Ms. Brooke Nott. Your expert assistance with the data analysis and report preparation could not be replaced. Thank you especially for your cheerful willingness to concentrate your work time on the report in the last two weeks so we could meet the expected deadline.

A special thank you to Ms. Sherri Sarver at the Oregon State 4-H Office for your cheerful support and careful editing of major sections of the report.

I would like to thank each and every grantee who contributed data and other information for the evaluation. I know that the evaluation process was compressed and difficult for many of you to do. The sincerity with which you approached the evaluation was evident in the data and information you provided. Without your help, there would be nothing to report. So thank you for your patience and willingness to help make this possible.

I also heartily thank the many youths, adults, and teens who completed the evaluation questionnaires. Evaluation numbers tell us a great deal, but your words mean so much more. Thanks for telling us how the program impacted your life.

Finally, thank you to the Wal-Mart Foundation for the generous support of the Youth Voice: Youth Choice Healthy Living Program. The funding provided by the foundation made these important programs possible. As a result, the program participants have developed awareness of and begun to take actions toward living healthier lives.
The evaluation of the Youth Voice – Youth Choice Program was conducted between December 1, 2009 and March 31, 2010. The evaluation focused on the following indicators of program success:

**Outputs**

1. Program participation by grantee site.

   **Evaluation Questions**
   a. Did the grantees reach the required number of participants?
   b. What were the demographics of the audience reached, by age, gender, race, ethnicity, grade in school, and location of home?
   c. What types of forums were utilized by grantees to implement the program?
   d. What was the dosage of program for program participants (less than 6 hours; more than 6 hours; or trained program facilitator)?
   e. How many, and what types of partnerships were formed by grantees to implement the program?
   f. What were the program barriers and facilitators for grantees?

**Summary of findings related to program outputs**

All grantees reported carrying out action plans. The program summaries provided by each grantee reflected a diversity of programming related to healthy living. Specifically, grantees met the following output goals as a result of implementing their local action plans:

1. The overall goal for program participation was 7,500 youth and adult participants (500 per grantee). Across all grantees, the program reached over 26,000 youth and 4,900 adults, exceeding the expected program participation by over four times the expected rate. All grantees exceeded the required 500 participant number.
2. Program demographics across sites reveal a diversity of program participants across sites.
3. A variety of forums were utilized to implement the program, with in-school programming (26%) and existing 4-H programs (17%) being the most widely used. Another category entitled “other” was utilized for 27% of the programs, but there was no additional probe question to determine what “other” types of forum was used.
4. The level of program participation varied from grantee to grantee. The largest group of participants received less than six hours of programming (15,522 youth; 1,814 adults); the next largest group consisted of participants who received 6 or more hours of programming (9,422 youth; 1,208 adults); the smallest group was those who received special training and participated in the facilitation of the program (1,207 youth and 9,422 adults). These levels of participation match the intended design for implementation of the grantee level.
5. Grantees formed 413 partnerships as a direct result of the program. All grantees except Puerto Rico and Louisiana reported at least one new partnership. Partnering with public schools (K-12) was reported most often, followed by county government agencies and local non-profits.

6. Grantees identified several barriers to implementing their local programs. These included: 1) unexpected changes to action plans, such as staff members becoming ill, and site access changing due to presence of the H1N1 virus; 2) complications with partnerships, such as partners not being able to provide support as planned, or program venues changing; 3) difficulty getting enough participation in the program and having to reschedule events due to low attendance or weather; and 4) problems with the program reporting and evaluation process. A complete listing of barriers identified by grantees can be found in Appendix 5.

7. Grantees identified three significant facilitators for the program: 1) Committed staff; 2) adequate funding; and 3) collaborators. Grantees report admiration for how committed the staff were to implementing the project and how helpful it was to have adequate funding for staff, supplies, and to assist with participation for children and families with limited resources. Grantees also expressed appreciation for the collaborators, including National 4-H Council and Wal-Mart as well as those partners that helped make the program happen at the local level. A complete listing of facilitators identified by grantees can be found in Appendix 5.

**Evaluator Commendations Outputs.**

1. It is clear from the action plans and final reports that the program was well-implemented by all 15 grantees. Despite many obstacles, including a tight program implementation timeline and unforeseeable obstacles, grantees pushed on to implement the program according to the action plans.

2. Grantees are to be commended on the number and diversity of youth and adults reached through their grant programs. The final reported numbers are far above what was expected for the program and demonstrate the important reach of the programming.

3. Grantees used a variety of forums to reach audiences, including existing 4-H clubs. Of particular note are the programs that reported a renewed emphasis on the “Health” “H” and the impact the program had on furthering the national healthy living mission mandate in their state.

4. Grantees were able to form collaborations on many levels and with many agencies to implement the program. It is clear from the reports that the success of the program depended on effective partnerships.

**Evaluator Recommendations Outputs.**

1. One of the biggest frustrations experienced by grantees was the timeline for the program evaluation. Because the evaluator was not brought on board until well into the program cycle, and the evaluation protocol was not ready until 6 months into the 9 month program, grantees experienced frustration with the evaluation and reporting.
process. The evaluator and program manager at National 4-H Council worked together to try and make the evaluation/reporting process as streamline and clear as possible, but the timing of the evaluation greatly inhibited the effectiveness and ease of data collection.

**Recommendations**

a. Include the program evaluator in the planning of the program at the beginning stages and in the development of the grantee RFP. Doing so will ensure that data collection expectations are reasonable, timely, and clear.

b. Fold the necessary grant reporting into the evaluation data collection process, and have communication for reporting/evaluation expectations come from only one person, preferably the evaluator.

c. Have evaluator work directly with each grantee to ensure that program reporting and evaluation expectations, processes, and due dates are clear. One cannot assume the grantee has all these aspects clear just because he or she does not raise any questions.

2. The second frustration raised by grantees was the short timeline of the grant program, and the lack of match of local programs to national expectations. While it was clear from program descriptions that all grantees conducted programming that matched the overall goals of the national grant, there was considerable variation in the type of programming conducted. Programming ranged from one-shot conference sessions to extended programming over more than two months, and there was considerable variance in the “mobilization of children and teens to take action around three healthy living priorities” as stated in the grant RFP. However, this variance was evidence in the program plans submitted by the grantees in response to the RFP, and no changes to the plans were asked of grantees.

**Recommendations**

a. Consider providing an increase in time for grant implementation.

b. Work with grantees before program implementation to modify grantee action plans to ensure local programming matches the goals and outcomes of the grant before the program begins.

**Outcomes**

1. Learning and action outcomes for youth, adult and teen leader participants

   **Evaluation Questions**
   
a. Did the program help participants learn about items related to nutrition, physical activity, personal safety and/or community action?

b. Did participants take action in the areas of nutrition, physical activity, personal safety and/or community action as a result of the program?

2. Teens as Teachers Experience

   **Evaluation Questions**
a. Did trained youth who served as teachers and/or leaders in the program have a quality experience?

b. Did trained teens who served as teachers and/or leaders in the program increase levels of positive youth development (PYD) as a result of participation in the program?

Summary of findings related to program outcomes.

1. The evaluation results revealed that all three groups of participants (youth, adults, and teen leaders) experience learning related to the areas of nutrition and healthy eating, physical activity, personal safety, and community action.

2. All three groups reported turning what they learned into specific actions that will contribute to healthier living (such as getting more physical activity daily, washing hands more frequently, and choosing to eat more nutritious food).

3. The teens who were trained to serve as teachers/leaders in the program reported having a positive experience.

4. Teen leaders also showed an increase in positive youth development as a result of participating in the program.

Evaluator Commendations Outcomes.

1. The outcome evaluation data revealed strong and positive results for the intended learning and action outcomes for the program. Further consideration of the evaluation results show a pattern that one would expect given the nature of the grant program. For example, many of the ratings for the learning items were high, and fell off slightly when asked about behavior change related to the same item. For instance, all groups reported high means related to learning about good nutrition, but the mean rating for turning the learning into action (e.g., choosing food based on nutritional needs) was lower for all three groups. Furthermore, some of the more difficult actions to implement, such as taking the time to match the food one eats to one's caloric need, were rated even lower. One result of patterns such as these is increased confidence in the sensitive of the evaluation instruments and the integrity of the participant responses, which are both indicators of the quality of the final evaluation results for participant learning and action.

2. The teens who participated as teachers/facilitators in the program reported strong and significant changes in PYD as well as providing positive ratings for their experience as a teen leader. These findings were corroborated by the comments the teens provided as well as the narratives provided by the grantees. It is clear that the teens as teachers model has the potential to be a very powerful strategy for encouraging the development of healthy behaviors in youth as well as contributing to the positive youth development of the teen teachers.

Evaluator Recommendations Outcomes.

1. The two biggest limitations of the outcome evaluation were the one-time, end of program evaluation design, which is the least rigorous evaluation design that can be
done, and the lack of consistency across grantee program plans. Despite the overwhelmingly positive evaluation results, these limitations affect the confidence with which the results can be interpreted. For example, in order to have complete confidence in the outcome evaluation results, we need to assume that all youth who entered data related to nutrition had the same level of programming, the same quality of programming, and the same dosage of programming. It is clear from the variety of grantee plans that this was not the case.

**Recommendations**

a. Provide more detailed expectations for grantees as to what needs to be covered in the program in order to achieve the stated outcomes. A detailed logic model from which grantees can plan their programs would help ensure consistency in program content and delivery.

b. Include potential grantees in the development of the program RFP and logic model to ensure that what is planned on the bigger level is practical and feasible on the local level.

c. Include the evaluator in the development of the program logic model to identify opportunities for a more rigorous evaluation design that includes a sampling method. Doing so will create a more effective and rigorous evaluation protocol that does not unnecessarily burden grantees, while at the same time providing more reliable and valid data.

d. If the program design includes teens as teachers, provide information and/or training for grantees on best practices for utilizing teens (cf Lee & Murdock, 2001).

e. If the program design includes having youth work together with adults, provide information and/or training for grantees on best practices for developing youth adult partnerships (cf. The Innovation Center, 2003).

f. Have evaluator work directly with each grantee to ensure that program reporting and evaluation expectations, processes, and due dates are clear. One cannot assume the grantee has all these aspects clear just because he or she does not raise any questions.

**Impact**

1. What was the impact of the program?

*Evaluation Questions*

a. What impact did the program have on participants?

b. Did the program have an impact on the community beyond individual participants?

*Summary of findings related to program impact*

1. Youth impacts include taking action to choose healthier foods and increase exercise. Of particular note were the number of youth who reported drinking less soda as a result of learning how much sugar the soda contains, and the large number of youth who...
experienced yoga for the first time and discovered its usefulness for stress reduction and relaxation. Youth also reported reducing television and computer time. A detailed analysis of the youth comments is presented in Part Five of the report and a complete listing of youth comments can be found in Appendix 2.

2. Adults reported impacts on three levels. The first two impacted the adults directly, by making changes in their personal behaviors related to health, such as paying closer attention to calories consumed, and by making changes that affected their families, such as spending more time at the grocery store because of reading food labels more carefully. Adults also reported impacts they saw in youth, such as noticing youth going outside to play more, and reminding each other to wash their hands. A detailed analysis of the adult comments is presented in Part Five of the report. A complete listing of adult comments can be found in Appendix 3.

3. Teens mentions impacts related to personal development. Many teens reported developing communication skills, gaining confidence, and thinking about future careers as a teacher or working with youth. A detailed analysis of the teen comments is presented in Part Four of the report. A complete listing of teen comments can be found in Appendix 1.

Evaluator Commendations Impact

The narrative evaluation data, along with the information provided by grantees in the final report reveal impacts in the lives of all three groups of participants. The open-ended nature of the narrative responses provided the opportunity to learn about the program impacts directly from the participants. It is clear that the program had an impact on youth, adults and teens in clear and meaningful ways.
Part One: Program Overview

My daughter loves this program! She takes full responsibility for her participation and the logbook helps her do that. She records in her logbook daily, and if she finds she has not gotten enough exercise that day, she’ll ask me “can I go outside and ride my bike for half an hour?”

Youth Voice, Youth Choice Parent, Hawaii

The Youth Voice - Youth Choice Healthy Living program sponsored by National 4-H Council with funding from the Wal-Mart Foundation provided $50,000 grants to 15 grantees sites across the United States and Puerto Rico.

Summary of Programs
Each of the 15 grantees provided programming related to physical activity/fitness, nutrition and healthy eating, and/or personal safety Many of the programs had an explicit intention to engage teens as teachers and facilitators of programs for younger children. A brief summary of each program is presented below.

Hawaii
In Hawaii’s Get Moving for Health program six teams led by two youth and an adult were trained. The teams then implemented the program at six sites across the state.

Illinois
Youth in Illinois attended a two-day Health Jam Camp. Camp participants then “walked across Illinois” in the subsequent eight weeks. Youth had a daily goal of 4000 steps (about two miles) measured by pedometers. 100% of the Health Jam Camp participants completed the walk across Illinois.

Iowa
The Food and Fitness Craze curriculum was used at five health summits for middle and high school students. Following the summits, mini grants were awarded to school teams to implement healthy living programming in their schools and communities.

Louisiana
Across the state, multiple levels of programming focused on food and fitness. The program was implemented largely through mini grants for local programs and to support regional and statewide healthy living events. The funding for the program set the stage for Louisiana to develop its 4-H healthy living program further.
**Michigan**
Twelve camps that focused on physical activity, personal safety, and nutrition were held in the summer of 2009. Michigan also partnered with the American Taekwondo Association to develop and give away 1,100 child safety ID kits at the MSU Extension 4-H basketball event.

**Minnesota**
Minnesota developed the *Stepping Out* curriculum that focuses on getting youth physically active and outdoors. The curriculum was piloted at 19 sites, including with teens at a statewide leadership conference. The curriculum and supporting supplies are now available in every county for use in this summer’s programs.

**New Hampshire**
*Get Going; Keep Going; Go Public* was the marketing message for the New Hampshire program. This approach was used in every county and has led to an increased focus of the Health “H” in the 4-H program. The New Hampshire program was lauded for being the only program offering a wellness approach through nutrition, physical activity and community service.

**North Carolina**
North Carolina conducted various healthy living programs in 34 counties. In addition, the 4-H *Force 100* program provided a four-day training on nutrition, health, food safety, and fitness for 72 youth and 16 adults. The *Love for Life* program provided a nutrition and wellness weekend for 48 mother-daughter pairs.

**Oklahoma**
Four district youth conferences led to the distribution of 47 mini-grants for local programs focused on nutrition, physical fitness and safety. Highlights include a 4-H teen who trained others to conduct hand washing programs with young children, and another teen’s efforts to raise money to support outreach education in Kenya.

**Oregon**
A teen advisory board met monthly to plan and host the *Attitudes for Success* conference for at-risk youth, who were primarily Hispanic and Native American. The conference for middle and high school youth was held in March, focusing on many aspects of health and wellness. Packets were sent home with conference attendees to extend the learning to families.

**Puerto Rico**
The 4-H Route Program for healthy living was promoted in Wal-Mart stores across Puerto Rico. Over 2,100 youth participated in the program. A highlight was the first-ever youth, family and community 4-Healthathon.

**South Dakota**
South Dakota’s program emphasized a *Teens as Teachers* approach. Teens were trained to teach the importance of healthful decisions to elementary school students. The program
partnered with Jobs for America’s Graduates (JAG) to include Native American teens as teachers. These teens had the opportunity to try out teaching as a career option.

Utah
Utah sought to implement the program though existing 4-H programs. Using their Teens Reaching Youth (TRY) model, 23 youth-adult teams were trained on the Recharge Food and Fitness curriculum. Teams then provided at least six hours of instruction to younger youth. In addition, the program helped boost participation in statewide 4-H healthy living contests.

Wisconsin
The program in Wisconsin also emphasized a Teens as Teachers approach. Trained teens implemented nutrition and safety programs in after school and camp programs in both rural and urban settings. Over 1300 youth in nine counties participated in the programming provided by the teens.

Program Participation
In all, 26,151 youth and 4,915 adults participated in the program across all grantee sites. The table below displays youth and adult participation rates by grantee.

Table 1.1
Total Youth and Adult Participation Rate by Grantee

<table>
<thead>
<tr>
<th>Grantee</th>
<th>Youth</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>1143</td>
<td>302</td>
</tr>
<tr>
<td>Illinois</td>
<td>621</td>
<td>375</td>
</tr>
<tr>
<td>Iowa</td>
<td>508</td>
<td>190</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1048</td>
<td>495</td>
</tr>
<tr>
<td>Michigan</td>
<td>3657</td>
<td>977</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1216</td>
<td>55</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1308</td>
<td>317</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1322</td>
<td>200</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1790</td>
<td>508</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>7094</td>
<td>834</td>
</tr>
<tr>
<td>Oregon</td>
<td>1512</td>
<td>189</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2135</td>
<td>111</td>
</tr>
<tr>
<td>South Dakota</td>
<td>501</td>
<td>5</td>
</tr>
<tr>
<td>Utah</td>
<td>736</td>
<td>268</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1560</td>
<td>89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26,151</strong></td>
<td><strong>4,915</strong></td>
</tr>
</tbody>
</table>
Twenty-six percent of the programs were conducted as in-school programs; 17% were conducted through existing 4-H programs; only 1% of the programs developed a 4-H club specifically for this project. The table below provides a summary of program type by grantees.

Table 1.2
**Total Number of Youth Participating in the Program by Forum by Grantee**

<table>
<thead>
<tr>
<th></th>
<th>Existing 4-H Clubs</th>
<th>4-H Club formed specifically for this project</th>
<th>Residential camps</th>
<th>Day camps</th>
<th>After-school programs</th>
<th>In-school programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>374</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>397</td>
<td>341</td>
<td>0</td>
</tr>
<tr>
<td>Illinois</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>253</td>
<td>0</td>
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<tr>
<td>Iowa</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>496</td>
</tr>
<tr>
<td>Louisiana</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Michigan</td>
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<td>285</td>
<td>1116</td>
<td>0</td>
<td>0</td>
<td>2172</td>
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<tr>
<td>Minnesota</td>
<td>57</td>
<td>23</td>
<td>0</td>
<td>15</td>
<td>195</td>
<td>12</td>
<td>530</td>
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<td>New Hampshire</td>
<td>156</td>
<td>10</td>
<td>0</td>
<td>15</td>
<td>260</td>
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<td>0</td>
<td>75</td>
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<td>0</td>
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<td>127</td>
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<td>543</td>
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<td>South Dakota</td>
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<td>0</td>
<td>0</td>
<td>477</td>
<td>0</td>
<td>477</td>
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<tr>
<td>Utah</td>
<td>30</td>
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<td>270</td>
<td>235</td>
<td>60</td>
<td>42</td>
<td>32</td>
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<tr>
<td>Wisconsin</td>
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<td>36</td>
<td>53</td>
<td>1014</td>
<td>30</td>
<td>0</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>3015</strong></td>
<td><strong>236</strong></td>
<td><strong>591</strong></td>
<td><strong>2033</strong></td>
<td><strong>2291</strong></td>
<td><strong>4557</strong></td>
<td><strong>4772</strong></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td><strong>17%</strong></td>
<td><strong>1%</strong></td>
<td><strong>3%</strong></td>
<td><strong>12%</strong></td>
<td><strong>13%</strong></td>
<td><strong>26%</strong></td>
<td><strong>27%</strong></td>
</tr>
</tbody>
</table>

Youth and adult participation in the program was assessed in three ways:

1. **Trained Participants** – those who received special program-related training and who had responsibility in facilitating the program.
2. **6 + Hour Participants** – those who received six or more hours of programming as a program participant
3. **< 6 Hour Participants** – those who received less than six hours as a program participant

The following tables display the program participation rates for youth and adults by level of participation.
Table 1.3
*Total Trained Youth by Grantee*

<table>
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<th>15-17</th>
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*Total 6+ Youth by Grantee*

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Table 1.5

*Total <6 Youth by Grantee*

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### Table 1.6
**Total Trained Adults by Grantee**

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<th>Program Staff</th>
<th>State Totals</th>
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### Table 1.7
**Total 6+ Adults by Grantee**

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<th>State Total</th>
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### Table 1.8

**Total <6 Adults by Grantee**

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<th>Program Staff</th>
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Participant Demographics

The following tables display youth and adult participant demographic information by grantee\(^1\)

Table 1.9
Youth Participant Race

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<td><strong>7%</strong></td>
<td><strong>2%</strong></td>
<td><strong>4%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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\(^1\) Demographic information is available only for participants who took part in the program between December 12, 2009 and April 9, 2010.
### Table 1.10
*Youth Participant Ethnicity*

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<tr>
<th>Youth Ethnicity</th>
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<th>Non-Latino</th>
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<tr>
<td>Iowa</td>
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<td>155</td>
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Table 1.11

*Where Youth Participants Live*

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<th>Suburban</th>
<th>Urban</th>
</tr>
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<tbody>
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Adult Participant Race

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<th>Native American</th>
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### Table 1.13
**Adult Participant Ethnicity**

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### Table 1.14
**Where Adult Participants Live**

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<td>11</td>
</tr>
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<td>440</td>
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<td></td>
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</tr>
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<td><strong>54.87%</strong></td>
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</table>
Local Program Partners
Four hundred and thirteen partnerships were created to support the grantee projects. Partners included K-12 public schools (231); County governmental agencies (61); and local non-profit agencies (43). The following table displays partnerships by grantee.

Table 1.15
Number of Partnerships Created as a Direct Result of the Program by Grantee

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<th>Public schools (K-12)</th>
<th>Private schools (K-12)</th>
<th>Community colleges</th>
<th>Four year public colleges</th>
<th>Private colleges</th>
<th>City government agencies</th>
<th>County government agencies</th>
<th>Local non-profits</th>
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<td>2</td>
<td>2</td>
<td>1</td>
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<td>3</td>
<td>10</td>
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<tr>
<td>Illinois</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Iowa</td>
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<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>3</td>
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<td>9</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>North Carolina</td>
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<td>0</td>
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<td>0</td>
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<td>8</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>2</td>
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<td>6</td>
<td>16</td>
<td>6</td>
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<td>2</td>
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<td>Total</td>
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<td>24</td>
<td>61</td>
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</table>
Part Two: Overview of Project Evaluation

Introduction
The evaluation of the *Youth Voice: Youth Choice* program was developed and implemented between September 30, 2009 and March 31, 2010.

Instruments
Three questionnaires were developed for the evaluation: 1) a *youth* participant questionnaire; 2) an *adult* participant questionnaire; and 3) a *teen leader* questionnaire. All three instruments contained the same questions about learning and behavior changes related to each of four elements of the *Youth Voice: Youth Choice* program. These elements are: 1) Nutrition and Healthy Eating; 2) Physical Activity; 3) Personal Safety; and 4) Community Action. Items for the questionnaires were developed by the evaluator following a review of grantee plans, which helped the evaluator identify common themes and educational goals across grantee sites. Drafts of the instruments were shared with grantees and feedback was solicited to arrive at the final version of the instruments.

In addition to items related to learning and behavior changes, the teen leader questionnaire contained two additional sections. The first was a set of ten items related to the teen’s experience as a leader/teacher. The intent of these items was to assess the ways in which the teens were adequately prepared to be effective leaders/teachers in the program. The items were developed based on the work of Lee & Murdoch (2001) who conducted a meta-analysis of 14 programs in which teens served as teachers. The ten items cover a broad range of necessary ingredients for programs to employ teens as teachers effectively. These ingredients include having a dedicated adult to support the teens, training, curriculum access, team building and recognition.

In addition to the items related to teens as leaders, the teen questionnaire contained items from the Positive Youth Development Inventory (PYDI) (Arnold & Meinhold, 2008). The PYDI is a tested instrument intended for the use of measuring changes over time in six positive youth development domains: 1) Confidence; 2) Competence; 3) Character; 4) Connection; 5) Caring; and 6) Contribution. A retrospective pre-test method was utilized for the PYDI, meaning that the items from the PYDI were presented to the respondents twice (Pratt, McGuigan, & Katzev, 2000). For the first set of questions the respondents were instructed to complete the questions based on how they felt **before** participating in the Youth Voice: Youth Choice program. For the second set of questions, the participants were instructed to complete the questions based on how they felt **after** participating in the program. This type of assessment is commonly referred to as the *perceived-change* method, and is used to measure how much program participants feel they have changed as a result of a program (Lam & Bengo, 2003). Concerns have been raised about the potential for program results to be overestimated when measured using a retrospective pre-test method, but there is evidence to suggest that this method is useful when
the goal of the evaluation is to assess individual perceptions of change, as we did in this study (Hill & Betz, 2005).

Data Collection
All grantees participated in one of two webinar sessions in mid-November 2009 that provided training for data entry. Grantees were also provided assistance with negotiating the institutional review board (IRB) requirements of their home universities.

Data collection for this project began on December 1, 2009, and concluded on March 31, 2010. The table below shows the evaluation responses for each questionnaire by grantee site.

Table 2.1
Evaluation Participants by Grantee

<table>
<thead>
<tr>
<th>State</th>
<th>Youth</th>
<th>Adults</th>
<th>Teen Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>71</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>224</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>439</td>
<td>85</td>
<td>65</td>
</tr>
<tr>
<td>Louisiana</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>Michigan</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>542</td>
<td>34</td>
<td>51</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>42</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>New Jersey</td>
<td>68</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>North Carolina</td>
<td>8</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>151</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>Oregon</td>
<td>376</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>430</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>South Dakota</td>
<td>27</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Utah</td>
<td>309</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>267</td>
<td>14</td>
<td>54</td>
</tr>
<tr>
<td>Unknown</td>
<td>226</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3180</strong></td>
<td><strong>358</strong></td>
<td><strong>438</strong></td>
</tr>
</tbody>
</table>
Demographics of Participants
The following tables display demographic information for the youth, adults and teens who participated in the evaluation

Table 2.2
Participant Gender

<table>
<thead>
<tr>
<th></th>
<th>Youth</th>
<th>Adults</th>
<th>Teen Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1784</td>
<td>265</td>
<td>289</td>
</tr>
<tr>
<td>Male</td>
<td>1227</td>
<td>38</td>
<td>106</td>
</tr>
<tr>
<td>Unknown</td>
<td>169</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>3,180</td>
<td>358</td>
<td>438</td>
</tr>
</tbody>
</table>

Table 2.3
Participant Age

<table>
<thead>
<tr>
<th></th>
<th>Youth</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Six</td>
<td>57</td>
<td>1.80</td>
</tr>
<tr>
<td>Seven</td>
<td>103</td>
<td>3.20</td>
</tr>
<tr>
<td>Eight</td>
<td>154</td>
<td>4.80</td>
</tr>
<tr>
<td>Nine</td>
<td>211</td>
<td>6.60</td>
</tr>
<tr>
<td>Ten</td>
<td>301</td>
<td>9.50</td>
</tr>
<tr>
<td>Eleven</td>
<td>318</td>
<td>10.00</td>
</tr>
<tr>
<td>Twelve</td>
<td>297</td>
<td>9.30</td>
</tr>
<tr>
<td>Thirteen</td>
<td>323</td>
<td>10.20</td>
</tr>
<tr>
<td>Fourteen</td>
<td>288</td>
<td>9.10</td>
</tr>
<tr>
<td>Fifteen</td>
<td>236</td>
<td>7.40</td>
</tr>
<tr>
<td>Sixteen</td>
<td>255</td>
<td>8.00</td>
</tr>
<tr>
<td>Seventeen</td>
<td>206</td>
<td>6.50</td>
</tr>
<tr>
<td>Eighteen</td>
<td>81</td>
<td>2.50</td>
</tr>
<tr>
<td>Nineteen</td>
<td>23</td>
<td>0.70</td>
</tr>
<tr>
<td>Not Reported</td>
<td>327</td>
<td>10.30</td>
</tr>
<tr>
<td>Total</td>
<td>3180</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 2.4
Grade in School

<table>
<thead>
<tr>
<th></th>
<th>Youth</th>
<th></th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>First</td>
<td>88</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>137</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>212</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>212</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>399</td>
<td>12.5</td>
<td>39</td>
</tr>
<tr>
<td>Sixth</td>
<td>277</td>
<td>8.7</td>
<td>58</td>
</tr>
<tr>
<td>Seventh</td>
<td>337</td>
<td>10.6</td>
<td>55</td>
</tr>
<tr>
<td>Eight</td>
<td>341</td>
<td>10.7</td>
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<tr>
<td>Ninth</td>
<td>298</td>
<td>9.4</td>
<td>62</td>
</tr>
<tr>
<td>Tenth</td>
<td>233</td>
<td>7.3</td>
<td>56</td>
</tr>
<tr>
<td>Eleventh</td>
<td>287</td>
<td>9.0</td>
<td>64</td>
</tr>
<tr>
<td>Twelfth</td>
<td>126</td>
<td>4.0</td>
<td>54</td>
</tr>
<tr>
<td>Already graduated</td>
<td>31</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td>Not Reported</td>
<td>202</td>
<td>6.4</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>3180</td>
<td>100%</td>
<td>438</td>
</tr>
</tbody>
</table>

Figure 2.1
Distribution of Grade in School for Youth Evaluation Participants
Figure 2.2
*Distribution of Grade in School for Teen Evaluation Participants*

Table 2.5
*Type of School Attended*

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Youth</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Public</td>
<td>2533</td>
<td>79.70</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>6.00</td>
</tr>
<tr>
<td>Home School</td>
<td>67</td>
<td>2.10</td>
</tr>
<tr>
<td>Not Reported</td>
<td>389</td>
<td>12.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3180</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2.6
*Grades Earned in School*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Youth</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Mostly A's</td>
<td>1228</td>
<td>38.60</td>
</tr>
<tr>
<td>Mostly B's</td>
<td>809</td>
<td>25.40</td>
</tr>
<tr>
<td>Mostly C's</td>
<td>260</td>
<td>8.20</td>
</tr>
<tr>
<td>Mostly D's</td>
<td>24</td>
<td>0.80</td>
</tr>
<tr>
<td>Mostly F's</td>
<td>25</td>
<td>0.80</td>
</tr>
<tr>
<td>None of these grades</td>
<td>70</td>
<td>2.20</td>
</tr>
<tr>
<td>Not sure</td>
<td>315</td>
<td>9.90</td>
</tr>
<tr>
<td>Not Reported</td>
<td>449</td>
<td>14.10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3180</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Table 2.7
**Evaluation Participant Race**

<table>
<thead>
<tr>
<th>Race</th>
<th>Youth</th>
<th>Adults</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>African American</td>
<td>70</td>
<td>2.20</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>48</td>
<td>1.50</td>
<td>2</td>
</tr>
<tr>
<td>Caucasian</td>
<td>1856</td>
<td>58.40</td>
<td>232</td>
</tr>
<tr>
<td>Native American</td>
<td>148</td>
<td>4.70</td>
<td>5</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>147</td>
<td>4.60</td>
<td>14</td>
</tr>
<tr>
<td>Unknown/other</td>
<td>560</td>
<td>17.60</td>
<td>12</td>
</tr>
<tr>
<td>Not reported</td>
<td>351</td>
<td>11.00</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3180</td>
<td>100%</td>
<td>358</td>
</tr>
</tbody>
</table>

### Table 2.8
**Evaluation Participant Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Youth</th>
<th>Adults</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Latino</td>
<td>785</td>
<td>24.70</td>
<td>44</td>
</tr>
<tr>
<td>Non-Latino</td>
<td>1854</td>
<td>58.30</td>
<td>222</td>
</tr>
<tr>
<td>Not reported</td>
<td>541</td>
<td>17.00</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3180</td>
<td>100%</td>
<td>358</td>
</tr>
</tbody>
</table>

### Table 2.9
**Location of Home**

<table>
<thead>
<tr>
<th>Location</th>
<th>Youth</th>
<th>Adults</th>
<th>Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Rural</td>
<td>1634</td>
<td>51.40</td>
<td>172</td>
</tr>
<tr>
<td>Suburban</td>
<td>901</td>
<td>28.30</td>
<td>91</td>
</tr>
<tr>
<td>Urban</td>
<td>278</td>
<td>8.70</td>
<td>38</td>
</tr>
<tr>
<td>Not reported</td>
<td>367</td>
<td>11.50</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3180</td>
<td>100%</td>
<td>358</td>
</tr>
</tbody>
</table>
Overview of Learning and Action Outcomes for All Participants

The evaluation focused on youth, adult and teen learning and action in each of the four program areas: Nutrition, physical activity, personal safety, and community action. A summary of the learning and action evaluation results for all three groups are presented in the following tables. Complete learning and action outcome information is presented in Part Three of this report.

Nutrition and Healthy Eating

Table 2.10
Mean Ratings of Learning and Action Items Related to Nutrition and Healthy Eating by Evaluation Group

<table>
<thead>
<tr>
<th>Nutrition and Healthy Eating Items</th>
<th>Youth</th>
<th>Adult</th>
<th>Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Mean Score</td>
<td>N</td>
<td>Mean Score</td>
</tr>
<tr>
<td>Elements of good nutrition</td>
<td>4.45</td>
<td>1689</td>
<td>4.49</td>
</tr>
<tr>
<td>Importance of healthful diet</td>
<td>4.49</td>
<td>1680</td>
<td>4.54</td>
</tr>
<tr>
<td>Making healthful food choices</td>
<td>4.45</td>
<td>1673</td>
<td>4.50</td>
</tr>
<tr>
<td>Calories to eat each day</td>
<td>4.24</td>
<td>1652</td>
<td>3.85</td>
</tr>
<tr>
<td>Importance of fruits and vegetables</td>
<td>4.47</td>
<td>1678</td>
<td>4.51</td>
</tr>
<tr>
<td>Importance of being a good nutritional role model for youth</td>
<td></td>
<td></td>
<td>4.59</td>
</tr>
<tr>
<td>Ways to encourage youth to eat a more healthful diet</td>
<td></td>
<td></td>
<td>4.52</td>
</tr>
<tr>
<td>Action</td>
<td>Mean Score</td>
<td>N</td>
<td>Mean Score</td>
</tr>
<tr>
<td>Chooses food based on nutritional need</td>
<td>4.20</td>
<td>1683</td>
<td>4.40</td>
</tr>
<tr>
<td>Makes healthful food choices</td>
<td>4.31</td>
<td>1670</td>
<td>4.40</td>
</tr>
<tr>
<td>Matches food intake to caloric needs</td>
<td>3.91</td>
<td>1646</td>
<td>3.88</td>
</tr>
<tr>
<td>Eats more fruits and vegetables</td>
<td>4.26</td>
<td>1658</td>
<td>4.42</td>
</tr>
<tr>
<td>Eats less low-nutrition food</td>
<td>4.11</td>
<td>1655</td>
<td>4.25</td>
</tr>
<tr>
<td>Helped a young person develop better eating habits</td>
<td></td>
<td></td>
<td>4.47</td>
</tr>
</tbody>
</table>
Table 2.11
Mean Ratings of Learning and Action Items Related to Exercise and Physical Activity by Evaluation Group

<table>
<thead>
<tr>
<th>Learning</th>
<th>Youth</th>
<th>Adult</th>
<th>Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three aspects of physical activity</td>
<td>4.12 2443</td>
<td>4.26 269</td>
<td>4.27 363</td>
</tr>
<tr>
<td>Importance of daily exercise</td>
<td>4.33 2759</td>
<td>4.50 308</td>
<td>4.53 374</td>
</tr>
<tr>
<td>Amount of daily exercise needed</td>
<td>4.10 2722</td>
<td>4.24 306</td>
<td>4.27 364</td>
</tr>
<tr>
<td>Different types of exercise</td>
<td>4.18 2727</td>
<td>4.31 305</td>
<td>4.43 368</td>
</tr>
<tr>
<td>Incorporating exercise into daily life</td>
<td>4.14 2719</td>
<td>4.37 305</td>
<td>4.39 366</td>
</tr>
<tr>
<td>Amount of sleep needed</td>
<td>4.06 2450</td>
<td>4.07 287</td>
<td>4.24 340</td>
</tr>
<tr>
<td>Importance of being a good physical activity role model</td>
<td>4.48 291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways to encourage youth to be more physically active</td>
<td>4.50 284</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans exercise most days</td>
<td>3.92 2709</td>
<td>4.15 304</td>
<td>3.95 368</td>
</tr>
<tr>
<td>Found new enjoyable exercise</td>
<td>3.91 2739</td>
<td>3.93 303</td>
<td>4.05 365</td>
</tr>
<tr>
<td>Increased exercise time</td>
<td>3.95 2735</td>
<td>4.02 307</td>
<td>4.07 368</td>
</tr>
<tr>
<td>Decreased sedentary activities</td>
<td>3.73 2738</td>
<td>3.86 272</td>
<td>3.85 367</td>
</tr>
<tr>
<td>Tries to get proper amount of sleep</td>
<td>4.00 2621</td>
<td>4.18 266</td>
<td>4.05 350</td>
</tr>
<tr>
<td>Helped a young person become more physically active</td>
<td>4.38 292</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Personal Safety

### Table 2.12

*Mean Ratings of Learning and Action Items Related to Personal Safety by Evaluation Group*

<table>
<thead>
<tr>
<th>Learning</th>
<th>Youth</th>
<th>Adult</th>
<th>Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>N</td>
<td>Mean Score</td>
</tr>
<tr>
<td>How to wash hands</td>
<td>4.46</td>
<td>956</td>
<td>4.57</td>
</tr>
<tr>
<td>When to wash hands</td>
<td>4.48</td>
<td>956</td>
<td>4.59</td>
</tr>
<tr>
<td>Ways to prevent spread of germs</td>
<td>4.45</td>
<td>944</td>
<td>4.55</td>
</tr>
<tr>
<td>How to handle foods safely</td>
<td>4.23</td>
<td>894</td>
<td>4.45</td>
</tr>
<tr>
<td>Importance of wearing protective gear</td>
<td>4.09</td>
<td>835</td>
<td>4.26</td>
</tr>
<tr>
<td>Ways to encourage young people to practice personal safety</td>
<td>4.45</td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Youth</th>
<th>Adult</th>
<th>Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>N</td>
<td>Mean Score</td>
</tr>
<tr>
<td>Washes hands frequently</td>
<td>4.34</td>
<td>961</td>
<td>4.61</td>
</tr>
<tr>
<td>Washes hands thoroughly</td>
<td>4.34</td>
<td>957</td>
<td>4.59</td>
</tr>
<tr>
<td>Sneezes/coughs into elbow</td>
<td>4.42</td>
<td>958</td>
<td>4.59</td>
</tr>
<tr>
<td>Washes fruits and vegetables</td>
<td>4.27</td>
<td>932</td>
<td>4.56</td>
</tr>
<tr>
<td>Uses seatbelt</td>
<td>4.45</td>
<td>854</td>
<td>4.58</td>
</tr>
<tr>
<td>Wears helmet</td>
<td>3.53</td>
<td>841</td>
<td>3.99</td>
</tr>
<tr>
<td>Helped a young person adopt one or more personal safety practices</td>
<td>4.48</td>
<td>103</td>
<td></td>
</tr>
</tbody>
</table>
## Community Action

Table 2.13  
*Mean Ratings of Learning and Action Items Related to Community Action by Evaluation Group*

<table>
<thead>
<tr>
<th>Learning</th>
<th>Youth Mean Score</th>
<th>Youth N</th>
<th>Adult Mean Score</th>
<th>Adult N</th>
<th>Teen Mean Score</th>
<th>Teen N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-adult partnerships</td>
<td>4.08</td>
<td>1346</td>
<td>4.41</td>
<td>211</td>
<td>4.10</td>
<td>253</td>
</tr>
<tr>
<td>Impact on community</td>
<td>4.06</td>
<td>1628</td>
<td>4.52</td>
<td>211</td>
<td>4.30</td>
<td>257</td>
</tr>
<tr>
<td>Importance of community involvement</td>
<td>4.12</td>
<td>1600</td>
<td>4.42</td>
<td>213</td>
<td>4.30</td>
<td>254</td>
</tr>
<tr>
<td>Impact of teaching others</td>
<td>4.15</td>
<td>1591</td>
<td>4.54</td>
<td>214</td>
<td>4.39</td>
<td>257</td>
</tr>
<tr>
<td>Role of adults to help engage youth with community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had effective YAP experience</td>
<td>3.99</td>
<td>1364</td>
<td>4.42</td>
<td>210</td>
<td>4.12</td>
<td>257</td>
</tr>
<tr>
<td>Identified community concern</td>
<td>3.98</td>
<td>1364</td>
<td>4.38</td>
<td>207</td>
<td>4.10</td>
<td>258</td>
</tr>
<tr>
<td>Took action in community</td>
<td>3.90</td>
<td>1359</td>
<td>4.30</td>
<td>205</td>
<td>4.00</td>
<td>259</td>
</tr>
<tr>
<td>Took leadership role</td>
<td>3.79</td>
<td>1346</td>
<td>4.25</td>
<td>208</td>
<td>4.07</td>
<td>259</td>
</tr>
<tr>
<td>Taught others about healthy living choices</td>
<td>3.88</td>
<td>1352</td>
<td>4.44</td>
<td>209</td>
<td>4.32</td>
<td>262</td>
</tr>
</tbody>
</table>
Part Three: Learning and Action Outcomes

Youth Learning and Action: Nutrition and Healthy Eating

Of the 3,180 youth who participated in the evaluation, 1,693 indicated they participated in programs that had a nutrition focus. This is a 53% participation rate for the nutrition focus. Figure 3.1 shows the percentage of youth respondents by grade group (n = 1,693).

Figure 3.1
Percentage of youth respondents to nutrition items by grade group

Youth Learning: Nutrition and Healthy Eating

Youth were asked to respond to the question: By participating in this healthy living program related to nutrition and healthy eating, I learned about…. The question was followed by a list of five items related to the learning outcomes for the program. Youth rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.24 for knowing the number of calories to eat each day, to a high of 4.49 understanding the importance of a healthful diet. The mean ratings for each of the youth learning items related to nutrition and healthy eating are shown in Table 3.1 below.
Table 3.1
*Participant Ratings for Youth Learning Outcomes: Nutrition and Healthy Eating*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of good nutrition</td>
<td>1689</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.720</td>
</tr>
<tr>
<td>Importance of healthful diet</td>
<td>1680</td>
<td>1</td>
<td>5</td>
<td>4.49</td>
<td>.690</td>
</tr>
<tr>
<td>Making healthful food choices</td>
<td>1673</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.712</td>
</tr>
<tr>
<td>Calories to eat each day</td>
<td>1652</td>
<td>1</td>
<td>5</td>
<td>4.24</td>
<td>.904</td>
</tr>
<tr>
<td>Importance of fruits and vegetables</td>
<td>1678</td>
<td>1</td>
<td>5</td>
<td>4.47</td>
<td>.751</td>
</tr>
</tbody>
</table>

Figures 3.2 through 3.6 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of nutrition and healthy eating.

1. Elements of good nutrition (92.66)
2. Importance of healthful diets (93.75)
3. Making healthful food choices (91.45)
4. Calories to eat each day (80.75)
5. Importance of fruits and vegetables (91.54)

Figure 3.2
*Percentage of youth reporting learning about the elements of good nutrition*
Figure 3.3
Percentage of youth reporting learning about the importance of a healthful diet

![Chart showing percentage of youth reporting learning about the importance of a healthful diet.]

Figure 3.4
Percentage of youth reporting learning about making healthful food choices

![Chart showing percentage of youth reporting learning about making healthful food choices.]

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Youth Action: Nutrition and Healthy Eating

Youth were asked to respond to the question: *By participating in this healthy living program related to nutrition and healthy eating, I now take the following actions.* The question was followed by a list of five items related to the learning outcomes for the program. Youth rated...
each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.91 for matching food intake to caloric needs, to a high of 4.31 for making healthful food choices. The mean ratings for each of the youth action items related to nutrition and healthy eating are shown in Table 3.2 below.

Table 3.2
*Participant Ratings for Youth Action Outcomes: Nutrition and Healthy Eating*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses food based on nutritional need</td>
<td>1683</td>
<td>1</td>
<td>5</td>
<td>4.20</td>
<td>.832</td>
</tr>
<tr>
<td>Makes healthful food choices</td>
<td>1670</td>
<td>1</td>
<td>5</td>
<td>4.31</td>
<td>.820</td>
</tr>
<tr>
<td>Matches food intake to caloric needs</td>
<td>1646</td>
<td>1</td>
<td>5</td>
<td>3.91</td>
<td>1.009</td>
</tr>
<tr>
<td>Eats more fruits and vegetables</td>
<td>1658</td>
<td>1</td>
<td>5</td>
<td>4.26</td>
<td>.879</td>
</tr>
<tr>
<td>Eats less low-nutrition food</td>
<td>1655</td>
<td>1</td>
<td>5</td>
<td>4.11</td>
<td>.975</td>
</tr>
</tbody>
</table>

Figures 3.7 through 3.11 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to nutrition and healthy eating.

1. Chooses food based on nutritional need (83.35)
2. Makes healthful food choices (86.11)
3. Matches food intake to caloric needs (66.71)
4. Eats more fruits and vegetables (83.41)
5. Eats less low-nutrition food (78.13)
Figure 3.7
Percentage of youth reporting choosing food based on nutritional need

Figure 3.8
Percentage of youth reporting making healthful food choices
Figure 3.9
Percentage of youth reporting matching food intake to caloric need

Figure 3.10
Percentage of youth reporting eating more fruits and vegetables
Youth Learning and Action: Exercise and Physical Activity

Of the 3,180 youth who participated in the evaluation, 2,823 indicated they participated in programs that had an exercise and physical activity focus. This is an 88% participation rate for the exercise and physical activity focus. Figure 3.12 shows the percentage of youth respondents by grade group (n = 2,823).

Figure 3.11
*Percentage of youth reporting eating less low-nutrition food*

Figure 3.12
*Percentage of youth respondents to exercise and physical activity items by grade group*
Youth Learning: Exercise and Physical Activity

Youth were asked to respond to the question: *By participating in this healthy living program related to exercise and physical activity, I learned about...*. The question was followed by a list of five items related to the learning outcomes for the program. Youth rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.06 for learning about amount of sleep needed, to a high of 4.33 for learning about the importance of daily exercise. The minimum and maximum scores, mean ratings, and standard deviations for each of the youth learning items related to exercise and physical activity are shown in Table 3.3 below.

### Table 3.3
**Participant Ratings for Youth Learning Outcomes: Exercise and Physical Activity**

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three aspects of physical activity</td>
<td>2443</td>
<td>1</td>
<td>5</td>
<td>4.12</td>
<td>.937</td>
</tr>
<tr>
<td>Importance of daily exercise</td>
<td>2759</td>
<td>1</td>
<td>5</td>
<td>4.33</td>
<td>.826</td>
</tr>
<tr>
<td>Amount of daily exercise needed</td>
<td>2722</td>
<td>1</td>
<td>5</td>
<td>4.10</td>
<td>.902</td>
</tr>
<tr>
<td>Different types of exercise</td>
<td>2727</td>
<td>1</td>
<td>5</td>
<td>4.18</td>
<td>.911</td>
</tr>
<tr>
<td>Incorporating exercise into daily life</td>
<td>2719</td>
<td>1</td>
<td>5</td>
<td>4.14</td>
<td>.910</td>
</tr>
<tr>
<td>Amount of sleep needed</td>
<td>2450</td>
<td>1</td>
<td>5</td>
<td>4.06</td>
<td>1.023</td>
</tr>
</tbody>
</table>

Figures 3.13 through 3.18 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program provided the opportunity for learning about a particular exercise or physical activity concept.

1. The three aspects of physical activity (79.37)
2. Importance of daily exercise (88.91)
3. Amount of daily exercise needed (77.33)
4. Different types of exercise (80.89)
5. Incorporating exercise into daily life (80.32)
6. The amount of sleep one needs (76.20)
Figure 3.13
Percentage of youth responses regarding learning about the three aspects of physical activity

Figure 3.14
Percentage of youth responses regarding learning about the importance of daily exercise
Figure 3.15
Percentage of youth responses regarding learning about the amount of daily exercise needed

Figure 3.16
Percentage of youth responses regarding learning different types of exercise
Youth Action: Exercise and Physical Activity
Youth were asked to respond to the question: *By participating in this healthy living program related to physical activity, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Youth rated each item on a scale
of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.73 for reducing sedentary activities, to a high of 4.00 for trying to get the proper amount of sleep. The mean ratings for each of the youth action items related to exercise and physical activity are shown in Table 3.4 below.

Table 3.4
Participant Ratings for Youth Action Outcomes: Exercise and Physical Activity

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans exercise most days</td>
<td>2709</td>
<td>1</td>
<td>5</td>
<td>3.92</td>
<td>1.012</td>
</tr>
<tr>
<td>Found new enjoyable exercise</td>
<td>2739</td>
<td>1</td>
<td>5</td>
<td>3.91</td>
<td>1.099</td>
</tr>
<tr>
<td>Increased exercise time</td>
<td>2735</td>
<td>1</td>
<td>5</td>
<td>3.95</td>
<td>1.047</td>
</tr>
<tr>
<td>Decreased sedentary activities</td>
<td>2738</td>
<td>1</td>
<td>5</td>
<td>3.73</td>
<td>1.178</td>
</tr>
<tr>
<td>Tries to get proper amount of sleep</td>
<td>2621</td>
<td>1</td>
<td>5</td>
<td>4.00</td>
<td>1.050</td>
</tr>
</tbody>
</table>

Figures 3.19 through 3.23 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to exercise and physical activity.

1. Plans exercise most days (70.32)
2. Found new enjoyable exercise (68.53)
3. Increased exercise time (69.65)
4. Decreased sedentary activities (61.87)
5. Tries to get proper amount of sleep (73.64)
Figure 3.19
Percentage of youth reporting planning exercise most days

Figure 3.20
Percentage of youth reporting finding a new enjoyable exercise to do
Figure 3.21
*Percentage of youth reporting increasing exercise time*

![Bar chart showing percentages of youth agreeing with increasing exercise time.]

Figure 3.22
*Percentage of youth reporting a decrease in sedentary activities*

![Bar chart showing percentages of youth agreeing with a decrease in sedentary activities.]

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Youth Learning and Action: Personal Safety

Of the 3,180 youth who participated in the evaluation, 991 indicated they participated in programs that had a personal safety focus. This is a 32% participation rate for the personal safety focus. Figure 3.24 shows the percentage of youth respondents by grade group (n = 991).
Youth Learning: Personal Safety
Youth were asked to respond to the question: By participating in this healthy living program related to personal safety, I learned about…. The question was followed by a list of five items related to the learning outcomes for the program. Youth rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.09 for learning about the importance of wearing protective gear, to a high of 4.48 learning about when to wash one’s hands. The mean ratings for each of the youth learning items related to personal safety are shown in Table 3.5 below.

Table 3.5
Participant Ratings for Youth Learning Outcomes: Personal Safety

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to wash hands</td>
<td>956</td>
<td>1</td>
<td>5</td>
<td>4.46</td>
<td>.804</td>
</tr>
<tr>
<td>When to wash hands</td>
<td>956</td>
<td>1</td>
<td>5</td>
<td>4.48</td>
<td>.772</td>
</tr>
<tr>
<td>Ways to prevent spread of germs</td>
<td>944</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.769</td>
</tr>
<tr>
<td>How to handle foods safely</td>
<td>894</td>
<td>1</td>
<td>5</td>
<td>4.23</td>
<td>.903</td>
</tr>
<tr>
<td>Importance of wearing protective gear</td>
<td>835</td>
<td>1</td>
<td>5</td>
<td>4.09</td>
<td>1.036</td>
</tr>
</tbody>
</table>

Figures 3.25 through 3.29 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program provided the opportunity for learning about a particular personal safety concept.

1. How to wash hands (89.60)
2. When to wash hands (91.21)
3. Ways to prevent spread of germs (89.94)
4. How to handle foods safely (79.87)
5. Importance of wearing protective gear (74.49)
Figure 3.25
*Percentage of youth reporting learning about how to wash hands*

![Chart showing percentage of youth learning about how to wash hands.]

Figure 3.26
*Percentage of youth reporting learning about when to wash hands*

![Chart showing percentage of youth learning about when to wash hands.]

44
Figure 3.27  
*Percentage of youth reporting learning about ways to prevent the spread of germs*

![Figure 3.27](chart1.png)

Figure 3.28  
*Percentage of youth reporting learning about how to handle food safely*

![Figure 3.28](chart2.png)
Youth Action: Personal Safety
Youth were asked to respond to the question: *By participating in this healthy living program related to personal safety, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Youth rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.53 for wearing a helmet, to a high of 4.45 for using a seatbelt. The mean ratings for each of the youth action items related to personal safety are shown in Table 3.6 below.

Table 3.6
*Participant Ratings for Youth Action Outcomes: Personal Safety*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes hands frequently</td>
<td>961</td>
<td>1</td>
<td>5</td>
<td>4.34</td>
<td>.875</td>
</tr>
<tr>
<td>Washes hands thoroughly</td>
<td>957</td>
<td>1</td>
<td>5</td>
<td>4.34</td>
<td>.866</td>
</tr>
<tr>
<td>Sneezes/coughs into elbow</td>
<td>958</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>.851</td>
</tr>
<tr>
<td>Washes fruits and vegetables</td>
<td>932</td>
<td>1</td>
<td>5</td>
<td>4.27</td>
<td>.939</td>
</tr>
<tr>
<td>Uses seatbelt</td>
<td>854</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.887</td>
</tr>
<tr>
<td>Wears helmet</td>
<td>841</td>
<td>1</td>
<td>5</td>
<td>3.53</td>
<td>1.341</td>
</tr>
</tbody>
</table>
Figures 3.30 through 3.35 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to personal safety.

1. Washes hands frequently (86.37)
2. Washes hands thoroughly (85.79)
3. Sneezes/coughs into elbow (88.73)
4. Washes fruits and vegetables (82.08)
5. Uses seatbelt (85.95)
6. Wears helmet (55.17)

Figure 3.30
*Percentage of youth reporting washing hands frequently*
Figure 3.31
*Percentage of youth reporting washing hands thoroughly*

![Graph showing the percentage of youth reporting washing hands thoroughly.]

Figure 3.32
*Percentage of youth reporting sneezing/coughing into elbow*

![Graph showing the percentage of youth reporting sneezing/coughing into elbow.]

48
Figure 3.33
Percentage of youth reporting washing fruits and vegetables

Figure 3.34
Percentage of youth reporting using a seatbelt
Youth Learning and Action: Community Action

Of the 3,180 youth who participated in the evaluation, 1,718 indicated they participated in programs that had a community action focus. This is a 54% participation rate for the community action focus. Figure 3.36 shows the percentage of youth respondents by grade group (n = 1718).

Figure 3.36
% of youth respondents to community action items by grade group
Youth Learning: Community Action

Youth were asked to respond to the question: *By participating in this healthy living program related to community action, I learned about*. The question was followed by a list of five items related to the learning outcomes for the program. Youth rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.06 for learning about impact on community, to a high of 4.15 for learning about the impact of teaching others. The mean ratings for each of the youth learning items related to community action are shown in Table 3.7 below.

Table 3.7
*Participant Ratings for Youth Learning Outcomes: Community Action*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-adult partnerships</td>
<td>1346</td>
<td>1</td>
<td>5</td>
<td>4.08</td>
<td>.901</td>
</tr>
<tr>
<td>Impact on community</td>
<td>1628</td>
<td>1</td>
<td>5</td>
<td>4.06</td>
<td>.975</td>
</tr>
<tr>
<td>Importance of community involvement</td>
<td>1600</td>
<td>1</td>
<td>5</td>
<td>4.12</td>
<td>.941</td>
</tr>
<tr>
<td>Impact of teaching others</td>
<td>1591</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>.889</td>
</tr>
</tbody>
</table>

Figures 3.37 through 3.40 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program provided an opportunity for learning about the following aspects of community action.

1. Youth-adult partnerships (78.83)
2. The impact one can have on one’s community (80.04)
3. The importance of community involvement (82.13)
4. The impact one can have by teaching others (82.72)
Figure 3.37
Percentage of youth reporting learning about youth-adult partnerships

Figure 3.38
Percentage of youth reporting learning about having an impact on one’s community
Youth Action: Community Action
Youth were asked to respond to the question: *By participating in this healthy living program related to community action, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Youth rated each item on a
scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.79 for taking a leadership role, to a high of 3.99 for having an effective YAP experience. The mean ratings for each of the youth action items related to community action are shown in Table 3.8 below.

Table 3.8  
*Participant Ratings for Youth Action Outcomes: Community Action*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had effective YAP experience</td>
<td>1364</td>
<td>1</td>
<td>5</td>
<td>3.99</td>
<td>.943</td>
</tr>
<tr>
<td>Identified community concern</td>
<td>1364</td>
<td>1</td>
<td>5</td>
<td>3.98</td>
<td>.909</td>
</tr>
<tr>
<td>Took action in community</td>
<td>1359</td>
<td>1</td>
<td>5</td>
<td>3.90</td>
<td>.941</td>
</tr>
<tr>
<td>Took leadership role</td>
<td>1346</td>
<td>1</td>
<td>5</td>
<td>3.79</td>
<td>.997</td>
</tr>
<tr>
<td>Taught others about healthy living choices</td>
<td>1352</td>
<td>1</td>
<td>5</td>
<td>3.88</td>
<td>1.028</td>
</tr>
</tbody>
</table>

Figures 3.41 through 3.45 show the percentage of youth who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to community action.

1. Had an effective youth-adult partner experience (76.47)
2. Identified a community concern (76.32)
3. Took action in community (70.71)
4. Took a leadership role (63.89)
5. Taught others about healthy living choices (66.72)
Figure 3.41
*Percentage of youth reporting having an effective youth adult partnership experience*

Figure 3.42
*Percentage of youth reporting identifying a community concern*
Figure 3.43
*Percentage of youth reporting taking action in the community*

![Bar chart showing the percentage of youth reporting taking action in the community.](chart1)

Figure 3.44
*Percentage of youth reporting taking a leadership role*

![Bar chart showing the percentage of youth reporting taking a leadership role.](chart2)
Figure 3.45
Percentage of youth reporting teaching others about healthy living choices

![Bar chart showing percentage distribution of youth reporting teaching others about healthy living choices.](chart)
Adult Learning and Action Outcomes

Adult Learning and Action: Nutrition and Healthy Eating
Of the 358 adults who participated in the evaluation, 289 indicated they participated in programs that had a nutrition focus. This is an 81% participation rate for the nutrition focus.

Adults were asked to respond to the question: *By participating in this healthy living program related to nutrition and healthy eating, I learned about...*. The question was followed by a list of five items related to the learning outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.85 for knowing the number of calories to eat each day, to a high of 4.59 for understanding the importance of being a good nutritional role model for youth. The mean ratings for each of the adult learning items related to nutrition and healthy eating are shown in Table 3.9 below.

Table 3.9
*Participant Ratings for Adult Learning Outcomes: Nutrition and Healthy Eating*

<table>
<thead>
<tr>
<th>Elements of good nutrition</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>286</td>
<td>1</td>
<td>5</td>
<td>4.49</td>
<td>.674</td>
<td></td>
</tr>
<tr>
<td>Importance of healthful diet</td>
<td>284</td>
<td>1</td>
<td>5</td>
<td>4.54</td>
<td>.658</td>
</tr>
<tr>
<td>Making healthful food choices</td>
<td>283</td>
<td>1</td>
<td>5</td>
<td>4.50</td>
<td>.706</td>
</tr>
<tr>
<td>Calories to eat each day</td>
<td>266</td>
<td>1</td>
<td>5</td>
<td>3.85</td>
<td>1.045</td>
</tr>
<tr>
<td>Importance of fruits and vegetables</td>
<td>284</td>
<td>1</td>
<td>5</td>
<td>4.51</td>
<td>.730</td>
</tr>
<tr>
<td>Importance of being a good nutritional role model for youth</td>
<td>268</td>
<td>1</td>
<td>5</td>
<td>4.59</td>
<td>.644</td>
</tr>
<tr>
<td>Ways to encourage youth to eat a more healthful diet</td>
<td>264</td>
<td>1</td>
<td>5</td>
<td>4.52</td>
<td>.692</td>
</tr>
</tbody>
</table>

Figures 3.46 through 3.52 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of nutrition and healthy eating.

6. Elements of good nutrition (95.10)
7. Importance of healthful diets (96.83)
8. Making healthful food choices (94.53)
9. Calories to eat each day (66.17)
10. Importance of fruits and vegetables (92.61)
11. Importance of being a good nutritional role model for youth (95.52)
12. Ways to encourage youth to eat a more healthful diet (93.94)

Figure 3.46
*Percentage of adults reporting learning about the elements of good nutrition*

Figure 3.47
*Percentage of adults reporting learning about the importance of a healthful diet*
Figure 3.48
Percentage of adults reporting learning about making healthful food choices

Figure 3.49
Percentage of adults reporting learning about the number of calories to eat each day
Figure 3.50
Percentage of adults reporting learning about the importance of fruits and vegetables

Figure 3.51
Percentage of adults reporting learning about the importance of being a good nutritional role model for youth
Adult Action: Nutrition and Healthy Eating

Adults were asked to respond to the question: *By participating in this healthy living program related to nutrition and healthy eating, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.88 for matching food intake to caloric needs, to a high of 4.47 for helping a young person develop better eating habits. The mean ratings for each of the adult action items related to nutrition and healthy eating are shown in Table 3.10 below.

Table 3.10

*Participant Ratings for Adult Action Outcomes: Nutrition and Healthy Eating*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses food based on nutritional need</td>
<td>285</td>
<td>1</td>
<td>5</td>
<td>4.40</td>
<td>.656</td>
</tr>
<tr>
<td>Makes healthful food choices</td>
<td>284</td>
<td>1</td>
<td>5</td>
<td>4.40</td>
<td>.709</td>
</tr>
<tr>
<td>Matches food intake to caloric needs</td>
<td>273</td>
<td>1</td>
<td>5</td>
<td>3.88</td>
<td>.948</td>
</tr>
<tr>
<td>Eats more fruits and vegetables</td>
<td>284</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>.702</td>
</tr>
<tr>
<td>Eats less low-nutrition food</td>
<td>282</td>
<td>1</td>
<td>5</td>
<td>4.25</td>
<td>.875</td>
</tr>
<tr>
<td>Helped a young person to develop better eating habits</td>
<td>267</td>
<td>2</td>
<td>5</td>
<td>4.47</td>
<td>.673</td>
</tr>
</tbody>
</table>
Figures 3.53 through 3.58 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to nutrition and healthy eating.

6. Chooses food based on nutritional need (92.28)
7. Makes healthful food choices (90.85)
8. Matches food intake to caloric needs (65.57)
9. Eats more fruits and vegetables (90.14)
10. Eats less low-nutrition food (84.40)
11. Helped a young person develop better eating habits (93.63)

Figure 3.53
*Percentage of adults reporting choosing food based on nutritional need*
Figure 3.54
*Percentage of adults reporting making healthful food choices*

![Bar chart showing percentages of adults reporting healthful food choices.]

Figure 3.55
*Percentage of adults reporting matching food intake to caloric need*

![Bar chart showing percentages of adults reporting matching food intake to caloric need.]

64
Figure 3.56
*Percentage of adults reporting eating more fruits and vegetables*

![Bar chart showing percentage of adults reporting eating more fruits and vegetables.](chart1.png)

Figure 3.57
*Percentage of adults reporting eating less low-nutrition food*

![Bar chart showing percentage of adults reporting eating less low-nutrition food.](chart2.png)
Figure 3.58
Percentage of adults reporting helping a young person to develop better eating habits

Adult Learning and Action: Exercise and Physical Activity
Of the 358 adults who participated in the evaluation, 312 indicated they participated in programs that had a physical activity focus. This is an 87% participation rate for the exercise and physical activity focus.

Adults were asked to respond to the question: By participating in this healthy living program related to exercise and physical activity, I learned about…. The question was followed by a list of five items related to the learning outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.07 for knowing the amount of sleep one needs, to a high of 4.50 for understanding the importance daily exercise and ways to encourage youth to be more physically active. The mean ratings for each of the adult learning items related to exercise and physical activity are shown in Table 3.11 below.

Table 3.11
Participant Ratings for Adult Learning Outcomes: Exercise and Physical Activity

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three aspects of physical activity</td>
<td>269</td>
<td>1</td>
<td>5</td>
<td>4.26</td>
<td>.862</td>
</tr>
<tr>
<td>Importance of daily exercise</td>
<td>308</td>
<td>1</td>
<td>5</td>
<td>4.50</td>
<td>.663</td>
</tr>
</tbody>
</table>
Figures 3.59 through 3.66 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of exercise and physical activity.

1. The three aspects of physical activity (85.87)  
2. Importance of daily exercise (95.78)  
3. Amount of daily exercise needed (85.62)  
4. Different types of exercise (86.56)  
5. Incorporating exercise into daily life (90.49)  
6. Amount of sleep needed (77.35)  
7. Importance of being a good physical activity role model (94.85)  
8. Ways to encourage youth to be more physically active (94.72)

Figure 3.59
*Percentage of adults reporting learning about the three aspects of physical activity*
Figure 3.60
*Percentage of adults reporting learning about the importance of daily exercise*

![Bar chart showing the percentage of adults reporting learning about the importance of daily exercise.](chart)

Figure 3.61
*Percentage of adults reporting learning about the amount of daily exercise needed*

![Bar chart showing the percentage of adults reporting learning about the amount of daily exercise needed.](chart)
Figure 3.62
Percentage of adults reporting learning about the different types of exercise

Figure 3.63
Percentage of adults reporting learning about incorporating exercise into daily life
Figure 3.64
*Percentage of adults reporting learning about the amount of sleep needed*

![Bar chart showing the percentage of adults reporting learning about the amount of sleep needed.](image)

Figure 3.65
*Percentage of adults reporting learning about the importance of being a good physical activity role model for youth*

![Bar chart showing the percentage of adults reporting learning about the importance of being a good physical activity role model for youth.](image)
Figure 3.66
Percentage of adults reporting learning about the ways to encourage youth to be more physically active

![Bar chart showing percentage of adults reporting learning about ways to encourage youth to be more physically active.]

**Adult Action: Exercise and Physical Activity**
Adults were asked to respond to the question: *By participating in this healthy living program related to exercise and physical activity, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.86 for decreasing sedentary activities, to a high of 4.38 for helping a young person become more physically active. The mean ratings for each of the adult action items related to exercise and physical activity are shown in Table 3.12 below.

Table 3.12
Participant Ratings for Adult Action Outcomes: Exercise and Physical Activity

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans exercise most days</td>
<td>304</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>.849</td>
</tr>
<tr>
<td>Found new enjoyable exercise</td>
<td>303</td>
<td>1</td>
<td>5</td>
<td>3.93</td>
<td>.967</td>
</tr>
<tr>
<td>Increased exercise time</td>
<td>307</td>
<td>1</td>
<td>5</td>
<td>4.02</td>
<td>.923</td>
</tr>
<tr>
<td>Decreased sedentary activities</td>
<td>272</td>
<td>1</td>
<td>5</td>
<td>3.86</td>
<td>.953</td>
</tr>
<tr>
<td>Tries to get proper amount of sleep</td>
<td>266</td>
<td>1</td>
<td>5</td>
<td>4.18</td>
<td>.788</td>
</tr>
</tbody>
</table>
Helped a young person become more physically active | 292 | 1 | 5 | 4.38 | .780

Figures 3.67 through 3.72 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to exercise and physical activity.

1. Plans exercise most days (84.21)
2. Found new enjoyable exercise (67.66)
3. Increased exercise time (74.59)
4. Decreased sedentary activities (64.34)
5. Tries to get proper amount of sleep (84.96)
6. Helped a young person become more physically active (88.01)

Figure 3.67

Percentage of adults reporting planning exercise most days

![Percentage of adults reporting planning exercise most days](image-url)
Figure 3.68
*Percentage of adults reporting finding a new enjoyable exercise*

Figure 3.69
*Percentage of adults reporting increasing exercise time*
Figure 3.70
Percentage of adults reporting decreased sedentary activities

Figure 3.71
Percentage of adults reporting trying to get the proper amount of sleep
Adult Learning and Action: Personal Safety
Of the 358 adults who participated in the evaluation, 115 indicated they participated in programs that had a personal safety focus. This is a 32% participation rate for the personal safety focus.

Adults were asked to respond to the question: By participating in this healthy living program related to personal safety, I learned about…. The question was followed by a list of five items related to the learning outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.26 for understanding the importance of wearing protective gear, to a high of 4.59 for understanding when to wash one’s hands. The mean ratings for each of the adult learning items related to personal safety are shown in Table 3.13 below.

Table 3.13
Participant Ratings for Adult Learning Outcomes: Personal Safety

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to wash hands</td>
<td>109</td>
<td>1</td>
<td>5</td>
<td>4.57</td>
<td>.658</td>
</tr>
</tbody>
</table>
Figures 3.73 through 3.78 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of personal safety.

1. How to wash hands (95.41)
2. When to wash hands (97.27)
3. Ways to prevent spread of germs (95.37)
4. How to handle foods safely (85.71)
5. Importance of wearing protective gear (77.53)
6. Encouraging young people to practice personal safety (93.07)

Figure 3.73
*Percentage of adults reporting learning about how to wash hands*
Figure 3.74
*Percentage of adults reporting learning about when to wash hands*

![Bar chart showing percentage of adults reporting learning about when to wash hands.](chart1)

Figure 3.75
*Percentage of adults reporting learning about ways to prevent the spread of germs*

![Bar chart showing percentage of adults reporting learning about ways to prevent the spread of germs.](chart2)
Figure 3.76
Percentage of adults reporting learning about how to handle food safely

Figure 3.77
Percentage of adults reporting learning about the importance of wearing protective headgear
Adult Action: Personal Safety
Adults were asked to respond to the question: *By participating in this healthy living program related to personal safety, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.99 for wearing a helmet, to a high of 4.61 for washing hands more frequently. The mean ratings for each of the adult action items related to personal safety are shown in Table 3.14 below.

Table 3.14
*Participant Ratings for Adult Action Outcomes: Personal Safety*

<table>
<thead>
<tr>
<th>Action</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes hands frequently</td>
<td>112</td>
<td>1</td>
<td>5</td>
<td>4.61</td>
<td>.676</td>
</tr>
<tr>
<td>Washes hands thoroughly</td>
<td>112</td>
<td>1</td>
<td>5</td>
<td>4.59</td>
<td>.679</td>
</tr>
<tr>
<td>Sneezes/coughs into elbow</td>
<td>111</td>
<td>1</td>
<td>5</td>
<td>4.59</td>
<td>.718</td>
</tr>
<tr>
<td>Washes fruits and vegetables</td>
<td>110</td>
<td>1</td>
<td>5</td>
<td>4.56</td>
<td>.723</td>
</tr>
</tbody>
</table>
Figures 3.79 through 3.85 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to personal safety.

1. Washes hands frequently (93.75)
2. Washes hands thoroughly (93.75)
3. Sneeze/coughs into elbow (92.79)
4. Washes fruits and vegetables (93.33)
5. Uses seatbelt (65.98)
6. Wears helmet active (88.01)
7. Helped a young person adopt personal safety practices (91.26)

Figure 3.79
Percentage of adults reporting washing hands frequently
Figure 3.80
*Percentage of adults reporting washing hands thoroughly*

![Bar chart showing percentage of adults reporting washing hands thoroughly.](image)

Figure 3.81
*Percentage of adults reporting sneezing/coughing into elbow*

![Bar chart showing percentage of adults reporting sneezing/coughing into elbow.](image)
Figure 3.82

Percentage of adults reporting washing fruits and vegetables

Figure 3.83

Percentage of adults reporting using a seatbelt
Figure 3.84
*Percentage of adults reporting wearing a helmet*

![Bar chart showing the percentage of adults reporting wearing a helmet.](chart)

- Strongly disagree: 1.03%
- Disagree: 6.19%
- Neutral: 26.80%
- Agree: 24.74%
- Strongly agree: 41.24%

Figure 3.85
*Percentage of adults reporting helping a young person adopt personal safety practices*

![Bar chart showing the percentage of adults reporting helping a young person adopt personal safety practices.](chart)

- Strongly disagree: 0.00%
- Disagree: 0.00%
- Neutral: 8.74%
- Agree: 34.95%
- Strongly agree: 56.31%
**Adult Learning and Action: Community Action**

Of the 358 adults who participated in the evaluation, 218 indicated they participated in programs that had a community action focus. This is a 61% participation rate for the community action focus.

Adults were asked to respond to the question: *By participating in this healthy living program related to community action, I learned about….* The question was followed by a list of five items related to the learning outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.41 for learning about youth-adult partnerships, to a high of 4.54 for understanding the impact of teaching others. The mean ratings for each of the adult learning items related to community action are shown in Table 3.15 below.

**Table 3.15**  
*Participant Ratings for Adult Learning Outcomes: Community Action*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-adult partnerships</td>
<td>211</td>
<td>1</td>
<td>5</td>
<td>4.41</td>
<td>.765</td>
</tr>
<tr>
<td>Impact on community</td>
<td>211</td>
<td>1</td>
<td>5</td>
<td>4.52</td>
<td>.650</td>
</tr>
<tr>
<td>Importance of community involvement</td>
<td>213</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>.759</td>
</tr>
<tr>
<td>Impact of teaching others</td>
<td>214</td>
<td>1</td>
<td>5</td>
<td>4.54</td>
<td>.669</td>
</tr>
<tr>
<td>Role of adults to help engage youth with community</td>
<td>199</td>
<td>1</td>
<td>5</td>
<td>4.50</td>
<td>.650</td>
</tr>
</tbody>
</table>

Figures 3.86 through 3.90 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of community action.

1. Youth-adult partnerships (89.10)
2. Impact on community (95.73)
3. Importance of community involvement (90.14)
4. Impact of teaching others (94.86)
5. Role of adults to help engage youth with community (93.97)
Figure 3.86
*Percentage of adults reporting learning about youth-adult partnerships*

![Bar graph showing percentages of adults reporting learning about youth-adult partnerships.]

Figure 3.87
*Percentage of adults reporting learning about having an impact on one’s community*

![Bar graph showing percentages of adults reporting learning about having an impact on one’s community.]

---

85
Figure 3.88
Percentage of adults reporting learning about the importance of community involvement

Figure 3.89
Percentage of adults reporting learning about the impact of teaching others
Adult Action: Community Action

Adults were asked to respond to the question: *By participating in this healthy living program related to community action, I now take the following actions.* The question was followed by a list of five items related to the action outcomes for the program. Adults rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.25 for taking a leadership role in the community, to a high of 4.44 for teaching others about healthy living choices. The mean ratings for each of the adult action items related to community action are shown in Table 3.16 below.

### Table 3.16
Participant Ratings for Adult Action Outcomes: Community Action

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had effective YAP experience</td>
<td>210</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>.774</td>
</tr>
<tr>
<td>Identified a community concern</td>
<td>207</td>
<td>1</td>
<td>5</td>
<td>4.38</td>
<td>.765</td>
</tr>
<tr>
<td>Took action in community</td>
<td>205</td>
<td>1</td>
<td>5</td>
<td>4.30</td>
<td>.819</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>Mean</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>------</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took leadership role in the community</td>
<td>208</td>
<td>1</td>
<td>5</td>
<td>4.25</td>
<td>.850</td>
</tr>
<tr>
<td>Taught others about healthy living choices</td>
<td>209</td>
<td>1</td>
<td>5</td>
<td>4.44</td>
<td>.726</td>
</tr>
</tbody>
</table>

Figures 3.91 through 3.95 show the percentage of adults who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to community action.

1. Had effective youth-adult partnership experience (88.10)
2. Identified a community concern (86.96)
3. Took action in community (84.88)
4. Took leadership role in the community (80.77)
5. Taught others about healthy living choices (91.39)

Figure 3.91
*Percentage of adults reporting having an effective youth-adult partnership*
Figure 3.92
Percentage of adults reporting identifying a need in the community

Figure 3.93
Percentage of adults reporting taking action in the community
Figure 3.94
*Percentage of adults reporting taking a leadership role in the community*

![Bar chart showing the percentage of adults reporting taking a leadership role in the community.](image)

Figure 3.95
*Percentage of adults reporting teaching others about healthy living choices*

![Bar chart showing the percentage of adults reporting teaching others about healthy living choices.](image)
Teen Leader Learning and Action Outcomes

Teen Leader Learning and Action: Nutrition and Healthy Eating
Of the 438 teen leaders who participated in the evaluation, 355 indicated they participated in programs that had a nutrition focus. This is an 81% participation rate for the nutrition focus.

Teen Leader Learning: Nutrition and Healthy Eating
Teen leaders were asked to respond to the question: *By participating in this healthy living program related to nutrition and healthy eating, I learned about...*. The question was followed by a list of five items related to the learning outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.97 for knowing the number of calories to eat each day, to a high of 4.56 for making healthful food choices. The mean ratings for each of the teen leader learning items related to nutrition and healthy eating are shown in Table 3.17 below.

Table 3.17
**Participant Ratings for Teen Leader Learning Outcomes: Nutrition and Healthy Eating**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of good nutrition</td>
<td>347</td>
<td>1</td>
<td>5</td>
<td>4.51</td>
<td>.681</td>
</tr>
<tr>
<td>Importance of healthful diet</td>
<td>351</td>
<td>1</td>
<td>5</td>
<td>4.55</td>
<td>.686</td>
</tr>
<tr>
<td>Making healthful food choices</td>
<td>346</td>
<td>1</td>
<td>5</td>
<td>4.56</td>
<td>.653</td>
</tr>
<tr>
<td>Calories to eat each day</td>
<td>310</td>
<td>1</td>
<td>5</td>
<td>3.97</td>
<td>.978</td>
</tr>
<tr>
<td>Importance of fruits and veggies</td>
<td>345</td>
<td>1</td>
<td>5</td>
<td>4.53</td>
<td>.723</td>
</tr>
</tbody>
</table>

Figures 3.96 through 3.100 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program provided an opportunity to learn about the following aspects of nutrition and healthy eating.

13. Elements of good nutrition (92.11)
14. Importance of healthful diets (94.87)
15. Making healthful food choices (93.93)
16. Calories to eat each day (69.03)
17. Importance of fruits and vegetables (91.88)
Figure 3.96
Percentage of teen leaders reporting learning about the elements of good nutrition

Figure 3.97
Percentage of teen leaders reporting learning about the importance of a healthful diet
Figure 3.98
Percentage of teen leaders reporting learning about making healthful food choices

Figure 3.99
Percentage of teen leaders reporting learning about the number of calories to eat each day
Figure 3.100
*Percentage of teen leaders reporting learning about the importance of fruits and vegetables*

![Bar chart showing the percentage of teen leaders reporting learning about the importance of fruits and vegetables.]

**Teen Leader Action: Nutrition and Healthy Eating**

Teen leaders were asked to respond to the question: *By participating in this healthy living program related to nutrition and healthy eating, I now take the following actions.* The question was followed by a list of five items related to the learning outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.53 for matching food intake to caloric needs, to a high of 4.33 for making healthful food choices. The mean ratings for each of the teen leader action items related to nutrition and healthy eating are shown in Table 3.18 below.

**Table 3.18**

*Participant Ratings for Teen Leader Action Outcomes: Nutrition and Healthy Eating*

<table>
<thead>
<tr>
<th>Action</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses food based on nutritional need</td>
<td>348</td>
<td>1</td>
<td>5</td>
<td>4.20</td>
<td>.815</td>
</tr>
<tr>
<td>Makes healthful food choices</td>
<td>350</td>
<td>1</td>
<td>5</td>
<td>4.33</td>
<td>.779</td>
</tr>
<tr>
<td>Matches food intake to caloric needs</td>
<td>321</td>
<td>1</td>
<td>5</td>
<td>3.53</td>
<td>1.031</td>
</tr>
<tr>
<td>Eats more fruits and vegetables</td>
<td>347</td>
<td>1</td>
<td>5</td>
<td>4.26</td>
<td>.864</td>
</tr>
<tr>
<td>Eats less low-nutrition food</td>
<td>345</td>
<td>1</td>
<td>5</td>
<td>3.94</td>
<td>1.023</td>
</tr>
</tbody>
</table>
Figures 3.101 through 3.105 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to nutrition and healthy eating.

12. Chooses food based on nutritional need (82.47)
13. Makes healthful food choices (86.86)
14. Matches food intake to caloric needs (50.78)
15. Eats more fruits and vegetables (83.29)
16. Eats less low-nutrition food (72.75)

Figure 3.101
*Percentage of teen leaders reporting choosing food based on nutritional need*
Figure 3.102
Percentage of teen leaders reporting making healthful food choices

Figure 3.103
Percentage of teen leaders reporting matching food intake to caloric need
Teen Leader Learning and Action: Exercise and Physical Activity

Of the 438 teen leaders who participated in the evaluation, 378 indicated they participated in programs that had an exercise and physical activity focus. This is an 86% participation rate for the exercise and physical activity focus.
Teen Leader Learning: Exercise and Physical Activity
Teen leaders were asked to respond to the question: By participating in this healthy living program related to exercise and physical activity, I learned about.... The question was followed by a list of five items related to the learning outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.24 for learning about amount of sleep needed, to a high of 4.53 for learning about the importance of daily exercise. The minimum and maximum scores, mean ratings, and standard deviations for each of the teen leader learning items related to exercise and physical activity are shown in Table 3.19 below.

Table 3.19
Participant Ratings for Teen Leader Learning Outcomes: Exercise and Physical Activity

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three aspects of physical activity</td>
<td>363</td>
<td>1</td>
<td>5</td>
<td>4.27</td>
<td>.789</td>
</tr>
<tr>
<td>Importance of daily exercise</td>
<td>374</td>
<td>1</td>
<td>5</td>
<td>4.53</td>
<td>.653</td>
</tr>
<tr>
<td>Amount of daily exercise needed</td>
<td>364</td>
<td>1</td>
<td>5</td>
<td>4.27</td>
<td>.817</td>
</tr>
<tr>
<td>Different types of exercise</td>
<td>368</td>
<td>1</td>
<td>5</td>
<td>4.43</td>
<td>.757</td>
</tr>
<tr>
<td>Incorporating exercise into daily life</td>
<td>366</td>
<td>1</td>
<td>5</td>
<td>4.39</td>
<td>.741</td>
</tr>
<tr>
<td>Amount of sleep needed</td>
<td>340</td>
<td>1</td>
<td>5</td>
<td>4.24</td>
<td>.849</td>
</tr>
</tbody>
</table>

Figures 3.106 through 3.111 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program provided the opportunity for learning about a particular exercise or physical activity concept.

7. The three aspects of physical activity (87.88)
8. Importance of daily exercise (97.06)
9. Amount of daily exercise needed (85.16)
10. Different types of exercise (91.30)
11. Incorporating exercise into daily life (90.98)
12. The amount of sleep one needs (82.65)
Figure 3.106  
Percentage of teen leader responses regarding learning about the three aspects of physical activity

Figure 3.107  
Percentage of teen leader responses regarding learning about the importance of daily exercise
Figure 3.108
Percentage of teen leader responses regarding learning about the amount of daily exercise needed

Figure 3.109
Percentage of teen leader responses regarding learning different types of exercise
Teen Leader Action: Exercise and Physical Activity
Teen leaders were asked to respond to the question: *By participating in this healthy living program related to exercise and physical activity, I now take the following actions.* The question
was followed by a list of five items related to the action outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.85 for reducing sedentary activities, to a high of 4.07 for increasing exercise time. The mean ratings for each of the teen leader action items related to exercise and physical activity are shown in Table 3.20 below.

Table 3.20
Participant Ratings for Teen Leader Action Outcomes: Exercise and Physical Activity

<table>
<thead>
<tr>
<th>Action Outcome</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans exercise most days</td>
<td>368</td>
<td>1</td>
<td>5</td>
<td>3.95</td>
<td>.890</td>
</tr>
<tr>
<td>Found new enjoyable exercise</td>
<td>365</td>
<td>1</td>
<td>5</td>
<td>4.05</td>
<td>.953</td>
</tr>
<tr>
<td>Increased exercise time</td>
<td>368</td>
<td>1</td>
<td>5</td>
<td>4.07</td>
<td>.909</td>
</tr>
<tr>
<td>Decreased sedentary activities</td>
<td>367</td>
<td>1</td>
<td>5</td>
<td>3.85</td>
<td>1.006</td>
</tr>
<tr>
<td>Tries to get proper amount of sleep</td>
<td>350</td>
<td>1</td>
<td>5</td>
<td>4.05</td>
<td>.904</td>
</tr>
</tbody>
</table>

Figures 3.112 through 3.116 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to exercise and physical activity.

6. Plans exercise most days (72.01)
7. Found new enjoyable exercise (74.25)
8. Increased exercise time (74.46)
9. Decreased sedentary activities (65.12)
10. Tries to get proper amount of sleep (75.71)
Figure 3.112
*Percentage of teen leaders reporting planning exercise most days*

![Bar chart showing percentage of teen leaders reporting planning exercise most days.]

Figure 3.113
*Percentage of teen leaders reporting finding a new enjoyable exercise to do*

![Bar chart showing percentage of teen leaders reporting finding a new enjoyable exercise to do.]

103
Figure 3.114
Percentage of teen leaders reporting increasing exercise time

Figure 3.115
Percentage of teen leaders reporting a decrease in sedentary activities
Teen Leader Learning and Action: Personal Safety

Of the 438 teen leaders who participated in the evaluation, 192 indicated they participated in programs that had a personal safety focus. This is a 44% participation rate for the personal safety focus.

Teen Leader Learning: Personal Safety

Teen leaders were asked to respond to the question: *By participating in this healthy living program related to personal safety, I learned about...*. The question was followed by a list of five items related to the learning outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.08 for learning about the importance of wearing protective gear, to a high of 4.30 for learning about how to wash one’s hands and how to handle foods safely. The mean ratings for each of the teen leader learning items related to personal safety are shown in Table 3.21 below.

Table 3.12
\textit{Participant Ratings for Teen Leader Learning Outcomes: Personal Safety}

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to wash hands</td>
<td>175</td>
<td>1</td>
<td>5</td>
<td>4.30</td>
<td>.804</td>
</tr>
</tbody>
</table>
Figures 3.117 through 3.121 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program provided the opportunity for learning about a particular personal safety concept.

6. How to wash hands (86.29)
7. When to wash hands (87.43)
8. Ways to prevent spread of germs (87.93)
9. How to handle foods safely (87.35)
10. Importance of wearing protective gear (77.27)

Figure 3.117
*Percentage of teen leaders reporting learning about how to wash hands*
Figure 3.118
*Percentage of teen leaders reporting learning about when to wash hands*

![Chart showing percentage of teen leaders reporting learning about when to wash hands.](image)

Figure 3.119
*Percentage of teen leaders reporting learning about ways to prevent the spread of germs*

![Chart showing percentage of teen leaders reporting learning about ways to prevent the spread of germs.](image)
Figure 3.120
*Percentage of teen leaders reporting learning about how to handle food safely*

Figure 3.121
*Percentage of teen leaders reporting learning about the importance of wearing protective headgear*

**Teen Leader Action: Personal Safety**

Teen leaders were asked to respond to the question: *By participating in this healthy living program related to personal safety, I now take the following actions.* The question was followed
by a list of five items related to the action outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 3.65 for wearing a helmet, to a high of 4.45 for washing hands thoroughly. The mean ratings for each of the teen leader action items related to personal safety are shown in Table 3.22 below.

Table 3.22
Participant Ratings for Teen Leader Action Outcomes: Personal Safety

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes hands frequently</td>
<td>179</td>
<td>1</td>
<td>5</td>
<td>4.41</td>
<td>.770</td>
</tr>
<tr>
<td>Washes hands thoroughly</td>
<td>181</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.726</td>
</tr>
<tr>
<td>Sneezes/coughs into elbow</td>
<td>176</td>
<td>1</td>
<td>5</td>
<td>4.41</td>
<td>.788</td>
</tr>
<tr>
<td>Washes fruits and vegetables</td>
<td>178</td>
<td>1</td>
<td>5</td>
<td>4.35</td>
<td>.866</td>
</tr>
<tr>
<td>Uses seatbelt</td>
<td>173</td>
<td>1</td>
<td>5</td>
<td>4.42</td>
<td>.828</td>
</tr>
<tr>
<td>Wears helmet</td>
<td>168</td>
<td>1</td>
<td>5</td>
<td>3.65</td>
<td>1.174</td>
</tr>
</tbody>
</table>

Figures 3.122 through 3.127 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to personal safety.

7. Washes hands frequently (89.39)
8. Washes hands thoroughly (92.82)
9. Sneezes/coughs into elbow (89.20)
10. Washes fruits and vegetables (86.52)
11. Uses seatbelt (87.28)
12. Wears helmet (56.55)
Figure 3.122
Percentage of teen leaders reporting washing hands frequently

Figure 3.123
Percentage of teen leaders reporting washing hands thoroughly
Figure 3.124
Percentage of teen leaders reporting sneezing/coughing into elbow

Figure 3.125
Percentage of teen leaders reporting washing fruits and vegetables
Teen Leader Learning and Action: Community Action

Of the 438 teen leaders who participated in the evaluation, 266 indicated they participated in programs that had a community action focus. This is a 61% participation rate for the community action focus.
Teen Leader Learning: Community Action
Teen leaders were asked to respond to the question: *By participating in this healthy living program related to community action, I learned about...* The question was followed by a list of five items related to the learning outcomes for the program. Teen leaders rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.10 for learning about youth-adult partnerships, to a high of 4.39 for learning about the impact of teaching others. The mean ratings for each of the teen leader learning items related to community action are shown in Table 3.23 below.

Table 3.23
Participant Ratings for Teen Leader Learning Outcomes: Community Action

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-adult partnerships</td>
<td>253</td>
<td>1</td>
<td>5</td>
<td>4.10</td>
<td>.903</td>
</tr>
<tr>
<td>Impact on community</td>
<td>257</td>
<td>1</td>
<td>5</td>
<td>4.30</td>
<td>.795</td>
</tr>
<tr>
<td>Importance of community involvement</td>
<td>254</td>
<td>1</td>
<td>5</td>
<td>4.30</td>
<td>.843</td>
</tr>
<tr>
<td>Impact of teaching others</td>
<td>257</td>
<td>1</td>
<td>5</td>
<td>4.39</td>
<td>.822</td>
</tr>
</tbody>
</table>

Figures 3.128 through 3.131 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program provided an opportunity for learning about the following aspects of community action.

5. Youth-adult partnerships (76.68)
6. The impact one can have on one’s community (86.38)
7. The importance of community involvement (86.22)
8. The impact one can have by teaching others (89.88)
Figure 3.128
Percentage of teen leaders reporting learning about youth-adult partnerships

Figure 3.129
Percentage of teen leaders reporting learning about having an impact on one’s community
Figure 3.130
Percentage of teen leaders reporting learning about the importance of community involvement

Figure 3.131
Percentage of teen leaders reporting learning about the impact one can have by teaching others

Teen Leaders Action: Community Action
Teen leaders were asked to respond to the question: By participating in this healthy living program related to community action, I now take the following actions. The question was followed by a list of five items related to the action outcomes for the program. Teen leaders
rated each item on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Mean ratings ranged from a low of 4.00 for taking action in the community, to a high of 4.32 for teaching others about healthy living choices. The mean ratings for each of the teen leader action items related to community action are shown in Table 3.24 below.

Table 3.24
*Participant Ratings for Teen Leader Action Outcomes: Community Action*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had effective YAP experience</td>
<td>257</td>
<td>1</td>
<td>5</td>
<td>4.12</td>
<td>.968</td>
</tr>
<tr>
<td>Identified community concern</td>
<td>258</td>
<td>1</td>
<td>5</td>
<td>4.10</td>
<td>.991</td>
</tr>
<tr>
<td>Took action in community</td>
<td>259</td>
<td>1</td>
<td>5</td>
<td>4.00</td>
<td>1.017</td>
</tr>
<tr>
<td>Took leadership role</td>
<td>259</td>
<td>1</td>
<td>5</td>
<td>4.07</td>
<td>1.003</td>
</tr>
<tr>
<td>Taught others about healthy</td>
<td>262</td>
<td>1</td>
<td>5</td>
<td>4.32</td>
<td>.865</td>
</tr>
</tbody>
</table>

Figures 3.132 through 3.136 show the percentage of teen leaders who “agreed” or “strongly agreed” that participating in the program caused them to take the following actions related to community action.

6. Had an effective youth-adult partner experience (77.43)
7. Identified a community concern (77.13)
8. Took action in community (70.27)
9. Took a leadership role (72.97)
10. Taught others about healthy living choices (85.88)
Figure 3.132
Percentage of teen leaders reporting having an effective youth adult partnership experience

Figure 3.133
Percentage of teen leaders reporting identifying a community concern
Figure 3.134
Percentage of teen leaders reporting taking action in the community

Figure 3.135
Percentage of teen leaders reporting taking a leadership role
Figure 3.136
Percentage of teen leaders reporting teaching others about healthy living choices

![Bar chart showing the percentage of teen leaders reporting teaching others about healthy living choices. The categories and their percentages are:
- Strongly disagree: 1.53%
- Disagree: 2.29%
- Neutral: 10.31%
- Agree: 33.97%
- Strongly agree: 51.91%](image-url)
Part Four: Teen Leader Experience

Teens as Teachers Experience
Teens were asked if they had the opportunity to teach others in the Youth Voice: Youth Choice program. Three hundred and seventeen participants indicated they had an opportunity to teach others. If teaching was part of their experience the teens were invited to complete ten items, adapted from the work of Lee and Murdock (2001) related to their experience as teen teachers in the program. Each item was rate on a scale of 1 to 5, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly agree.

Cronbach’s Alpha was calculated to measure the internal reliability of the teens as teachers questionnaire \( r = .874 \). This figure demonstrates a high rate of internal reliability for the 10 scale items.

Mean ratings ranged from a low of 3.72 for going through a formal application process to be a teen teacher, to a high of 4.52 for having dedicated adults support him/her as a teen teacher. The mean ratings for each of the teen teacher healthy living items are shown in Figure X below.

Table 4.1
Participant Ratings for Teen Teacher Experiences

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated adults</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.52</td>
<td>.683</td>
</tr>
<tr>
<td>Application process</td>
<td>300</td>
<td>1</td>
<td>5</td>
<td>3.72</td>
<td>1.233</td>
</tr>
<tr>
<td>Was provided curriculum to use</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.26</td>
<td>.827</td>
</tr>
<tr>
<td>Received training</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>.998</td>
</tr>
<tr>
<td>Received on-going support</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.17</td>
<td>.923</td>
</tr>
<tr>
<td>Had what was needed to succeed</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.45</td>
<td>.726</td>
</tr>
<tr>
<td>Received recognition</td>
<td>316</td>
<td>1</td>
<td>5</td>
<td>4.13</td>
<td>.889</td>
</tr>
<tr>
<td>Received team building opportunities</td>
<td>314</td>
<td>1</td>
<td>5</td>
<td>4.32</td>
<td>.842</td>
</tr>
<tr>
<td>Felt set-up for success</td>
<td>312</td>
<td>1</td>
<td>5</td>
<td>4.02</td>
<td>1.107</td>
</tr>
<tr>
<td>Received feedback</td>
<td>313</td>
<td>1</td>
<td>5</td>
<td>4.14</td>
<td>.931</td>
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Positive Youth Development
In recent years a great deal of emphasis has been placed on the positive development of youth (PYD). Beyond learning and developing life skills, the larger goal of positive youth development programs like 4-H is to encourage and facilitate the growth of “functionally valued” behaviors that result in thriving and well-being throughout adolescence, with the ultimate goal of helping youth develop into productive and positive adults (Gambone & Connell, 2004, Lerner, 2004;
Roth & Brooks-Gunn, 2003). Functionally valued behaviors include competence, character, connection, confidence, and caring, commonly called the “5 C’s” (Eccles & Gootman; 2002; Lerner, Fisher, & Weinberg, 2000; Pittman, Irby, & Ferber, 2001; Roth & Brooks-Gunn, 2003).

Teen participants in this program completed the Positive Youth Development Inventory (PYDI) (Arnold & Meinhold, 2008). The PYDI consists of 58 likert scale items, with each item rated on a four-point scale: (1) strongly disagree; (2) disagree; (3) agree; and (4) strongly agree. The 58 items are divided into six separate scales designed to measure: 1) Competence (14 items); 2) Character (11 items); Connection (9 items); Caring (8 items); and Confidence (9 items). Together, these scales measure the five “C’s” of positive youth development. The participant ratings on each item are totaled for a sum PYD score. An additional scale measures Contribution (7 items). Although highly correlated with the 5 C’s, contribution has been modeled as the resultant outcome of PYD (Lerner, 2004). As such, it is calculated as a separate variable.

A retrospective pre-test method was utilized for the PYDI, meaning that the items from the PYDI were presented to the respondents twice (Pratt, McGuigan, & Katzev, 2000). For the first set of questions the respondents were instructed to complete the questions based on how they felt before participating in the Youth Voice: Youth Choice program. For the second set of questions, the participants were instructed to complete the questions based on how they felt after participating in the program. This type of assessment is commonly referred to as the perceived-change method, and is used to measure how much program participants feel they have changed as a result of a program (Lam & Bengo, 2003). Concerns have been raised about the potential for program results to be overestimated when measured using a retrospective pre-test method, but there is evidence to suggest that this method is useful when the goal of the evaluation is to assess individual perceptions of change, as we did in this study (Hill & Betz, 2005).
The following table displays the minimum and maximum as well as the mean scores and standard deviation for each scale, pre and post program.

Table 4.2
Pre and Post Program PYDI Scale Means, Ranges, and Standard Deviations

<table>
<thead>
<tr>
<th>Scale</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
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<tr>
<td>Competence Pre</td>
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<td>4.00</td>
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<tr>
<td>Competence Post</td>
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<tr>
<td>Character Pre</td>
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<td>1.60</td>
<td>4.00</td>
<td>3.31</td>
<td>.468</td>
</tr>
<tr>
<td>Character Post</td>
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<td>1.00</td>
<td>4.00</td>
<td>3.45</td>
<td>.457</td>
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<tr>
<td>Connection Pre</td>
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<td>4.00</td>
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<td>Caring Pre</td>
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<tr>
<td>Confidence Pre</td>
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<td>1.00</td>
<td>4.00</td>
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<tr>
<td>Confidence Post</td>
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<td>4.00</td>
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<tr>
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<td>1.00</td>
<td>4.00</td>
<td>3.39</td>
<td>.530</td>
</tr>
<tr>
<td>PYD without Contribution Pre</td>
<td>349</td>
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<td>4.00</td>
<td>3.32</td>
<td>.449</td>
</tr>
<tr>
<td>PYD without Contribution Post</td>
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<td>PYD with Contribution Post</td>
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<td>1.00</td>
<td>4.00</td>
<td>3.41</td>
<td>.424</td>
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</tbody>
</table>

Participants reported significant changes in PYD outcomes as measured by the PYDI from before the program to after ($p = .001$). The following table displays the complete information for the paired-t test analysis for the mean scores on the measures of competence, confidence, connection, caring, character & contribution. The total composite mean scores for PYD with and without contribution are also included.
Table 4.3
Paired T-Test for Changes in PYD

<table>
<thead>
<tr>
<th></th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>SME</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
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<td>Competence</td>
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<td>347</td>
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<tr>
<td>Connection</td>
<td>3.320</td>
<td>3.388</td>
<td>.017</td>
<td>-4.77</td>
<td>349</td>
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</tr>
<tr>
<td>Caring</td>
<td>3.363</td>
<td>3.456</td>
<td>.019</td>
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<tr>
<td>Confidence</td>
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<td>348</td>
<td>p = .000</td>
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<tr>
<td>Contribution</td>
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<td>.020</td>
<td>-4.80</td>
<td>346</td>
<td>p = .000</td>
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<tr>
<td>PYD without Contribution</td>
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<td>340</td>
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<td>.015</td>
<td>-6.72</td>
<td>338</td>
<td>p = .000</td>
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</table>

Narrative Information: Teen Leader Experience
Teen leaders were also invited to write an open-ended response regarding their teaching experience. Participants were asked to write a narrative response to the following prompt:
*Please tell us a little more about your experience as a teen trainer in this program. What worked for you? What were some of the best aspects of participating in this program? What did not work, and what were some of the worst aspects?* A content analysis revealed more positive than negative feedback about the teaching experience. The analysis also revealed the following repeated themes that emerged from the comments related to the positive and challenging aspects of the experience. The full listing of teen leaders’ comments are included in Appendix 1.

Positive Feedback Regarding the Experience
The most frequent positive comments from teen teachers were that they enjoyed working with the kids and watching the kids learn. The following themes below are grouped into the categories: personal enjoyment, personal development, and positive aspects of the program.

Personal Enjoyment
- Enjoyed watching the kids learn (most frequently mentioned)
- Enjoyed working with the kids (most frequently mentioned)
- Liked making a difference in kids’ lives
- Liked being a role model
- Enjoyed teaching
- Met new friends
- Liked the planning part
- Liked helping the community
- Liked the food

Personal Development
- Learned about communication in presenting to groups (i.e. how to be up in front of people, getting people to listen, using a microphone, and improved ability to teach)
- Learned about how to be healthy for self
- Helped teen leaders think about future careers and goals (i.e. teaching as a career or working with kids)
- Gained leadership skills
- Able to now share knowledge about healthy living with friends
- Gained confidence and responsibility
- Felt a sense of accomplishment

**Positive Aspects of the Program**
- Overall great experience
- Good, interesting, and fun activities
- Good organization
- Good material and curriculum
- Kids liked hands-on activities
- Helpful support from adult teachers

**Challenging Aspect of the Experience Feedback**
The most frequent comments from teen teachers about challenges were that they had a hard time getting the kids to pay attention. The following themes below are grouped into the categories: personal challenges and challenging aspects of the program.

**Personal Challenges**
- Hard to get kids to pay attention (most frequently mentioned)
- Hard to deal with rowdy or bored kids
- Negative campers

**Challenging Aspects of the Program**
- More organization
- Better preparation
- Some books not age appropriate
- Timing of weather bad; activities done in the winter when it seemed liked they were planned for being outside in nice weather
- Kids did not like the talking and lecturing part of the activities, they became bored
- Too much time for sessions
- Too little time for sessions
- More time to spend with kids
- Had to revamp some of the inappropriate material or material that did not make sense
- Team members not pulling their full weight of contributing
- Needed more support from adults
- Survey too long after teen teachers were tired of teaching all day

Many of the teen teachers emphasized the importance of adequate preparation throughout the program.
Part Five: Impact Narrative Analysis

Youth Narratives:
Youth were invited to write an open-ended response regarding their participation in the program. Participants were asked to write a narrative response to the following prompt: *Please share one or more stories of how you feel participating in this program helped you to develop a healthier lifestyle.* A content analysis was conducted with a focus on comments that revealed how the program led youth to take action toward a healthier lifestyle. Two hundred and twenty nine comments directly mentioned a change in how the youth lived healthier lives after the program.

Three levels of frequency of comments were identified. The first grouping of comments most frequently mentioned related to youth choosing healthier foods and beverages and an increase in the amount of and interest in exercise they get. Many youth mentioned their commitment to eating more fruits and vegetables. They also commented on drinking less soda pop after learning about the sugar concentration in this beverage. Along with increasing their amount of exercise, many youth also mentioned decreasing their time on the computer and watching T.V.

The next level of frequency of comments included youth’s mention of sharing what they learned with others, helping out in their community, and implementing safety practices.

To a lesser extent youth also mentioned getting more sleep, practicing yoga for stress relief, and being more aware of the dangers of drugs. Example quotes of these themes are listed below. The full listing of youths’ comments is included in Appendix 2, sorted by state.

- “I am able to make better choices about healthy food to eat. I think more about what to eat when I go with friends for fast food because some stuff has lots of fat and salt and sugar.”
- “I try to pick healthy food like fruits instead of candy bars when I need energy.”
- “I am trying to pick food that does not have as much sugar in it. We do not have much fruit in my house because it cost so much.”
- “I try to eat more fruits and vegetables and drink not as much Pepsi.”
- “I feel that this is a great program. It has definitely opened my eyes to see what I am doing to my body. I eat a healthier diet than what I used to. Now when I go home instead of grabbing a bag of chips I go and get an apple or something. I drink a lot less pop and eat a lot less candy or sweets after they showed us what was in those things. I almost always drink water and NEVER eat candy. I think that this is a great program for kids like me and my age.”
- “I think that by this program I have been spending more time outside and don’t watch TV often. I am very active and like to use the exercise ball and enjoy doing yoga. I have now taken up jogging with my horse as well. It is a great program.”
• I found out that exercise can be fun rather than something you have to do. I horseback ride more often now and just adopted a horse so I am out everyday riding”
• “I got some of my friends to come play with me and now we can run farther without getting out of breath. We also getting better at basketball.”
• “I walk my dog more. I watch what I eat more now. And I play outside more.”
• “I think participating in Health Jam helped me develop a more liking to be outside than using the computer or watching TV.”
• “I have helped other people eat healthier food, and I try to eat healthier food myself.”
• “I help my sister with better diet choices.”
• “Our whole family got involved in this program. We have used it to increase our exercise but it has given me more opportunity to talk with others in the family.”
• “I try to eat healthier. I eat yogurt and I eat more fruits. I have taught to others about eating healthier.”
• “I think it will help me get more involved with the community.”
• “I am involved in the community now.”
• “I learned how to help my community by planning a project.”
• “I also set privacy settings on Facebook now.”
• “I always wash my hands after I go to the bathroom and before and after I eat a meal.”
• “Now I have been doing more things like hand washing”
• “I now try to go to sleep earlier and get the appropriate hours sleep. Sleep really affects your body.”
• “I will make getting enough sleep a priority.”
• “By practicing yoga and other relaxing stretching techniques I will be able to maintain a healthy life style, and continue to stay physically fit.”
• “I found that I like yoga and I plan on doing it more in my daily life.”
• “I learned a lot from the games, and am now concerned more about drugs than I was.”
• “It has made me to make the choice to never smoke or do drugs.”

Adult Narratives:
Adults were invited to write an open-ended response regarding their participation in the program. Participants were asked to write a narrative response to the following prompt: Please share one or more stories of how you feel participating in the program helped you or the youth you worked with to develop a healthier lifestyle. A content analysis was conducted with a focus on comments that revealed how the program led adults and youth to take action toward a healthier lifestyle. Thirty-four comments directly mentioned a quantifiable change in how participants lived healthier lives after the program. Adults frequently mentioned changes in their personal behavior, changes in their family, and changes in the youth who participated in the program. The full listing of adults’ comments is included in Appendix 3, sorted by state.

The following repeated themes emerged from the personal behavior action comments:
• “Now I catch myself reading calories on everything I purchase”
• “I am choosing more fruits and vegetables for snack more often than sweets”
• “It changes the way that I choose the beverages that I drink”
• “Since participating in the weekend...I do the workout with the video, “walk away pounds”
• “Daily exercise has become a norm to complete my day”
• “I even lost 4 pounds!”
• “I am picking healthier types of afterschool snacks for our programs”
• “One of the biggest things that we did when we returned home, was we increased our time in the grocery store, because we were reading labels and comparing them with other brands”
• “We don’t eat out as much and eat more fruits and vegetables”
• “We have replaced [snacks] with mostly apples, bananas, and strawberries”
• “The only bread in my house now is 100% wheat”
• “Our family has now begun to jump rope and hula hoop daily for great in-door wintertime exercise”
• “My spouse, who although could not attend, has also incorporated better eating habits due to the information I was able to bring home and share with him”
• “The county WII fitness encouraged my son to get healthy. He has lost over 40 pounds by eating healthier & exercising”

The following statements were made by adults who expressed seeing changes in the youth in the program.

• “They did think about what they were putting into their mouths and wanted to share that with the kids that didn’t go to the program.”
• “Some [of the kids] are even eating more of the healthy foods on their lunch trays”
• “I have noticed they [the kids] ask to go outdoors or to the gym more often than before we did the pilot!”
• “I noticed that students remind each other to wash hands and overheard them a few times talking about healthy desserts at the lunch table”
• “I had a mother email me and thank us for the fun day her two children had. She said they talked about it and hung their charts up and were keeping track of what they took in and took out”
References


Appendix 1

Teen Leader Comments

Question: Please tell us a little more about your experience as a teen training in this program. What worked for you? What were some of the best aspects of participating in this program? What did not work, and what were some of the worst aspects?

Iowa

I liked participating in this program because I got to tell my friends the importance of being healthy and now they are doing really well in exercising and eating better.

It was fun
I learned about calories and how to explain to others. At home doing it by myself would be the most difficult of the aspects.

it was fun and a good learning experience

it was tasty
I learned everything I needed to know from this test it answered everything

I liked all the activities we got to do here.

It's very hard and very tiring.

Learn a lot of things about health

I thought it was very fun and I learned quality and important information from taking part in the conference. I can now teach people and found that what I learned is useful.

it is fun
I don't have anything special to say.

we are starting our plan next week.

Trip to Des Moines. Meetings in the morning and what we talked about. Plans we have for the rest of the year. going to another elementary building to do stations. Good group of people. Funny leaders

Learning healthy diets, learning new activities, studying calories, eating vegetables/fruit.

importance of breakfast. Try to eat healthy, but not always easy.

I thought it was a learning experience.

One of the best aspects was getting to know and work with adults at my junior high school. Mr. Pottebaum is the Junior High Principal. Mr. Pottebaum was new to our school this year and this gave me an opportunity to get to know him better. Mr. Pottebaum always asked my opinion and what steps I felt should be done to promote and do the specifics of this program. When I needed advice and help, I felt very comfortable asking him. I also worked with Cindy, the head of the school lunch program, when deciding on quantities of healthy food snacks to order. Interacting with the other junior high school students was great. They were excited about the program promoting physical exercise with the Wii and the physical fitness games. The roller skating party being planned is another great way to promote physical activity in a fun way. My TAG teacher, Mrs. Grooters, and my TAG class helped package the Trail Mix from bulk into snack size portions. Cooperation and being willing to help one another makes even the hard jobs attainable. I became much more comfortable with interacting with adults and fellow students. Developing skills in problem solving, teamwork, responsibility, and following through are important life skills.

I taught others how to eat a healthier diet and how many servings of certain foods you needed each day.

2 All participant comments are presented verbatim; No language translation nor attempt to correct grammar, punctuation, or spelling was made.
I enjoyed working together to make a difference. I like to work with my community to help make positive change. I am an active kid. I play all the sports possible. I am in good shape. My school program is very good program.

I really enjoyed this program!! I liked how we learned a lot about sports and nutrition. I think the stuff really worked in this project and I definitely think you should do the program again.

I had lots of fun at the Super Power Summit. I learned a lot. The rubberbands and serving sizes was fun. The sugar in pop was useful. Fun to talk to other people when we were learning about teaching in Des Moines. The different exercises and strength was fun. Hard staying on topic during the meetings. Would like to meet more. Looking forward to going to an elementary building.

What worked was the time and place that we have our meetings and that I have gotten to help out my community a little bit and my school.

It was fun to help others. The food was good. Trying to "promote" stuff in the sky walk system was fun. Not a lot of people enjoyed it at all!!

What didn't work was that some members in our group never paid attention. And that got boring. Other than that no.

I will be leading the food craze activities to 80 eighth grade students.

I liked working with other people. Though, I don't think other people care about this.

I liked going to the Wellness Program and it showed us other ways to exercise and other choices of food to eat. I liked just being in the 4-H Program because it gave kids more power in making decisions for the students and our school. It made me feel like it gave me a better opportunity to make a difference in our health.

Being a teen camp counselor was a great experience and I can't wait to do it again!

Everything worked very well at Food & Fitness Camp. The people I worked with were very helpful and positive. There were no non-working aspects!

Camp was good. Liked bonding with the kids.

I had ALOT of fun. This is my second year contributing to Food and Fitness Camp as a Board member and it is a very GREAT experience. You get to meet new people that are willing to learn. I love this board and it is VERY fun.

I have to go.

The camp went really good. The organization was a little bit off at the last minute, but everything worked out pretty well.

Well it was fun, what worked for me is that I had someone helping me out, that you learned different stuff. We were not parpard, there weren't any.

I really enjoyed it when the kids said they actually learned something or that they wanted to do the activities at home. The whole point of the program is not to puff ourselves up but to teach the "next generation" to be healthier than us. It worked best when each individual person was responsible for tasks ahead of the program. If one person did the "before" work, then the other people didn't know what to do or they didn't have pride in what they did do.

This is my first year on the board and also my first time teaching. Everything went well and I would love to do this again next year.

The kids were very fun! They were excited about being at camp and that made things a lot easier!

It was fun. I had fun with my group, and all the activities we did were great. I learned a lot.

I think that the program was well organized and everything ran really smoothly. This was a fun experience. Being able to continue on the leadership of the kids was awesome.
mais it was fun and we all had a good time i love working wit da kids dey are a blast
Camp was great
camp was great! my group worked very well together and accomplished all of out goals as a team!
my experience was okay .. i really liked camp this year.. kids are amazing in my eyes!
my experience was quite an experience and i would do it again next weekend. what was good was the campers were working together. it taught me a lot about being a good leader and stuff. the bad thing was the negativeness from the campers.
I really enjoyed the whole process. This was a wonderful experience. Now, I feel that I am more confident with my speaking and leadership skills.
idk
I enjoy seeing the smile on kids faces when you teach them somthing simple but fun! I really enteracted with the kids which is my favorite part! i dont feel anything went wrong for me it was all great!!!!
It went really well this year! I felt like we were more organized and we had a better schedule to follow than last year. I felt really prepared and organized going into the camp.
All in all, I think the camp ran really smoothly this year, and I think the adults, volunteers, and campers attending had a great time!
Everything worked out good!
I liked how the groups were set up. The stickers and name tags helped alot! My favorite part was the fitness activity. We had alot of fun. I like how we are all one big happy family. Everyone tries to get along with other board members and adult leaders. I think the rotations for the fitness could have been better planned. There was alot of confusion for the first 3 groups.
Everything was a good experience and the best aspects were all the events that we got to work with the kids. I didnt really notice anything that didnt work.
there are many things that we work for like leders ship. that it make u a beter leader.The campers dont not listen.
I had a great experience here. I learned that communication is key. Listning to others is what was a challenge.
My expericence was an awesome experience. communication is what worked. reuniting with good old friends. The children talking.
putting myself in the kids shoes when i seen something that didnt look right.
this was a very good camp. the kids really learned to work to gether and comunicate. i really enjoy working with them
this was an awesome CAMP!
Camp was good
i liked my fellow counselors and the kids that were in my group. They tought me alot just in this short time. i really enjoyed making friends and knowint that i most likely made a difference in a kids life =)
I thought it was a great program and the kids really seemed to like it. All of it worked for me overall, some of the older youth that I taught weren't fully into it but they did enjoy it some.
as a Minnesota 4-H State Ambassador, I enjoyed teaching my peers about healthy living. Not only were the students well behaved, they left the retreat with new knowledge about staying healthy in a fast food society. After the session was over, I had many questions to elaborate what they had just learned. In fact, one student claimed they "had no idea that staying healthy could be so easy," after realizing that, while not a serious competitive athlete, just by taking the stairs and watching her diet she lived a model life for her peers. The only suggestion that I would have for the program is more time to continue each lesson, including more yoga poses, more information on the harmful effects of too much sugar and so on. By the time the kids would get into the curriculum, it would be time to
rotate, and the kids would want to learn more.  
I liked the information I had received to study, but we had received more right before we taught and it was difficult to incorporate all aspects. I liked that we got more outside information, but I thought it was hard for me because I was trying to hit the major points of the program and still stay on time. I loved getting the kids involved in figuring out how to stay healthy.  
I thought this program went pretty well over all. I enjoyed working with the kids and with the other teen teachers. Some of the best aspects of this program were that we were reaching out to a community that did not exist of just 4-Hers. It was a great way to reach the community and to recruit new members to our 4-H clubs! Some of the things that didn't go as well as I would have hoped were that the kids were a bit cliquey and I felt that never was resolved. I also felt like a few of the teen teachers took charge and others got put on the back burner.  
If you kept busy and things flowing kids had less time to talk and they did the activities as they were told. The best is that you expand your knowledge and friendships to new levels as you explore yourself and your leadership skills inside. Making sure that everything ran on time as the schedule said didn't always work out. I liked teaching this healthy living program. At times it was stressful when kid did not listen but you just have to segway the conversation back to the topic.  
The experience of helping younger kids and making them educated in some topic. Their were many shy kids and not a lot of participating.  
My first time teaching little kids was fun. Getting the little kids to pay attention and do the work was a little hard to do.  
I liked teaching the physical part of the program cause I wasn't very good with my words. I liked how it feels when the kids come up to me and ask can I teach them again. It just told me that they enjoyed it. The bad part was I was a bad communicator.  
Some of the best aspect is teaching children about different activities. Getting kids to fully pay attention is a tough job.  
Some of the activities were really interesting. It was a good experience for me as the teen teacher. Some of the activities were boring.  
Being prepared was very important and behaving in front of the students set a good example for others. Talking didn't work because then everyone talked.  
The materials were all put together and organized for me. The program topics were interesting as well as educational.  
We were the first group to go and we had no idea what to expect or what exactly so we went into it sort of blind, but the kids had a lot of fun and learned about food, snacks, cooking outside, safety, and washing their hands.  
I greatly enjoyed learning all the different things about the three areas of healthy living I participated in. I taught the jump rope section and I learned about the activity pyramid and how to use it. I also had lots of fun with the groups I taught and they enjoyed it as well. I wish I would have had more time with each of the groups to go into more depth but that was not the fault of the healthy living committees. I think the teachings were very well organized and enjoyable.  
I taught yoga. Some of the older boys who were 17 or 18 thought it was funny about how we were positioning our selves for the moves. It was harder to teach the older kids especially boys yoga.  
I enjoyed teaching the session of yoga. It was interesting to see how kids how were not excited to try it enjoy it and do well. One thing that I thought should be worked into the program more was the breathe techniques and more poses. The moves were easy to teach so there would be extra time. I also taught a session on jump rope. I enjoyed yoga more because I am more comfortable with it. The kids did not seem as interesting in learning about the exercise pyramid as the jump rope activity. I also think that there should be
another activity that is fun and different (like the jump rope) that the kids can engage in. They like doing hands-on activities more then sitting around learning about why they should be active. I found everyone and everything worked well together. I thought it as good to get involved with younger students. I thought it was neat how we used the box ovens to cook the foods and felt the kids liked this too. I don't know

As a State Ambassador, I was given the opportunity to teach the Jump Rope activity at BLU, our leadership conference. I felt that it was a very organized activity. I do however, believe it was created to gain attention from younger kids. I felt that teenagers were not engaged in the activities. I enjoyed seeing the younger participants having fun and laughing during the jump roping. They were very intrigued by the lesson. They gave me great feedback. I taught the Yoga portion of the Healthy Living Program. It was really relaxing and fun. Most of the youth took it seriously and it was easy to teach and demonstrate the poses for me. I think it was a success and will do really well with the 4-H programs. I got to get some good leadership skills and I got to work with kids. Good: When I told one of the girls that it was not a race take your time was the good thing. Bad: The bad thing was when everyone was disagreeing with each other and they were starting to fight about it. The outdoor cooking needed better directions. This program worked really well for me. When I was finished I felt good and accomplished. This program helped me to learn as I taught. The best aspects was getting to work with teh kids and teach them about a healthy lifestyle. The worst aspects was dealing with those kids who didn't was to particpate. It was a good learning experience for me adn all the children. This I found to be fun. It was a great new experience, and I enjoyed myself. The kids were greatly behaved and the smiles made the planning more than worth while. I never found myself in a troubled situation, only fun ones! To see all of the kids and how much they have learned in this project. Also to see how much they are getting out of this. They are going and telling their friends and also they are telling other people what they have learned. They are getting and having fun to get healthy and they can teach it over and over again. It was a pretty fun experience, the children were very cooperative which was definitely a plus. The curriculum guide was also a plus, it really helped w/ the guiding. The only minus was that the weather was not cooperative. I liked working with the kids in the jump rope activities and things that were inside that we could get involved in. The best things were teaching the kids something then asking a question and them knowing the answer! I really disliked the box cooking activity due to weather. Most outside activities did not go over so well. The curriculum in this program was beneficial to the students. However, the program would have been much more effective if executed at a more appropriate time in the year. Participating in the program during winter impeded many activities from being participated in as extensively as they could have been participated in. I liked watching the kids learn new things and have fun doing it. splitting into small groups. Helping the kids w/ activities I liked working with the younger kids,. I wasnt feeling prepared at first Splitting into smaller groups large groups were worse. The best part of working as a teen trainer was working with the students. I felt that it was easier to work with them in a group of two or three. I did not feel that addressing the entire group was as effective. I also felt more comfortable as a teacher when there were
only a few kids. Kids need to be older. They need a different recipe instead of peach yum yum because they are really messy.

The children all had fun so it made it alot easier. The downside is if there are some children who don't listen well the lesson doesn't work so well. The program was a little hard to follow, otherwise it was fine.

Jumping rope is fun. I like food.

I liked helping the kids learn new things. I am a better public speaker. Some of the curriculum was a little advance for some of the ages of kids we talked to. things that worked the best where probably the physical and outdoors things because i am already interested in those subjects. The best was going outside and identifying trees and plants with the kids because even though it was winter and they had no leaves i could still some what identify them. The worst would be it being in a winter session so it was cold and snowy so it made it miserable to be outside for me and the kids.

Being a teen teacher for this program was a lot of fun! The kids were great and I had a lot of fun teaching them with my friends. We did well connecting with the kids. We also did our best to keep the kids entertained, even when the lessons weren't the most fun. It worked well to divide the work load between us. It also worked well to teach as a group so we were all there to support each other. All in all, it was a great experience.

What worked for me in this program is that i was able to be a leader and it was very nice to see kids look up to me and it was a inspiration to make good choices and make sure i was setting a good example. Nothing didn't work in the program the only thing is we didn't have enough time to do everything it was a great program and i would love to be a part of it if it continues .

Over all it was a lot of fun. It maybe would have worked better in the spring though. The lessons seemed to be enjoyed by the kids and provided new and helpful information in a fun and creative way!

In the beggining, Nancy, the "teacher" for every one gave me a box full of everything I needed for the first lesson. That hepled and gave my group time to think for the next lesson. So we got to do something for ourselves. My group leader signed us up for meeting areas and a class to teach. Teaching a class made me realize how little 11 and 12 year olds really know about drugs... Not one person knew what marajuana was (I probably spelt it wrong:))! There was this one kid who made the class harder to teach, but that made my whole group realize we needed to make the classes more interesting and that the kids needed to get up more often. Also, I don't know what we would have done with out the books!!! Coleen

The best thing about this was being able to see the kids faces and have them learn about negative things in a positive was. A lot of times the kids had fun, but then again they looked bored when we just gave them info. And sometimes they didn't listen. But that's expected.

It was hard coordinating schedules with other 'teen mentors' and I felt like it was 100% my job to plan, prepare, and execute the lesson plans I conjured and my partner skipped out on duties whenever possible 99% of the time. : ( BUT, I felt accomplished with what the 'students' learned from my lessons, too! : )

I was with a good group of people so it ran easily. The activities generally went pretty well. The only thing that could have gone better would be meeting with the team members before teaching.

This program definitely helps get a look at some of the problems children in this community are having to deal with. It was sometimes hard to allow everyone to say everything they wanted to because there wasn't always enough time.

We met together before the class and made sure everything was planned out. After 3 or 4 classes we had it down to a science. It was tons of fun!
Meeting and planning before we taught made it a lot easier. I taught a group of about 12 kids. My friends and I would plan a lesson a few days before each session. We were well prepared. The only hard parts were when the chosen activity was too short or not active enough.

As a teen trainer in this program, it was a great teaching experience. I got to teach kids of all sorts of ages on what to do. This experience gave me more insight on what it would be like if I were in charge. Some of the negative parts of this experience were that we did not have that much club members to get involved in these activities. It has really been a blast!! I have gotten to go many places such as NY and I even got to give a presentation at National 4-H Congress this past year. I love presenting this workshop, I have so much fun doing it and love to work with the little kids because their faces just seem to light up when you give ideas.

I think everything worked out very well. As a teen leader in this program I learned a lot about responsibility and timing. I also learned about how to work well with others, and about how I am supposed to teach things to different ages. The things I saw were wrong were fixed as we went, and now have become even better!

Everything went well for me. I was a little nervous at first. I got used to it. I liked that we already had the curriculum laid out and we could take a glance at what we learned. That made it easier for me to recall what I learned from our training. Nothing went wrong. Everyone was excited to learn about what it was we were teaching.

I did just get my job as being our county's Resource Leader, but as soon as I got the position I was given several different things that I had to complete. I felt a new level of responsibility than from just being a volunteer that just comes into the office even though it is still just a volunteer position.

My experience as a teen trainer in this program was a very great experience. I learned a lot of things about your body's health that I did not know before I joined this program. Some of the best aspects of participating in this program were getting an opportunity to learn a lot more than I knew before, and making a lot of new friends. I had a great time at this program. It was so fun and interesting it got to the point where I didn't want to leave and it brought me to tears when I had to. So this program was very great and I feel it will help me a lot in the future.

My name is Ashelin Hunt. I attended Force of 100 to learn more about the importance of nutrition and keeping us from becoming overweight. The teachers gave us information to teach back in my community in Shelby, NC. I taught to my mother's Delta Academy group from ages 11-17. The presentation information that Dr. Smith used helped me and my other teen trainer do a good job with presenting the information. Dr. Dansby showed us a presentation of how much fat we really eat when we go to fast food restaurants. We used this same information and the teens in the group were shocked. Then we gave them a plan that we developed to help them get healthier and eat right. We were very nervous in the beginning and I didn't speak very loud at first. When we got to the activity, I wasn't nervous anymore because the participants enjoyed the presentation on comparing fats. That made me more excited. I started off with an activity the second time which went much better.

I felt supported and it was okay to mess up and then get back on track. The best aspects in participating in this program was the flexibility and feeling of belonging. You received excellent attention from the teachers/trainers and were made to feel as important as anyone else. My self-esteem was enhanced and I feel so good about myself. I am truly motivated to pursue my dreams and goals in life.

I learn from 4-H 100 that what you eat is very important in you health. This worked for me because I was able to spend a weekend with some pretty cool kids and learn about foods, and exercises that will benefit me. The best aspect of this place was finding new friends.
that I now hang around till this day or keep in contact with. To be honest there weren't any worse aspects to the situation it was a great.

In this program I liked the different activities that we participated in. The best aspects were learning different types of physical activity. I didn't have anything that I did not like. Everything was fun and interactive.

I REALLY ENJOYED THE TEACHING PART

I enjoyed the program for the opportunity to learn about nutrition and physical activity. I brought it back to my community and served as a teen leader at my community center. I have been able to teach the afterschoolers what I learned as a result of the being trained by the university.

The more I let them do their own thing the more they got involved.

Along with working out independently I have lost 40 lbs. by making healthier choices, in and around other eating venues.

The experience was okay. I learned more leadership.

We are still planning the event which is really neat. The event is not until May.

fun playing games
this was great, i will never ever ever ever ever even think about smoking a cigarette, or doing drugs in my long, healthy life that is sure to come from this very very very wonderful program.

This was a fun experience for our class.

I worked with the younger kids on the programs. They didn’t like the talking, but really got into the activities. Now some of them come up to me and ask when we are going to do it again. I got scared before I got in front of them, but after I started, it got easier.

I was involved in planning the events and bringing them all together. I also got to deliver some of the programs. The adults listened to our opinions and didn’t try to run everything. The biggest problem was getting the smaller kids to listen and pay attention.

I am currently being trained by one of our older 4-H members to help with her workshop about germs. I have helped her at three workshops already and I am learning more about the germ workshop. When she graduates this year, I will get to do the workshop next year. I am doing this to help me with my record book and I like to help with workshops. I am also, going to give a demonstration about hand washing at contest.

We have not had our event yet. It was fun being on the planning committee. The adults listened and wanted to know what we really thought! I am looking forward to the event and teaching a program.

From growing up in a city I never learned very much about wheat and agriculture. This training not only taught me about wheat and nutrition, but also leading youth in my area. I greatly enjoyed participating in the preparation session because it gave all of the volunteers and teen teachers a chance to work together before the teaching event.

I am a teen leader in my club and I have enjoyed helping our state officer with this project. She provided a lot of training for me and I am enjoying helping with this workshop. I find it very rewarding to teach others and I have learned a lot about germs from this project.

I am enjoying so much teaching my workshop “Germ Busters” and I have had an excellent response to my workshop so far. I have taught younger students and they have learned a lot about hand washing and why it is important. I feel like I have made a difference in helping these children to stay healthy. I am planning to teach the workshop to different ages this next month. I feel this is a very important health issue and I have learned a lot myself. I am in the process of training some younger 4-H members to help me teach this workshop. They are very excited about co-teaching with me. The only problem I have encountered thus far is finding the time I need to present the workshop more.

I helped Ashlan with the Germ programs. She did most of the work as far as planning things out. Her Mom, Mrs. Wilson is our club leader and she is always sweet and
encourages us to try new things. I liked teaching they little kids in the grade school. She commented to me that I would make a good teacher - I never had anyone tell me that before. I may think more about that.

I was able to help with the nutrition activities. We had menu samples from fast food stops in our communities which made it fun as you could see what you liked to eat and then find out how much fat and salts were in the food. Then we looked to see what would be healthier choices. We also measured out the salt, sugar and fat in our food items...everyone was surprised to see how much food has of the fats, etc. The hands-on sessions were fun. What was best was when we had lots of activities and got everyone involved. What was not good was our first book because it was not really made for our age group and the notebook was not very interesting. But then Mrs. Dawson helped us find more ways to learn about nutrition with fun games and experiments and we all learned a lot.

I worked with a small group in my town. Mostly we worked on activities to find out how much sugar, salt and fats were in food. Mrs. Dawson helped us make fun charts for the kids to look at and after we picked out food choices we measured the salt, fat and sugar in the food then we had to compare to more nutritious foods. It was good to have to measure out the stuff so we could visually see the food products. The best thing was helping others make good choices. We didn't like the first book we had to use then we got together and tried more hands-on ways to learn with ideas from Mrs. Dawson. The worst aspect was the first book but after that got fixed it was fun to be a teen leader. Also, sometimes when I am with my friends it is tempting to pick out food that is high in fat like fries...then I remember I am an example for my group. So I am trying to always pick food that is healthy.

I enjoyed working with the younger kids and helping them pick out healthy foods. The hands-on activities like measuring the sugar in coke or fat in fries were good ways to help identify how much junk is in some of the fast food we all love. It was great to help make a difference! thank you Wal-Mart.

I assisted with the nutrition activities. We used fast foods from our towns and then looked up the food values and the fats, sugars and sodium. It was a fun group activity. We also worked on planning the leadership conference for over 500 teens...that was an awesome event. We picked classes on healthy lifestyles and making healthy choices...I think everyone had a blast!!! Thank you for helping to sponsor our program. We learned a lot.

I helped plan the leadership conference and the healthy living classes we had like Nutrition and Fitness and Leadership and Community Action. The conference was turned out great with lots of schools and over 500 people. I had fun teaching the fast food class. Thank you for your support. Tisha

At first some of the material did not work well - we did not like the activities then Mrs. Dawson helped us to make a program plan with more hands-on stuff like how much sugar is in a Coke or how much fat is in fries. We had more fun teaching those sessions. It was nice to work with the rest of the team. I liked helping to plan the conference this month. We had over 500 come to the conference. It was great!

We learned how to teach the fast food session and helped plan the leadership conference. I liked the samples and models we used of fats and sugars in the foods. When you measure how much sugar is in something like a frosty you really get the point across about what is in the food you eat. It was a fun experience.

It felt good to be part of the leadership team. I like helping the younger kids learn good things.

I learned how to make better food choices and how to listen better to my team members. I was able to help with the activities for the fast food classes and I helped to run the conference for kids form more than 16 schools in our area. We had a great speaker and
lots of exhibits. I think it was a success and am glad I got to help
I liked helping to plan the conference
This was a fun club I liked helping with the conference.

Puerto Rico

COOL!
Excelente
Ahora puedo tomar decisiones que me ayuden a tener una vida saludable, envolverme mas personas que pensaban como yo. Es la mejor experiencia que he tenido.
sobrepasamos los limites como jovenes, haciendo lo mejor para nuestra comunidad.
Fue muy divertido!
Excelent!
Fue super brutal y espero que se vuelva a repetir.
Esta experiencia fue muy especial para mi personalmente ya que desconocia tantas cosas sobre una vida saludable y mediante este proyecto las aprendi. J unto a mi extensionista, los voluntarios, los colaboradores y familia pude desarrollarme como persona saludable.
Gracias a la Ryta 4H por hacer esta experiencia excepcional.
Fue una experiencia inolvidable, que supero todas las expectativas. Me llena de orgullo y regocio el que tantos jovenes se hallan interesado. Es un orgullo para la sociedad. We are the new hope!
My experiencia fue muy buena, aprendi mucho sobre como ayudar alas personas, como hacer un huerto casero y muchas cosas mas.
Mi experiencia fue muy interesante. Megusto compartir con otros jovenes y hacer nuevos amigos en el internado. Volveria a participar
La experiencia fue muy grata , agradable. fue muy interesante llevar la informacion a otras personas.
Fue una experiencia diferente y aprendi mucho. good,good,very good, I like because was good
El programa fue muy interesante, aprendi mucho.Ahora como mas saludable y hago huertos caseros. No soy el mismo de antes... CAMBIE.
Estuvo muy bueno, me gusto lo de huerto casero y estuve muy emocionado. Espectacular!
Me siento bien ayudando a otras personas. Very Good!
Everything was excellent. We, as a group, worked together to make better decisions and to live better. I like the time we have spent together doing rights things as teaching other and being a youth teacher. Thanks to the peolpe and companies wich help us to do this community service. I wish I could repeat this activity again.
Conoci muchas personas muy buenas.
Mi experiencia fue muy espectacular ya que comparti con personas de todas las edades y recibi informacion que hoy aplico. Mi experiencia fue INIGUALABLE
The presentation that I did to 5Th grade was very good experience. The students of 5th grade participated in questions that I asked them. This presenation help me not to be afraid of giving presentations.
Well, I enjoyed everything so its be hard to pick anything specific. The program had a lot of focus on leadership, very educational. “Few roads prepare you for life , like this one. Me encanto trabajar en el grupo ya que pude conocer nueva gente. pude enseñarles a otros ninios la importancia del ejercicio y la sana alimentacion. I Love it
Yo me siento muy contento porque el programa me ha ayudado mucho.

South Dakota

I had a fun experience as a teen trainer. We were only instructed for one day, about 4-5 hours... but I have three little sisters, so I was pretty educated and well-informed on how to teach and interact with young kids. The little kids really liked having us come, and it was a lot of fun! I wish we would've had a little bit more organization/support (especially from the elementary school)... but that will just come with time. The best part was just
hanging out with the little kids and having a really fun time!
You had to adjust to what age group you were teaching and could only do specific activities with the specific age groups. I did have a lot of fun and learned a lot about elementary students.

I was a teen teacher for the Kindergarten classes with two other teen teachers.
The best aspect of this program was the training I received before becoming a teen teacher. I learned a lot from the leaders and also from the curriculum I was given. The thing I realized after my first session was how to stay organized. It is best to have extra activities planned incase you have extra time. It is also good to keep the students involved in the activity. They don't want to hear a lecture, they want someone who is working with them. The only problems I ran into involved my own scheduling. The book explained exactly how to play each game and make each item.

During my experience as a teen teacher, I learned a lot. Mostly, I learned about responsibility. You have to be responsible to the kids you are teaching so they know that you are there for them. It meant a lot to the children to have us there teaching them.
Every time we went there, the kids were very excited and I think they learned a lot also.
The program was great. Loved the way the program was set up and the way it was taught. The way the program was laid out with all our materials was great. In my teaching group we redid our lesson plans but still followed the book. The books were very interesting and great and the games and materials were good. I taught first graders and some of the games were a little bit hard for them to understand but once they got the idea it was better. It was also hard because the rooms were small and we didn't really have enough time to do the healthy food planning with them. Its a great program keep it up. I taught about 35 kindergartener's with two other kids helping and I think that this program was really fun.
I was a good time. I liked communicating with the kids. The kids tended to get wild was the downfall.
As a teen teacher I learned many new and interesting things. Not only did I learn more about healthy living, but also how to teach others about these topics. As a teacher having the curriculum set and ready to go made it much simpler. Participating in this program gave me a new perspective of what is healthy and know I can relay my knowledge on to others. There wasn't really anything wrong with this program. I think it is useful and very effective.
The children were very nice and listened and behaved. The best aspect was just feeling like I was actually making a difference to the children's life. Some things that didn't work was we made milkshakes and they didn't taste very good. The worst aspect was we didn't get a long time to spend with the children.
It was a very fun experience. I loved interacting with the children. I also enjoyed seeing how hard it is to be a teacher and to plan a lesson plan.
Lots of games and activities helped to keep the kids interested, and helped them learn more. Looking beyond the lesson helps, and snacks. I loved working with the kids, and I think they actually learn something.
I enjoyed teaching the kids. I found that games teach better than the lesson.
Encouragement for the kids was important.
My experience with this retreat was very rewarding and full of so many learning opportunities. I learned a lot about kids and how they deserved to be taught. I also learned how I learn and how to learn with the other teen leaders. One thing that went wrong was the preparation for all the different age groups at the retreat. Some of them were defiant at times and it was a test of patience to keep them attentive. But!
Overall, I learned so much and had a blast getting to know and interact with all the kids. We did a retreat for 5-8 graders. What could have been done was the older divided out in the young.
We had a junior teen retreat and we taught grades 5-8.
It was a really good experience to be on a TRY team. Trying to keep them quiet when the workshops were going but other than that it was good.
We did a retreat for grades 5-8 that worked well. We were able to reach 45 youth and team them six hours of curriculum in two days. I learned how to be patient. The youth got bored because it was so much in too little time.
I enjoyed it, it was all fun.
Little kids are sometimes harder to work with so if you become their friend they will respect you more and do what they are told. You need to usually show them how to do stuff other than just telling them.
Fun, learned a lot and learned how to teach kids.
You have to be very patient. The kids will test you to see if you will do what you say. I had fun teaching the kids about good nutrition and exercise. Our Wednesday group was good and they had fun. The Tuesday group had some kids that were hard and it was a bigger challenge.
Well, I had to connect with the kids and learn about how they acted to help determine specific things such as where we could maintain control. You have to be really patient and understanding. You have to listen to them and help them to learn the things you are teaching.
The kids were fun. But I think that you should've done more games. One of the questions was, "have you learned new physical exercise." And, I didn't. Everything was football. There wasn't anything else besides football.
It was a team. Shared lessons. Worse aspects - so many children, many young, many had behavior issues.
I like helping people and this was a great way to help younger children learn about food and fitness. I don't really like speaking to large crowds. The activities went better than expected and the children enjoyed them.
When the kids lost focus...that was bad.
When I spoke loud the kids listened. I got to know lots of kids in my community. Some of the games didn't work out and I didn't like it when the kids got bored and didn't participate.
Well, I realized it is a lot harder to keep the attention of little kids, but the activities helped keep them focused. It was cool to see most kids already knew about the five food groups.
Survey too long after teach students for 6 1/2 hours.
Everything over all. I learned a lot and was able to teach it with confidence.
I enjoyed teaching but having to fill out a long survey after teaching for six hours is way too much.
This survey is far too long, just got done teaching a bunch of little kids for six hours and just want to go to bed, I AM BEAT!
It was really helpful to have my friends working with me. The best part for me was seeing the kids enjoy themselves. Some of the instructions in the book didn't really make sense for us so we had to improvise a few times. The worst part was that there were often kids who didn't really behave properly.
It was a good experience. It all worked great. I can't think of anything that didn't work. The activities worked really well in all the lessons. The best aspect was to see the kids learn. I think everything worked out really well.
I thought it was a good program. The kids really liked playing the games.
I think it was a good program. I think some of the games could use a little improvement - like make them a little more interesting because the kids were getting bored. But other than that I thought it was an amazing program! It was lots of fun and the kids had lots of fun learning and playing the games. It taught a lot about health and fitness.
I had a fun time teaching the kids and they were enthusiastic about it. I had a lot of fun. The kids liked the little footballs. I am on the high school foot ball team so it was fun to teach them how to throw a foot ball. I got the boys to promise to eat so they could play sports. I want to do more of this. I did the sports exercises and the kids liked them. It was fun. The kids got excited when they saw me coming. I love to sing. It was fun to sing with the children and to tell them about what we and they can do if they keep healthy in high school. I tried to make rhymes about the food snacks so they could remember the veggies and fruits and the parts of the body they help - I had a blast. My experience as a teen leader taught me a lot. How I did it is by separating the kids into two groups and while one group was doing one thing, I was teaching the other. Attention getter worked for me because it helped the kids pay attention. Working with the kids was lots of fun. Having long spaces of time between activities was difficult. It was fun! I loved working with the kids. We did a lot of exercise and we learned how to be healthy. Something didn't go as well as we thought, but it turned out that everything was okay. I loved being a teen leader. It was a great program. I have caring and helping adults. They always helped to get prepared for the lessons. Our local recreation center donated the space and gym for our lessons. I feel the youth can take the experience and use it for everyday living. The only thing (but yet good) that was hard at times some youth would bring friends and we weren't always sure how many youth we would have. Thank you for this opportunity. This program has been a great experience to me. Most of the activities were fun. Some of the questions need improvement. I would love to do this again, and I plan to. This is a great program. At times I felt a little rushed in all the activities we were trying to complete. I learned it is always easy to keep small children focused and I learned how to get up and speak in front of people. I think that this was a good experience because I got to become a leader and I also learned you have to have a variety of activities because you need to keep all interested because some may or not be interested in the activities you are doing. I love the other kids and I liked our t-shirts alot!!! I like being in shape so it was easy for me to try and convince others to get in shape too. We have a running/walking club at Lake Superior so I've been talking to other kids about joining. We do it everyday. I liked making our poster and sharing it at Family Night. The different stations were fun but some of the little kids couldn't jump rope very well. Too many questions on this survey!!!! I thought it was fun because we played fun games and watched kids have fun. I danced and I learned some new moves and I also watched kids try to dance to songs.
they didn't know.
the students were very cooperative and actually listened to me when I asked then to do something and they did it.
My experience as a teen trainer in this program is that, I can help kids that need help making healthy choices and I like the fact that I can help kids and teens that are around my age and be in their social life and make sure that everything is alright, and I love that I can make a difference in the world and in my community. The thing that worked for me was the Zumba and Healthy eating program. Some of the best aspects of participating in this program was that I was able to be apart of the things that I was participating for and it was fun it truly was. Everything worked out for me, and there was not any worst aspects.
it was fun to join in and not get in a bad mood.:P
we danced and had lots of fun while dancing and learning new moves like the thriller!!!
well, I learned how to get along with younger people more and like uhm uhm i kind of didn't like when the little kids mouthed off to me like chea. but truly, other than that I liked the program it made me SORT OF think differently about lifestyles.
You got to meet new people and make new friends.
The planning really helped. We got to help choose what we taught. We made it fun for the others who came.
This is my third year so I had been through the program before and I could help others. I think the planning sessions helped most. We talked through lots of ideas and could choose the ones we thought were good. I was able to keep in the program but the youth leader stuff gave me some new things to do.
I liked deciding how to get others involved. I think I'll do better next year but it was good this year. I liked the letter I got that thanked me for helping and how positive our leaders were. No one tried to "set me up" they were helpful. this is too long and too many questions.
I didn't get to lead all the sessions but it was fun. I think everyone should try to give directions because they didn't listen very well. Half the time I had to give them again. We had fun getting the ideas together and planning. I like going shopping for what we needed.
It was good to see so many having a good time in a healthy way. I guess our work to get ready was worth it because everyone had fun. I was worried we didn't pick the right activities so they would think it was stupid. I like the program this year because we didn't just end when the biking stopped.
I thought the others liked what we picked to do so that was good. The girls were bossy sometimes so Tyler and I had to stick with our part. I liked planning the things for us to do. It's fun exercise and we got to really cool places.
I thought Mike and I did OK. We helped everyone at out station. It was more fun helping on the biking days. I liked the canoe trip.
I loved that me and my friends got to help everyone else. I liked planning and the meeting when we talked about what we could do and then had to decide so everyone agreed. It was hard to make sure everything would get done because you didn't know if everyone would do what they said. The swim party was good because everyone tried new things and they liked what we planned.
The adults were supportive and had what I needed. It was hard to keep the kids attention sometimes.
Every 2nd Wednesday we would meet and talk about a country with safety, food and a craft. The kids loved it and we had a lot of fun! The food was healthy and good too!
We were very loosely set up so everyone kind of winged it except are main leader but it all worked very well because we all knew each other. The best thing was working with the kids and there excitement. We were very lucky and everything worked pretty well.
I had a lot of fun teaching youth new things at the 4-H afterschool programs. The kids were eager to learn what I had to teach them. I really enjoyed getting to know the kids taking part in the program. I don't feel like I ever experienced any bad aspects in the program.

I enjoyed participating in this program. I had a hard time filling out the beginning of this survey, because I was only involved in the cyber safety portion of the training. I feel that helping the middle schoolers was beneficial for both the teen teachers and the students. I felt a little misguided at the beginning of the program. I would have liked to have a guideline to follow or even to see an example of another teen's presentation. I had to plan my own lesson, and this was hard at first. I had never done anything like it, but I felt a sense of accomplishment once I had completed a successful session with the kids.

Doing the iSafe program was a fantastic experience for me! My lesson was on texting, mainly sexting. I showed a video about a 13-year-old girl that committed suicide because of a sexting incident. The kids were really shocked by it. I also had an interactive game that they liked. I think they learned a lot. While researching for the lesson, I learned so much! I don't think the powerpoint with fact after fact went well, but it was needed to present the information.

I am fairly new to the program. I haven't done much to teach as the kids are still getting used to me being there. It is fun to do all the activities that the program offers. The one I enjoyed the most was probably the gourd birdhouses we made. It was fun to work with the kids and help them mix paint to match the color they wanted. So far I've had a great experience with this program.

I think the best part about this program was being able to be a role model to little kids. I love teaching things I am interested in. I would love to do opportunities like this again. I really enjoyed our physical and gourd activities. I’m really glad I was recognized on my abilities. I think the only downside was that it was in the middle of the week, but that's really not a downside anyway.

My experience as a teen trainer in this program was an interesting experience. I had never worked with children like I did with 4H, I was able to work with another teacher when I first started the year before. But now I’m a teacher myself and I’m helping other new teen trainers learn how to deal with things themselves. Some of the best aspects of working with this program is being able to work with children and try to teach them how to become better people as they get older. And I can show them that people do care about them other than their parents. They can feel safe around me and know that I am not going to harm them in anyway. That I am there to help them and teach them.

I feel that the program has helped many kids to become a better person. It also has helped me get a better few of what I might want to do in the future. The program gives a feeling that you are cared about and that this is a safe place for kids to be. Also it gave my the feeling that this program is going to help out many kids to try and control what they would like to do in life.

Teaching the children made me a healthier person. I exercise, eat healthier, do more activities and wash my hands more often. I thought that best part was working with the children.

I feel that the best part of this program was the satisfaction I received from knowing that I made a difference.

This program taught me a lot about how to make healthier choices. I exercise a lot more now, I eat healthier also.

I experienced a lot with little kids, more than I ever have. I learned that you can never predict what kids are going to say. Working with another person really helped me out with my fear of being in front of crowds. Some of the worst aspects for me were when the kids were not interested in some activities. It made me feel like I wasn't doing a good enough job. Other than that it was a very fun experience to get to know the kids.
It was a really great experience. I personally taught yoga and winter survival. Both lessons dealt with ideas I was not very familiar with, so not only did I learn how to be a healthier person, I also learned new information and skills. It was awesome teaching youth yoga because many of them had never done yoga before, it was something new for them to stay healthier.

I’ve had a very good experience. I have learned a lot of new things that I can apply to my life and I can teach others, so everyone benefits of my knowing. I wish I could learn more. It was cool. I felt awesome!
Appendix 2
Youth Comments by State

Prompt: Please share one or more stories of how you feel participating in the program helped you to develop a healthier lifestyle.

Hawaii
I have enjoyed spending more time outdoors doing physical activity and not as much time in the house sitting.
Until this program I thought exercise was boring but I have learned some new things and really enjoy the time I am spending exercising now.
Many more people now know about our 4-H club and what we do. We have done so many things that got attention as a result of this program. We were marketing while exercising!!
Because my family lives in an apartment with very little space I have never thought I could really exercise. This program has taught me how I can do many exercises in restricted space and reminded me that the outdoors is actually an ideal exercise venue.
We got a lot of visibility for our club with this program and it has increased the interaction within our group.
Our whole family got involved in this program. We have used it to increase our exercise but it has given me more opportunity to talk with others in the family.
I have always been over weight. This program helped me lose 15 pounds in just six weeks and now I feel like I can continue and lose more to get closer to my recommended body weight.
Having a variety of exercises has helped me keep increasing the amount of physical activity I get in a week.
Doing the physical activities with friends really helped me get into a consistent routine of more exercise.
The more days I participated the better I felt and by the time the program was supposed to end I did not want to quit.
i think tha wat they taught me helped me to work out more
Learning
I have learned to use real simple tools, like balls, to increase my physical activity. I used to think it was necessary to have lots of equipment to get good exercise but have learned that is not the case at all.
I got one of my friends to join my club because of Get Moving for Health. She had been trying to get into better shape on her own but was having trouble doing so. This helped both of us.
The best thing about this was that our class did it together and it got us active for a change.
It was enjoyable doing this with the senior citizens. They increased my desire to participate and I enjoyed talking with them while we exercised.
Helping the younger kids in my club and having them ask me about my exercise program was motivating.

3 All participant comments are presented verbatim; no language translation or attempt to correct grammar, punctuation, or spelling was made.
Use of the Wii was excellent for those rainy days.  
Teaching others about ways to enjoy physical activity.

**Illinois**

I have been more active than I used to be. I haven't watched TV in two days because I was so entertained outside, no lie. Also I realized that eating can have an effect on you in the future so I've been eating tomatoes and grapes.  
I LIKED THE 4H HEALTH JAM BECAUSE IT REALLY IS A FUN AND ACTIVE PROGRAM. I WOULD REALLY LOOK FORWARD TO GOING TO THE 4H HEALTH JAM AGAIN AND I EAT HEALTHIER NOW AND I EXERCISE ALOT. THANK YOU 4H HEALTH JAM! (I DID ANSWER ALL MY QUESTIONS HONESTLY;) THANK YOU LILLIAN  
I go outside when it is warm. When it is cold outside I either wear a lot of clothes or will go to the gym the YMCA or I will do it in my house in my room or in my brother Ben's room or in my brother Josh's room or in my brothers' bathroom or in my bedroom or in my sisters' bedroom or in my bathroom or in my sisters' bathroom or in my piano room or in my chandelier room or in my family room or in my mom and dad's room or in their bathroom or in my basement or in my cats' room or in my kitchen or in my laundry room or in my mud room.  
I loved it!!! It was really fun!!! I wish we could do this more often!!! I have showed my family and friends a healthy and fun new way to diet... and they thought it was good for my diet... I have had a lot of weight lost and my family and friends have 2... and I wish I could do this next year...  
thanks alot(: talia mallernee...  
I have been doing more exercise.  
I walk my dog more. I watch what I eat more now. And I play outside more. And I don't eat when I am bored, and I eat healthier snacks.  
I think that since we have started Health Jam, I have been eating Healthier and exercising more and Learning how to wash my hands... And this program helped me understand that when the way you are, you can always have fun!!!  
I have been going outside more. I also have been bringing more healthy food in my lunch. I have not been on the computer for at least 3 days. I have been playing basketball, volleyball, and other active games. I have been wanting to go outside and play other sports.  
i go to the YMCA a lot more.... I run 5 laps some times and I set new goals.  
I have been watching what I have been eating. Now I weigh 200 lb. instead of 210 lb. 
Health Jam has helped me to live a better lifestyle. My teaching me the importance of daily exercise. Now I exercise a lot! I also learned how to put fruit in my daily meals. For example, sometimes I have an all-natural smoothie for breakfast. Heath Jam has helped me alot!  
it was a fun expirence. I told others about a healthy lifestyle.  
I have enjoyed the 4-H health jam and would like to do it again and I am making good choices in my food choices and I love to eat vegetables. I hope to get more fit during the summer and I hope to eat more fruit and meat because I am not really a meat fan. I just eat it sometimes when I feel like it. I hope to be more feeling good about myself. I also hope to get more healthier on my diet. I enjoyed the 4-H health jam.  
this program helped me to relize how much sugar is in soda and how much i drink now I do not drink so much of it. It also helped me learn about some medical jobs i
might like.
I feel that this is a great program. It has definitely opened my eyes to see what I am doing to my body. I eat a healthier diet than what I used to. Now when I go home instead of grabbing a bag of chips, I go and get an apple or something. I drink a lot less pop and eat a lot less candy or sweets after they showed us what was in those things. I almost always drink water and NEVER eat candy. I think that this is a great program for kids like me and my age.

It has helped me live a more of a healthier lifestyle. Because I used to eat more junk food but now I eat less.
I used to sit on the computer at the library a lot now I do crunches and jumping jacks one thing that I don't do now that I didn't do before was watch a lot of TV and on the computer a lot.
I am becoming healthier by exercising more.
By participating in the 4-h program I learned that I should eat a healthier lifestyle. What I did to develop a healthier lifestyle is cut my time on TV, computers, what I do instead of those things is I go outside and play. I also get a lot of exercise. Then I eat my fruits and veggies.
Participating in this program made me exercise a lot more than I used to. I also eat healthier foods and not watch TV so much. This program was very helpful and I hope other kids get to do what I did.
I go and play outside more and do more activities
I work out a little more after going to the program
I feel good because I ben eating better and I loose some weight not eating as much so I feel good.
Participating in this program has helped me help my little sister stay healthy.
I think participating in Health Jam helped me develop a more liking to be outside than using the computer or watching TV. I'm glad because I love to stay up late and get up early. Now I go to bed around the same time and wake up around the same time.
I started becoming to do less dangerous things.
I make better food choices.
I eat 2X as much protein and work out every day.
Health Jam helped me. When there is a dessert, I sometimes say "No thank you." I know to have a healthy lifestyle I need to eat healthy which is the food on the food pyramid.
I have made healthier food choices and exercised more often.
I make better food choices and I exercise more!
I wash my hands a lot more than I did before!
I exercise every morning and afternoon.
I have a healthier lifestyle now. I will take more health classes when I get the chance.
Now I have been doing more things like handwashing and sports and things like that.
I thought it strongly helped my diet and I do a lot more exercise with my dad. I even lost some weight.
I exercise more
After Health Jam I exercised way more and ate way healthier and I helped my cousin eat and exercise better.
After 4h I ate healthier.
After Health Jam I started to eat better. I started to workout more. I even started to wash my hands with warm water.
I feel that this program helped me in many different ways. For instance, when they
talked to us about how to measure out our food and the serving size we should intake. I know do that with my fruits, cereal, and veggies. I always wash my hands after I go to the bathroom and before and after I eat a meal. I also make sure I have 30 minutes of exercise every day.

Before this program I would eat junk food all the time. I eat lots more fruits and vegetables. When I went to the Douglas Haert Nature Center, I seen lots of things that I like and same with the Sara Bush Hospital.

I would used to eat a lot of junk food but Mrs. Welker taught me that unhealthy eating habits could effect my health. I look at the food labels. I also try to exercise and play more. And I think about what I am eating and don't just eat anything.

I learned that 4-H can really be fun. Now I exercise 30 minutes every day. My favorite part about the program was the whole thing. We got to touch a human heart, a part of a lung, a part of a liver, and gallbladder, a piece of the brain, a full small intestine, and a kidney. I've had a really fun time at Health Jam. I would like to thank the 4-H people for creating Health Jam. At that I will end this quotation.

I have been watching what I eat. Once I had the chance to eat a Hershey's bar and I told my mom that the Hershey's bar is bad for me. So I got an orange instead of the Hershey's bar.

It has made me and my friends go outside more when we hang out. Once me and my friend had gone to both field trips, we decided to exercise more. During the 4-H health jam on the 2nd day we went to the cancer center. I thought it fun because we learned a lot of things I did not know. Washing your hands is important so we don't start germs it prevents it from starting germs. But I also like the rest of it the zumba, the water exercise. If I could do it again I would.

I had a fantabulous experience!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! :) My favorite part was the zumba dance class!!!!!!!!!!!!!!!!!!!!!!!!!!!!! :) IT WAS A FUN EXPERIENCE I LEARNED ALOT.

I think that the program help me understand how much I need to take care of myself more. It made me feel happier with myself. I did not develop a healthier lifestyle.

It helps you understand what will happen if you do not eat healthy and you do not exercise. It showed how to do things correctly like washing your hands eating many healthy foods. It teaches you how to take care of your body correctly instead of your way. It's a really fun program I would do it again if I could. It's a really exciting program. It was fun and I got a lot of exercise.

My story is that the health jam did teach me that it is important to wash your hands frequently.

I have learned that small things can lead to big changes. If I eat health, I will live a long healthy life.

Now I know what to eat and when to exercise and all together this is the best program I've been in all year.

4-H Health Jam helped me a lot. It helped to teach me how to exercise in a fun way. I
learned healthy lifestyles. All the activities helped me to learn how important it is to take care of yourself. Health Jam was a fun way to help me learn how important healthy lifestyles are. I really enjoyed it, and it also helped me learn the dangers of not taking care of yourself. I really enjoyed it.

I gave me new information that I did know
I can now eat at fast food restaurants and choose the healthier items off the menu!!
I thank you need to go to program because it could help you
I learned about lots of stuff about what happens if you take care of your body and what's good for you and what's not. The last thing is that I had lots of fun and if I can go again I would.

Participating in this program taught me a lot of things but the best thing was learning about healthy nutrition.

I had TONS of fun at health jam. I would do it again if I could. We played fun games and we also swam in the pool. I think other kids would do this too, but I think they should give you more to eat because I was ALWAYS hungry after we ate, so that is what I would change and you should get to sleep longer!!!!

I had so much fun with Health Jam! We swam and played fun games. I think they should do this program every year for every grade! I had an awesome experience with this program and I think they should do this every year!

to eat fruits and vegetables for a snack;
It taught me to do more exercise.

It helped me what I eat
Participants in this program made me eat better and exercise so much more than I did. It also taught me to stay away from the TV.

I really like this 4H-Health Jam. 4H-HEALTH-JAM TAUGHT ME HOW TO EAT. FOR EXAMPLE, NOT JUST GO HOME AND PLOP DOWN ON THE COUCH AND EAT A BAG OF CHIPS YOU GO HOME AND EXERCISE. ON A TRID MOLL OR RUN 30 MIN if you participate in the "health jam" you will learn how much sugar is in soda pop. A whole test tube! Also, it taught me to get off my lazy butt and exercise. I also learned to eat healthier.

It helped me learn to eat healthier and have a more active lifestyle.

I learned how to properly wash my hands.

4H Health Jam taught me to eat healthier lifestyle and to wash my hands thoroughly. I felt good when I participated in the 4H Health Jam.

It helped me learn how to eat healthier and exercise more and to be sure I get enough calories each day.

This helped me by knowing what goes into my body like unhealthy food and what it does to my body.

I have learned much about health and the body. I feel a lot more educated when I go to wash my hands or eat. I know to be healthy thanks to Health Jam.

I realized that some bad decisions lead to worst decisions like smoking which can make you die or get lung cancer or gum cancer.

I believe that going to Health Jam helped me wash my hands better because I know how many germs are on your hands.

I learned that if you don't take care of your body, you can die.

I feel that participating in this program helped me to develop a healthier lifestyle.
because now I know how much germs there area on my hands and wash my hand more frequenctly. I think I am more healthy because every time I wash my hands I am becoming a healthy person with a healthier lifestyle.

The program helped me by learning how many germs you have on your hand. You should wash your hands for 20 seconds and every time you eat.

I developed a way to become more helthy by eating more frutes and vegges and wahing my hands more often.

I learend how to eat healthier and what is true exercise is. I learend about nutritions and my diet. Now I can live healthier and teach other people how to live health too. I learend how to sing and dance.

This 4-H Healath Jam was really fun! I learned a lot of interesting things. I even might be going to the summer camp they have. I would definaly go there again.

It helped me because I don't mormaly wash my hand with soap and warm water and I dpn't normaly watch how many calories I have eaten.

Health Jam helped me with my health, by telling me how to know how fast my hart is beating. Also I found out how to eat alot healthyer.

Health Jam helped me develop a healthier lifestyle by me paying more atenchn to what I eat and how much our body means to us. It also taught me how important exersise is to me. I watch what I eat by not eating alot of fast food. I exersise by doing walk across Illinois and sports. Health Jam made a big impact on mu life so I say THANK YOU!

It helped understand that eating healthy makes it less easier to have diabets.

I feel it helped me to understand how to eat healthy and how to take care of my heart. Well...one thing that helped me develop a healthier lifestyle is all the food food that they talked to us about and the fun kinds of workouts we did. I think all of the Health Jam things helped me to live a healthier lifestyle.

I didn't really ever exercise because it was boring, but I learned that you could have fun exercising.

We went to KSB Hospital and watched the ultrasound machine work. We also got to set tables.

I felt very safe and happy.

I felt happy because it helped me learn a lot. It was fun. Thank you.

It helped me develop a healthier lifestyle because they told me how to stay healthy.

I feel happy because I know how to stay healthy.

I liked going to Health Jam because it made learning about health fun!

I like eating good foods.

I know now how to get the right amont of sleep. To eat heatheir foods.

I felt good participating in Health Jam. I like the games we played outside in the fields and playing the dance game.

it has helped me eat for fruit and vegetables because i like them more. Also i learned about helth.

I exersise more frequentley.

I likt it

I think baseball,basketball,foothal,fishing. I play baseball/basketball i did good.

to exerzice and foods to eat

i had fun and learned alot

I learned to not drink so much MT. Dew .

I fell great because It taught me alot. And it was fun on what stuff I did not know.

when we did the walk acros III .
I feel I had lots of fun and not bored to death
i enjoyed it alot because i learned about my health
When we did games with the people there and had healthy food. I loved it because it
was fun and exciting.
I have found out about many new ways to excercise that is also very fun and exciting.
I learned to excersize everyday. I also learned to eat more healthier. Im living a
healthier life now.
I feel great about the Health Jam.
I think I will be alot healthier.
I feel very happy participating in this program because it was very fun and i felt much
happier being out- side more often. I learned a lot about nature at the nature center.
At the Sarah Bush Lincoln hospital I learned alot about careing for myself and others.
At lunch time they showed us how much food we should get to keep ourselves
healthy. I liked the program very much.
I liked participating in this program because it was fun and I got to learn more about
staying healthy. I enjoyed going to Douglas Hart Nature Center and going on the
nature walk. When we went to Sarah Bush Lincoln Lincoln Hospital I enjoyed using
Sim Man and seeing what it's like to have a patient. Next year I hope fifth grade gets to
do this again.
I enjoyed watching Sam the doll i enjoyed that program because it was realisitic and
funny. another program i enjoyed was called lab and it talked about what people in
the lab do and they take blood samples,sometimes figure out why someone died,they
also save organs to show and we got to touch them but they were in a plastic bag of
course we also saw blood samples and there were toes one normal and one infected
very badly.
I loved going to the nature center!! I thought the camp fire was fun , nature walk ,my
second favorite was dentele, but my favorite was the nevres:]. I like what game we
played. We were gessinghis age and I gessed 25 but he was 29 that was fun. :] The
lunch was not filling![]
I liked watching Sam the doll because it was fun and you learned something. I also
liked the nature hike at the nature center because there was a pond and geese and it
was healthy for you to walk. I also liked the servers I thought they were cool and that
they had 1,500 computers.
I learned that i am supposed to do more outdoor activities with my phisical activities
witch i do more often now like hunting playing, fetch with my dogs, i also jog almost
every other day, and my dad owns a wetlands that i take nature hikes on, but i also
learned that i am supposed to eat right like how many cups f fruit i am to eat a day to
keep my body full and functioning right and to balance the snacks with the healthly
fruits and vegetable.
I enjoyed the time when we took a walk at the hospital.I also enjoyed getting to see
Sam the dummy, and thought it was cool that Sam got sick and everything.I thought
the Nature Center was very neat because of the real and stuffed animals and the eggs
of really big birds and smaller ones.I hope that Wal Mart will support this next year
for more kids because I had a BLAST!!!!!!!!!!!!!!!!!!!!
How I feel about participating in this Health Jam is it has helped maintain a healthy
diet to keep me healthy and have a better life. Now I know how much oils I need to eat
because after seeing fat in a tube it was gross!!!!!!Also it taught me how to keep myself
out of deadly situations like wearing a helmint when I ride a dirtbike.Even though
they tought us how to eat healthy I don't think I could eat healthy every day it didn't
fill me up and it didn’t taste good. I really liked Sam the sim guy that was really cool! Also I liked looking at all the internal organs and x-rays that was cool too. Thanks Health Jam for getting us out of school it was really fun!

Well I think that it helped me understand my body better and how to eat better. I feel this program helped me develop a healthier lifestyle because this program helped me understand how to control my eating habits. Ways this helped me was when the Sara Bush Lincoln people showed me how much to eat. This is why this program helped me choices to a healthier lifestyle!! =]

I learned about the ableness. Why I liked it because it talked about saving peoples lives also talk how dangerous it can be.

I feel that I learned a lot about jobs in the medical field, how to keep myself healthy, and had lots of fun while I was learning. The first day we went to Douglass Heart Nature Center and learned how to work together we also took a nature hike played games and had lots of fun. The next day we went to Sara Bush Lincoln Hospital and learned more about how to stay healthy. We met sim man or sim. he is almost just like a human and they use him to train on. I had lots of fun and hope other kids get this opportunity I also hope I can go back there and have more fun. We learned a lot and had lots of fun.

I have to say I had a pleasant time at the Health Jam I feel I learned a lot :) I liked lots of things there like Sim Man (Sam) the nature hike the campfire stories and seeing the wetlands and getting to explore nature and being outside with the fresh air!!!! But there were some things that just didn’t get my attention such as the lunch at the hospital and going down to see the technology room with all the computer stuff also the pharmacist wasn’t the most fun :( But over all I had lots of FUN getting to be out in nature and learn about some fun careers =) I hope this letter I just wrote well give you some ideas for next year!!!

I learned a lot about the ableness. I like it because I like ableness plus I don’t want things that happened to me to other people. Plus I think they are cool.

I learned about how you need to keep body heathe. How to be outside.

I liked the campfire at the nature center I liked the lab and x-rays at the hospital.

I liked everything that we did it was fun but the bus ride made me mad.

I really liked the hospital because, it was cool to learn more on how to keep healthy and how to stay safe.

What I liked about the Hospital, was that I learned was how to keep my self healthy and how to keep my self safe.

One thing that I liked doing when I participated in this two day field trip was walking in the woods and then telling me that it is good to go out in the wilderness and walk or run every day. I also learned how to keep my body healthy when we went to Sarah Bush and saw what smoking can do to your lungs and how much fat can catch on to the muscles in your body. I also now know that eating a very healthy lunch can do a very good thing to your body. Seeing Sam was awesome I liked how the nurses are able to train on something so realistic. It is also very smart to use baby food as puke. I’m sure the boys in my class loved that. I also know that almost everyone in are class got pictures of Sam. I also learned about team building, it was a lot of fun learning how to work as a team and not get mad at anyone. Team Building was a great way for my classmates and I to bond. I loved making campfire stories my classes story was about a Purple Pickle that ate people and pooped purple goo that was poisonous. Learning about all the different jobs was a lot of fun. I really appreciate the girls and boys that came out of college to teach me about what they are going to do when they get out of
college. I liked how the girls came and talked about dentists. They were excellent teachers and they taught me about how plaque and foods that I eat can cause a cavity. They made a really cool experiment with a paper cup. The guy that came and talked about his job was really cool! He taught us about spines. He also taught us about how the brain and the body work together to talk and move. I had a great time when the two women came and talked to me about the ambulance and how they operate on someone when they get in a car crash. They told us what everything did and why they used it for. When we went to Douglas Hart Nature Center a woman came and told us about the chambers of the heart. She also told us about where the heart is located and how the heart is protected by the rib cage. Three people came in from a college wanting to be a nurse and they told us about the chambers of the heart too. They also let us listen to our own heart beat through a stethoscope. The whole point of this to me was to get my body healthier. The people who helped me do this were great teachers. Now I know how to keep my body nice and strong!!

I learned a lot about the outdoors and how many times we need to be there. I also liked the walk in the woods. I know I will walk and run through the woods a lot. Something that I think they tried to get us to do is keep the outside of our body safe other than the inside. But my favorite part was meeting Sam. I think he is so cool!!!

One story that helped me create a healthier lifestyle is when we went to Sarah Bush Lincoln Hospital, and went and saw all the human body parts. We even got to feel them! We saw a lung that was someone’s that smoked, and saw a heart with fat all over it, and even brain that had fat all over it! There was a blood vessel, a part of a liver that they had to cut because it was too big to fit in the bag, and lots of other things that were really cool!!!! The lady also talked about how that person died. Then at the Douglas Hart Nature Center we got to touch cow parts!!!! We got to learn about all the different parts of the body including the chambers in the brain. Then she showed us all the cow parts she had like its throat, its heart, its bladder, its tongue, and so many cool other things. Another thing I loved at the Nature Center was that we got to have campfire. Campfire is when you make marshmallows and hotdogs and most definitely STORIES!!! My class made a really weird story called Freddie the giant purple pickle who took over the world and so many other things I can’t even type! Then we went to this guy who kinda just bonded with the class. He was a chiropractor and we had to guess what the x-ray image that we had to guess what it was which was a lady who forgot to take her hair curlers out. Then we had to make a spinal cord that sent messages to the different parts of the body from the brain. I also liked the Nature Walk a lot even though I fell on my butt and got my pants all dirty, I still liked it a lot. Also I got a snail shell from the walk, it’s giant!! I really enjoyed my trip to the nature Center and the Hospital it was really fun!!!! I also definitely made a healthier lifestyle for myself!

I learned that eating right is an important thing so that I will be healthy and that take a job in a hospital is a very interesting thing to help people. I also learn that nurses are very nice at Sarah Bush Lincoln Hospital.

I liked the nature center walking hike the best because I like being out in the fresh air and seeing animals. I liked touching the cow parts I learned what the heart does and
other parts in your body. I liked the campfire because we got to make up a story about Fred the giant purple pickle. I learned that teamwork is important in the team building. In the Sarah Bush Hospital I learned how to make a healthy lunch. I liked seeing Sam the best because we got to see him breathe, talk, and Sam got shot and pucked and had a very bad sinus infection. I learned where the computers were in the hospitals. I had a lot of fun on the field trips.

At Doug Hart Nature Center my favorite things was the Nature hike, Team Building, lunch, and all the job presentations. My tour guide at Sarah Bush Lincoln was the best she was funny, smart, and she never ever yelled or talked loudly at us! I learned in team building that you always need to work together on any project even if you can't speak. The Nature hike gave us good exercise and taught us to trust each other and we played a series of games. Some job presentations were Nursing, Dental, Back Doctor, and Pharmacist.

I liked the nature center better than hospital because we were outside and doing fun stuff instead of sitting and listening to people. I didn't like the lunch at the hospital because it was too small. Over all I give you 3 out of 5 stars.

I learned how to keep my self healthy and how much to eat each day. We got to touch a brain, heart, intestents, and a hole bunch of other stuff.

I enjoyed the most, the walk/hiking when we walked through the woods and went to the pond and some of us got muddy. Then we started talking about the right things to do and if it was safe to drink out of the pond at the resort then we went down to it and saw a bench covered in bugs and insects it was really fun. I also liked telling a story at the camp fire... we made a story about a giant purple pickle and goo and other fun stuff... so on top of that I had a great time even at the hospital when we touched human parts and at the resort when we touched cow parts so I had a great time.

I liked the nature hike looking at the geese and listening to the frogs, birds, and crickets. I liked the dental the cup was cool. I liked the ambulance because I have a Uncle that works at a ambulance station and I want to be an EMT one day. I also liked the x-ray class and I liked the class with Sam.

I liked the everything at the nature center and hospital. I enjoyed every thing except the bus ride. The hospital had more things I liked. But the nature center was still fun.

My feelings about the trip to the nature center was the hike why because it was very fun. When we were at the hospital of Sarah Bush Linclon was Sam and how we were able to take care of him and save his life when he stopped breathing. The other thing I liked at the hospital was looking at the X-rays it was cool because we got to see a picture of someone who fell off his motercycle and it was stuck to his head and his scull was in a ton of pieces. That's what I liked about the two trips we took.

I have to say there were some times of the day that were NOT INTERESTING. But there however were some times that were pretty good. I really enjoyed the body smart, hike, team building, and ghost stories. Now the things that I did not enjoy were the computer guy, the lunch at the hospital, pharmacist, and the dietician! I enjoyed some of the jobs at the hospital and nature center. Some of them were nurses (SAM!), human body parts lady, the lunch at the nature center, our walk at the hospital, chiropractor, and X-ray dude! You are running the program at not the greatest but not the worse. (: I would give you 2 stars out of 5).: So, I am sorry about that but it really is not my fault. So I hope that I have helped you out and I hope that I did not hurt your feelings. Maybe this will help you for next year so HAVE A GREAT DAY! (: I like this program because it showed me how to eat healthier and if I did eat junk food all the time I learned what it could do to me. I now know that eating a lot of fats
are very bad for the heart. It can cause the heart to increase the size of the heart and make a lot of fat all around it and it can cause you to die.

THANK YOU!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

I had a great time the whole time and really liked it. The first day was fun because we got to walk. The second time was fun because we got to see sam and see toes and other stuff.

I liked the nature center a lot. It was fun. I saw a lot of geese. I saw 4. turtle. I saw 2. snakes. 1. rabbit. I had fun at recce. I saw a dead squirrel and I had a good time I liked sam. We pretended he got shot. He was barf and we made him have snot come out of his mouth. It all was cool. We got a golden metal at the end of the day?

This program helped me by telling and showing how important it is to keep your self healthy. Now I know how much exercise I am and food I am supposed to get each day and I thank the people who showed and did many things. I now know a lot more stuff like how to brush are teeth better than before what the human body parts look like (heart, lungs, small intestines). That is what we learned!!!!

THANK YOU FOR EVERY THING!!!!!!!!!!!!!!!!!!!!!!!

I liked the nature center a lot. It was fun. We saw a dead bird and a dead squirrel. We ate a healthy lunch and had fun at recce. I saw toes. I liked the hospital. We saw harts and guts. They were cool. My favorite part was sam. He was cool. We got to kill him and make him come back to life!

In the program I learned about how to take care of are bodies and to get enough exercise. My favorite part was at the nature center. It was fun and educational at the Douglas Heart Nature Center. We went on hikes and we worked together to flip over a blanket while standing on it. We told campfire stories and learned about different jobs in the medical field. My favorite part was the hike to the pond. We saw geese and we took a lot of pictures. It was so much fun. I enjoyed Heath Jam a lot.

In the 4H Youth Development program I learned a lot of things that people do and the jobs that I can do when I grow up. When we were at the Nature Center I learned that there are a lot of jobs and activities that I can work in. I like the activities that they showed us. At the Hospital I learned that I want to be in the medical field. I kind of liked the lab but I didn’t like the human body parts, especially the toe. I think that this is a good program for kids that don’t think they want to be in the medical field. I loved this field trip.

I like when we went to nature center. It was fun. We learned about healthy stuff like fruits and veggies. I like the hospital. I saw people lever, heart, toe, and horror brain and we ate gooooooood food. We saw guts.

In the program I learned how to save a person’s life and how important it is to get enough exercise everyday at the Sarah Bush Lincoln Hospital. We also learned about the different medical fields. I also enjoyed the Douglas Heart Nature Center where we learned the importance of team building.

I enjoyed the big toe at the hospital.

I had fun some fun in the hospital. It was awesome to see a real heart. When we went to the nature center I also had some fun. When I saw the cow’s heart I was so excited! When we were in the lab career I was one of two girls not grossed out even the teacher was, but as soon as I saw what she was talking about I knew that I what to work in a hospital lab.

At sarabushlincon I liked sim man

I liked the Nature Center and Sarah Bush Lincoln Hospital. At the Nature Center I liked the nature hike. At the hospital I liked the the lab and learning how to save someone
life. when I go up I want to work in the lab.
I didn't go to the nature center so I don't know much about it. But by what I heard it
was really fun and full of facts. I had a lot of fun in the hospital. It was really interesting
and inspiring to me and I really am thinking about being a doctor. One of my favorite
times was when the lab person showed us all of the body parts. The coolest was the
toe she showed us.
I never got out and did much like sports unless it was at school. Now I am in track I
think The Walk Across Illinois. I like the Nature Hike we ran thought it and we saw a
bunch of animals. I like Sarah Bush Hospital because there was a
good lunch there and we took a walk around Sarah Bush Hospital.
Before that I wasn't very active before, but I am now I always play sports after school.
Before I went there I didn't really care that much. But now that I have gone there I do
care.
I think that it was very important and I thought that we got to do at a good age. I had a
tie between the lab and the x-ray technician!!!!! Now that I've gone through the
program I have gotten a better idea of what I want to do when I grow up! Once we
went to Sarah Bush Lincoln Hospital I found out that I think it would be AWESOME to
be a x-ray technician because I thought hey what the heck I think it's cool to be a
person that looks at people's x-ray's. At first I thought that it would be a little boring
but then we actually got into activities and then it was fun!!!!!! When we went to the
nature center I loved the nature hike we saw turtles, snakes, chipmunks and a bunch
of other creatures!!!!!!!!!
the radiology because it was kwl to see all of the x-rays of people that had weird
things in them... and... well... ummmmm... he had some trouble getting the pictures to
load and it was cool to see him surf the web and try to find the pics but he couldn't fins
them but it was still cool to watch him... and then there was a x-ray of a motorcycle
pedal in his head and it was kkkkwwlland then there was a pic of a rat that
was really cool because it showed his skeleton =D...............and that is what I enjoyed
the most at health jam so see you later or not probly not no I will never see you again
ever i hope........................
\_/\ell Sam the simulation man was pretty cool bcuz we got 2 make it look like
someone stabbed him and we got to make snot come out of his nose also we got to
make him barf which was pretty cool... But at the Nature Center me and my friend got
a lottt of pics for Dr. Mullen at Eastern Illinois University hes the herbotologist and we
help do research for him.... So I guess thats it =D
well, when we went to the nature center i liked the ciriprator. He was very funny and
he is awesome. At the hospital the fun was the information guy and the sim guy and
the lab. Thank You very much for the program
I liked it alot, because it had dead things
This program taught me a lot about food, exercise, and how many medical jobs there
really are. I also was taught the consequences of getting too much or too little of food,
exercise and nutrition. All in all I think (and I think alot about these kinds of things)
that this experience was 100% a positive experience in my life, short and long term.
what I have learned is to eat heather, exercise more at first I really didn't know about
my health but when Mrs. Welker talked about my health and other peoples health she
really helped me with myself.
I learned a lot about my health. Also how important exercise is. I had fun and learned
a lot. When we did the program I exercised a lot more.
I learned that I need at least a half an hour of exercise. I also learned that you need to wash your hands at least 30 seconds or how long it takes to sing the alphabet. I think that the last eight weeks have been really fun. I thank you for letting us do the program.

Alec McDaniel.

dear. program i think it will help your life to be healthy in all sorts of ways. we need to be healthy so diseases and cancer will stay away from us. i love that people would come to show us how to be healthy in there heart earned time. everybody thanks!

sincerely, Devon Wells

We took and did physical activity and I learned a lot! It feels fun to do this type of learning. Everything to expect of a person in my life time. I learned what fruits and vegetables do for my body and about what the different colors do.

I get more time to spend with my friends and them more because one of them is only five so that was a big help for me.

Iowa

I feel that since going to Super Power Summit, I have been able to subconsciously pass over unhealthy food or exercise plans. I am already signing up for track, soccer, and have an exercise plan somewhat set up for the summer.

It helped me choose healthier eating habits.

I feel now that I can eat healthier and teach people to eat healthier so I can make Iowa a better place.

It made me realize how unhealthy I’ve been eating and has gave me initiative to eat healthier.

I learned a lot about how much sugar is in my pop. I won’t be drinking as much.

I now eat healthier and I watch tv less.

I think it was good for me to come and learn more. I now have a better outlook on life and am ready to start being healthy and taking charge.

I can now show my school how much sugar is in pop.

It helped me notice how much of a true impact I can really have.

This helped me to see what I can do to make a difference at school.

Become more aware on some topics.

I like the Character Counts activities.

I liked to listen to the girls talk in Character Counts.

Helped me realize what and how I should eat.

It helped me know about my body.

It helped me understand the importance of exercise and healthy food choices.

I’ve known that I need to get in shape for a long time, but hearing about possible premature death made it all the more important. Thank you!

It made me realize how children, teens, and adults eat too much or too little.

I really liked the physical activity. I also liked seeing how much sugar is in two liters of Mt. Dew.

I liked the stations that showed physical fitness, proportions, and the sugars in groups. It was cool how it demonstrated it!

I enjoyed learning about how to keep my body healthy.

It help me know about portion.

I know how much sugar in pop.

Helped me learn about a better lifestyle.
I learned about serving sizes.
More school fundraising.
It has given us ideas to try and implement in our school to promote healthier lifestyles.
I feel the program helped introduce my mind to new motives to increase healthy choices. I don’t feel the program focused on exercise and new types of exercise to enjoy exercise more.
Helped me make better choices. Helped me with wanting to exercise more.
I learned about measuring body fitness.
I learned more about carbs.
I want to be healthy in my activities.
It has helped me realize the important part of a team effort and the actions that can be done.
I know how to portion food better.
Help develop new foods for school lunch.
Food portions and amounts of sugar.
Food portions.
Made me look more into the community.
I now better understand the importance of nutrition for me.
It showed portion sizes and amount of sugar in pop.
A good way to get out of school plus I learned a lot.
Just being with different schools.
Interacting and meeting new people.
(How to) make better choices.
To realize how much (sugar) is in Mt. Dew.
The serving thing, I eat too much
It showed serving sizes.
It makes me want to eat healthier.
It will help me teach others about nutrition and exercise.
Made me think of all the nasty foods I’m eating, that’s bad for me.
I thought it was a really good program and should be offered in more places.
I didn’t know the proportions very well and after having those sessions of teaching I learned I eat too much for an active teen, but perfect for my average activity.
It gave me more knowledge on being healthy.
I know how to make better choices.
I learned about serving sizes.
It was fun and I learned ways to help my school improve.
How to eat right.
Be more healthier.
It was fun and very helpful to learn about.
I learned about how much I really eat.
I learned needed information to be healthier.
I had a lot of fun.
It taught me how eating healthy is really good for you.
It showed me about proportions and what they should be.
I feel as if our school well become healthier.
Helped me get more nutrition knowledge.
I now know I can make a difference in the way I and others live.
The Character Counts program made us feel like we were 5, not meant for high

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schoolers.
I know how much sugar is in pop and other drinks.

**Minnesota** I would like to do more yoga in the future and the exercise and sugar stuff was helpful too.
I want to do more fun activities such as the yoga and jump roping I also think we should do more songs.
Going out into the community and helping out has made me more active. and I have learned to like it a lot.
I will not drink ever a energy drink or one with a lot of sugar in it.
This program taught me ways I could work out..yoga. I will also try not to be on my computer all the time.
I will start stretching and eat healthier.
I will not eat too many candies
I think I will spend less time watching T.V. and playing on the computer.
I learned that there is a lot more sugar in things that I thought, and what to have with you in case you get stranded in the cold.
I will warn my family about the amount of sugar in things.
Eat healthier and exercise more yoga is very good exercise. Gatorade, pop, and energy drinks, such as, red bull, monster, vault has a lot of sugar. Water doesnt not even flavored water.
Theres a ton of sugar in Mountain Dew so I m not drinking anymore.
I will cut back on how much pop I drink in a day, and switch to water to live a healthier life.
After participating in this program I am not going to drink as much pop. I am going to try to exercise more. I will also teach this to my 4-H club.
I think it will help you get excited about living healthier. I will stop drinking a lot of pop. I will also try to carry my emergency kit with me as much as possible.
I am going to try harder to drink less sugary drinks. I am also going to try to do more exercises and yoga!
In the groups we learned better ways to live a healthier lifestyle so when I go home I will eat and live healthier.
I think that the things that I have learned here that I will use are drinking less pop, yoga, more exercise and become more coordinated.
I might drink less pop and stuff
I love this program. It was fun when we played the games. I think I will exercise more after learning how important it is.
I wont drink as much pop
I will pay more attention to what I drink.
I think that I will reconsider what types of pop I will drink and I will try to be more active with daily activities.
I has showed me how bad pop/energy drinks are so I will probably drink less.
Well, I felt like I will exercise more and eat healthier, and do yoga.
I think it'll be a healthier life style like yoga.
I will not be on the computer as much and I will exercise more often.
I learned how much sugar is in pop and now don’t want to drink it.
Drink less pop and power drinks sleep longer hours.
I thought yoga was pretty cool because I have never done it before! I might try it
again.
I am going to do more active activities when I babysit.
I will watch less tv.
Jumping rope, it was a ton of fun. I for sure plan on doing it more often.
I will jump rope with friends more because its way funner tat way.
I will be more flexible
I will eat appropriate servings and healthy food.
I will develop a healthier lifestyle I will know how much activities I need in a day and know what to eat in a day.
One story is that I’m not all that athletic and now I will try my best.
I think it was good. I will probably exercise more.
I feel that I know more about exercising and I want to be more active in my life.
Because of this program I shall eat more veggies.
I will exercise more instead of watch my T.V.
I will practice yoga because it is very relaxing. I will also have a healthy life style, not drink pop, get a good amount of sleep and exercise everyday.
I will eat, sleep, run and just be healthy!
I will be able to help my friends with their skills as I also improve mine.
I will eat sleep and be overall healthier because you told me to.
I know how to exercise right. I will pick water over pop now cause a lot of sugar.
I am going to get out and about more.
Before stepping out I didn't drink enough water. But, since I learned how important it is for your body, I now drink four to five glasses a day!
I am more safe when I play
I eat more fruits and vegetables
I like being outside to get exercise
I eat more healthy foods.
I exercise more
I will eat more healthy snacks like smoothies.
I am going to wake up in the mornings to practice breathing!
I liked learning about the yoga. I would love to start doing it to help with my breathing posture adn stress reduction. It was very fun thanks.
I am not going to drink pop or energy drinks unless I'm actually going to burn the energy off.
Participating in this program will help me because I will be more out-going and be more of a leader. I will no longer drink pop and will workout more.
I now understand why my mom will not let me drink pop. I no longer feel the need to drink soda.
Doing yoga was kinda relaxing so I've decided to set aside 30min a day to stretch.
I liked to learn about yoga, I was pretty sweet and I feel that I can use it in the future.
It will help me by stretching out before I play a sport.
By practicing yoga and other relaxing stretching techniques I will be able to maintain a healthy life style, and continue to stay physically fit.
After participating in the jump rope activity. I am going to go out back and jump rope and I will jump rope more often.
I will make getting enough sleep a priority.
It helps with confidence and respect. I now plan on exercising more and getting more sleep.
Im not going to watch tv as often anymore. Drink more water that flavored water.
I think it will help me get more involved with the community, and try to sleep more than 5 hours. After this I will probably stretch more. I will also make sure I exercise each day. I liked the yoga. I will relax more. Yoga will help me stretch before I play tennis or lacrosse or run. I would like to do more yoga sometime. Just poses, no meditating or anything. I will spend more time exercising. I will stretch out more and do more physical activities. I will eat more healthy foods too. I exercise more I eat healthy drinks. I exercise more. It helps me grow as a persons and be a leader in showing kids what's right and what's not. It will help my lifestyle and my leadership skills. Learn to lead, be healthier and happy with myself. It will help me grow as a healthier person and leader. I'd prefer to have more activities that involve moving around than sitting, because that gets very dull very fast.

It showed me that there is a ton of sugar in Mt. Dew and I probably will go to healthier alternatives for beverages. BLU showed me how to eat healthier. I used to drink a lot of pop but coming here I learned how much sugar was in just a simple Mt. Dew. That changed my thoughts on pop and what I should drink now. There is tons of sugar in pops. I didn't know that. I don't drink pop but I drink Gatorade and juices and they have tons of sugar too. It was quite interesting. It was interesting I learned to watch how many sugars are in my drinks, and how to survive in winter it was fun.

It showed me how much sugar is in monster and mountain dew. It will help me be a better leader in my 4-H club. Eat more healthier and drinking stuff with less sugar. It will give me a better lifestyle because I learned how much sugar is in drinks. It makes people realize how important it is to stay healthy. More people will get off there bums and be active, or not drink that much pop cause all of the sugar.

I thought it was very fun. I learned a new exercise. I learned what is good, and not good to drink and again, I had lots of fun— It was a good experience I am very glad I went here. I think I learned new ways and facts to stay healthy. I also made a lot of buddies.

This will help me a lot so I can be a healthier person and get in shape and to communicate with others. Planning when and how to exercise. It helped me learn how to eat better. It will help me work on balance with yoga. I learned more about how much of each kind of exercise I was to get each week. I also learned about how bad and sugary pop/sports drinks are for you etc. I think the rest of this program would be very beneficial to my health. Though my lifestyle is already filled with numerous daily healthy activities, this experience has helped me find a more interest in yoga. With the stress of all my other activities, yoga may provide a positive stability to my stress level alone. :) I think that it will teach me more ways I can be more active like yoga. I feel good about participating in this program because it taught me how to become
healthier person.
to exercise better and go outside more.
Gave me more ways to exercising.
I drink a lot of pop, and the lesson about the amount of sugar and stuff in pop is bad.
It will teach us to exercise or eat healthy for a better lifestyle
I think this program will help me develop a healthier lifestyle by knowing how to eat
and exercise each day. I also learned what to pack in certain occasions.
I have learned about it by knowing and not knowing what to pack for survival kit and
how to do yoga.
I think that it will help me to help myself and others to get more physical activity
instead of watching TV etc.
It helps us learn what we can do everyday that will help us be more active everyday.
We have learned a lot about how much sugar is in a can of pop or an energy drink. We
also learned about yoga.
I have learned some healthy choices like sugar content.
I really enjoyed the where there's different drinks and what kind of stuff is in it. I thin
it will really help me.
I met new people and made new friends. I also had lots of fun, I also learned how to
have a healthier lifestyle.
It taught me how to have a healthy lifestyle and ways to maintain health
I feel it will help me by being more healthy.
How diet pop is worse for you than regular pop. When we did yoga.
I learned that being active is important for your health. Getting enough sleep is
important!
I know of more ways to get active that I never thought of before.
I learned about how I can keep my body healthy.
To know on what is healthy or how sugar is in drinks.
I learned what to cut down on and what to increase. I learned.
I learned that I can do things to be active while watching TV
I learned how long I should exercise each day. I also learned different types of
exercises I could do on my own at home.
I feel good because I will be healthier in the end. Like when I lifted weights for or five
time a week and am becoming a better physically active person.
I think it will help me develop a healthier lifestyle because I learned about the
exercise pyramid and know how much I need to exercise.
I feel that this program will help me get more exercise into my day. This will also help
me get more sleep. Overall, this will help me get healthier and more fit.
This experience will help me become a healthier person. I have learned multiple ways
of physical and mental activity. The ways of teaching these materials were also in a
creative and interesting way. Thank you!
It will help to incorporate exercise in my daily life.
I know more stuff about healthier lifestyles.
I learned how to incorporate more exercise into my daily life. I also learned new types
of exercise (yoga, jump rope)
It will help people understand that pop has lots of sugar that yoga is exercise
I think that learning about the positive effects will motivate me to do it.
I liked the jump rope one because it taught me different ways to exercise I know not
to drink pop.
I will watch every time I have a can of pop and even try to park further away from my
destinations and try to work out hard at college next year.
I really like the yoga. I thought it all was really fun.
never do yoga again, drink less energy drinks
know how to do yoga and what to eat
I know how to do yoga.
My favorite part was participating in the jump rope and yoga activities. I love jump roping and do it on a regular basis. Yoga has always helped me relax and its so fun.
I feel like this program is a really easy way to have tips and choices to bring back to my club.
Doing yoga.
I feel fairly good on this program.
Yoga every morning.
It was interesting, I doubt I'll exercise more though because I hate physical activity.
I think this program will help me because I learned yoga from teh best yoga instructor on the face of the earth.
It would help me with indoor exercise.
To be honest I didnt learn much however I was surprised yoga and deep breathing were taught.
My favorite part was the yoga poses
That hana will help me with all difficulties and I will always remember BLU when I do!
Yoga
That feel funny participating in the skits.
This would be awesome if they turned lights off at dances that wreaked camps and state fair last year.
The activities are fun, I like Gatorade.
To never do yoga again, because it's painful
I haven't really learned anything I don't already know and/or do. I may start yoga.
For next year I would like to do more games that teach you stuff. Less sitting on the floor and lots of fun
We jumped ropes and talked about what we could do to make us healthy it was fun.
Yoga
participating in the session will help me.
yes
We did learn things, however I already knew them,
Due to negative participation by other group members, I do not think this shall help.
This would be a good program that maybe even younger kids could use,. Blu is the best, I had a lot of fun, the dance and swimming were fun.
It was fine
I found people.
Good, yo yo watz up
I felt comfortable participating
I feel better.
sure
It was fun, but wish we had more breaks.
I feel bored at the first part but when we started moving with exercise actions it was fine.
I believe it would work better with 10-13 year olds.
I felt that if we were to do these activities more often I’d get more out of it, but time restricts the benefits.
If taken seriously, it could do some good. Those who already do sports probably do not need this. If in sports its a waste of time.
It was fun, but I didn't learn anything it will help with my lifestyle.
I feel that this program was..ok. Its way better than any other learning program, but it was way to fast.
By building my leadership I can do more opportunities, ex: talking in public.
It gives me options on what to do and how to react with my life.
It will show you to interact with people in these ways.
I learned about my health
I feel it was a fun time and I learned good things.
it is fun, I learned yoga
I like to bowl because it is a good exercise and It builds a hard relationship with sports and I learned winter survival!
You will know what to expect and know your responsibilities.
I thought it was fun, I like jumping the rope was fun, really fun never seen exercise pyramid.
I thought it was legit, I like jump roping.
This program was very informative and fun. I experienced personal growth.
I think it will help a lot for people who didn't know but i knew most of this.
It was a lot of fun it was my first year and it was a lot fun. I liked how there was a lot of activities.
I think that it was really neat to learn about how much sugar was in pop Gatorade etc.
I learned that its good to exercise.
It teaches kids to take care of their animals. Then you would be better farmers and citizens.
I'm more informed and motivated.
It was a great experience and I learned a lot
Learned and met new friends! Learned how to do yoga.
It was good it was fun to do yoga.
It was really fun and educational all rapped in one. I learned about staying healthy and fitness.
Blu is awesome.
Trying new stuff.
I did yoga! :) 
I liked learning how to do yoga and different games. I like the ambassadors a lot and I had a lot of fun with Kaylin!!
I met many new people and different leadership skills also new healthy living.
By listening to this program I learned many reasons on how to do exercises during shows.
I learned how to do yoga. It’s important for staying flexible. Our teacher was great.
I felt it was helpful but also redundant. It was a lot of fun with our group yoga was great.
It was fun doing yoga. I always need to destress. I think it will help develop healthier lifestyle.
The yoga was pretty legit. The survival guide was great thing to learn.
I felt that the winter survival was especially valuable in a climate vulnerable to snow like Minnesota’s. Also, the yoga poses and different jump rope activities made me really excited about getting fit.
I feel great participating in this program. I have a little headache but It will go away. I
am meeting new people I am learning new activities and games. this has been a lot of fun I look forward to the dance!
It was very interesting. I learned a couple new different ways to exercise overall it was pretty good.
I believe that we should learn more fun ways to stay fit. I learned today about yoga and jump rope. I think we should learn more interesting ways to exercise.
I now know that yoga is fun and may do it more in the future.
I found a friend, I also found yoga.
I found yoga very entertaining and educational.
Leadership and how to be healthier.
It was fun, I learned a lot about healthier lives that I didn't know before.
The jump rope was very fun and it got everyone involved. It made me feel active and I felt good afterward. The sugar in the different drinks was very interesting and energy drinks such as Gatorade and monster are horrible.
I think it will make me more aware of what I am doing. Also, it gave me some new options for activities to do to keep a healthier lifestyle. It was the least boring of the healthy living classes I have taken.
I enjoyed the various activities that we did. I now know different things that I can do to stay healthy. I know what I should drink.
I enjoyed the activities at the healthy living educational program. I learned a lot about being active and healthy and learned how to coordinate it into my daily life.
I feel like I know more ways I can exercise and have fun at the same time, there are so many out there! Now I know how bad pop is for you.
The healthy living lifestyle was both brief and informative. I learned how to eat healthy and stay fit.
I feel like I got a lot out of Blu this year about being physically fit. I know how to cooperate more things in my life and get more friends involved.
The activities were fun. I learned a lot
I know how to exercise do yoga now!
It was fun and I liked being able to spend time w/ friends and meeting new ones.
I feel very active and that I have made a lot of new friends. I also feel more involved. It will help me get outside.
I learned that yoga really helps with stress and that we should do more exercises like that. I enjoyed learning about what's in certain pops and Gatorade, and what you should do when you get trapped in the wilderness.
Good, because doing the yoga and jumping rope made exercising also the winter survival made me know what to do if my bus or car breaks down in the middle of a blizzard.
It was nice to know that I was part of something important and it was a fun experience.
The yoga was fun to learn. The survival tips were good. The jump roping was really fun!
It was fun and I felt relaxed when I did yoga. I learned a lot.
It was fun educational
It was fun and I enjoyed learning about a healthy lifestyle.
I learned how to run a GPS and how to make a box oven.
I liked the box. I'm really happy that you picked this school. I hope that you do this program again.
I feel that this program that kids will try to be healthier
I feel good having this program in my state. My favorite thing was survival like when you're lost in the woods, thank you for choosing our school to participate in this program.
I liked cooking in a box thanks for picking our school.

- Eating healthier
- Exercise more
- Eating healthy and exercising
- eat healthy exercise

How good it is to wash and keep clean/
I learned about how much exercise we need to get and how to take care of our bodies. The program about winter survival was interesting. I learned a lot about how to survive outside in the cold.
Every day I try to get at least a little exercise. I like to jump rope and go ice skating.
When I have a snack, I try to make healthier food choices. By changing what I eat and how much exercise I get. I feel better. Thanks for doing this I really had fun.
I learned that you should always be prepared when going outside in the winter.
I learned that exercising for 30 min each day is very good for you and that eating the right foods helps boost your energy.
It was very fun to learn how to eat healthier. I learned I was not drinking enough water.
I learned about inside exercise during the cold winter. I had lots of fun at every class.
I learned a new way to make foods and learned new ways to exercise.
All the things in stepping out that Mrs. Heidi thought us to make us healthy by healthy foods and get exercise.
taught us to eat more vegetables
I do not play my game any more because she said you should play 60 minutes a day.
Ms. Heidi did so many projects.
This help us by eating more healthy foods.
I think Mrs. Heidi help us eat healthy by making the strawberry smoothies.
I think Ms. Heidi got me healthier inside of my body.
Ms. Heidi got me healthy and jump rope is fun.
I think jump rope is a fun way to exercise.
Mrs. Heidi got healthy by doing jump rope
The jump rope is a fun way to exercise.
The kids got really involved with all the activities and they had a lot of fun with how they got to be involved and they got to keep some of the things.
I learned what foods are good for me and how to eat healthy snacks.
I like jumping rope for exercise.
I learned different foods that keep me healthy.
I like exercising and eating healthy foods like smoothies.
How to get more exercise outside and eat more healthy foods.
I like yoga
more exercise
Eat better foods.
Eat more fruit.
I think this has taught me a lot that I can use to help me a lot and I can help others.
I love this I was recalled of my love for yoga and athletic challenges I hope that I will remember this and continue to be athletically challenged at all points in my life.
I learned to all way help people with things they can not do!
It taught me how to live and exercise and act better
I really liked the rolling qualla! Also about the yoga, helped me.
I liked the survival thing because it's fun to argue and decide stuff as a group.
healthy living is so good.
I really liked the healthy living part when we got to learn about soda/bad drinks. I
kind of wish that we could have got to do actual exercise.
I really liked the winter survival activity. It was fun to choose the items.
I think we should do more activities like basketball, volleyball, and softball.
It was fun try out the sports less yoga!
I had fun with doing yoga. The jump rope activities got me sweating and helped me
know how easy and fun it can be to work out.
I really liked the survival stories as well as the yoga, the color changing dots, and the
sugar cubes.
The fact that I can be myself, laugh and not care what people think of me here.. it’s
healthy! Plus the rolling quay la is very healthy for you :) 
I really like doing active stuff like the jump rope things.
I had fun with all the activities and made lots of new friends and inter county
connections. I wouldn’t say that I really learned anything just had fun.
It was fun doing yoga nad hopping on rope. I feel the same
It was fun, we learned yoga nad my back cracked. Then we did jump rope. Though it
was great I feel the same.
We learned how to do some yoga, and jump rope exercises it will make me more active
if I do these at home.
I enjoyed yoga it was fun
Doing this program has inspired me to take up exercise activities I had previously
abandoned, like yoga and helped me realize I need to cut back on pop intake.
I thought it was really fun and I learned some things
It will help me go out and exercise more and eat healthy so I can stay strong.
In a group we talked about how we can exercise. I have more ideas on what to do each
day of the week.
Teach me how to exercise and eat well.
My flexibility is very limited and just learning how to do yoga stretches will encourage
me to become more flexible, which will make me a better runner.
I will not drink as much pop because of all the sugar in them! gross! I will also try to
be a better healthy life leader.
I am more concise of different activities I could participate in.
I now know more about what activities I should participate in, and also what drinks to
drink, and not to drink. :)
I have a kind of healthy life so ya
I learned how to have a healthier lifestyle by learning how much sugar is in energy
drinks.
I learned to not do so much time on the computer or on the tv and I should go out side
everyday.
What we should eat and how much sugar is in energy drinks and what to use if you
are stranded on a bus in a blizzard
I feel I now know that I should exercise everyday.
We learned to yoga
I learned how the energy drinks are bad for you. When we tested some of the energy
drinks, we were appalled
I saw all the sugar that goes in pop and energy drinks by doing the exercises
I have learned that I can and should exercise every day, even while watching tv or
hanging out with friends.
I think this program could help me develop a healthier lifestyle because I learned how
important exercise is and eating healthy.
More Exercising :) and how to eat healthier :)
It will help me in my daily habits and influence my decisions of what to do whether it
be healthy or non-healthy.
This program taught me to not drink so much pop and exercise during TV.
I learned that doing yoga exercises help with breathing. Mountain Dew has a LOT of
sugar in it.
I learned little things I can do everyday to stay in shape.
I learned a lot about the sugar levels in various popular drinks which will help me
make healthier choices in the future.
It helped me to learn about the survival things that would be most helpful because or
else I would have never known what some things were able to do to help you if you
get stuck in the snow and you are stranded.
It helps us understand new things that we can use later in life.
Participating in this program made me learn about how important goals and passions
are and the steps to maek those dreams come true.
Participating required I learn to have a healthier lifestyle.
The sugar activity was a bit shocking. I was suprised how much was in a monster and
how acidic Dr. Pepper is.
I like the sugar activities and learning about the sugar in the soda. I like the exercise
also the yoga and the winter survival activities is GOOD.
I learned how to do a few yoga positions.
I learned that mountain dew has boatloads of sugar
I learned to exercise more and drink less pop and energy drinks. I learned yoga and
about my passions.
The exercise you can do on yoga and your sugar intake.
I know now what is healthier to drink, when I am thirsty
I learned yoga that I can use to relax. I also am more conscience of sugar intake.
I learned which exercises should be done when, as in how many x’s a week.
Doing yoga I learned was a lot better at it then I thought. And I actually got a good
workout. I will try that again in a heart beat.
I really liked learning new ways to be active. I felt a little bit confused because I
couldn’t pick out like a theme but love you all 4-H’ers! :)
It will help me exercise more and eat healthy
I learned how relaxing yoga can be. Relax is less stress. Less stress is happier me.
By participating in this program I will develop a healthier lifestyle because I now
know that I need to pace myself when I work out. My work out schedule is way to
strenuous on my body. I do a really hard work out everyday. When I should take it
easy once and a while to let my body recover. Yay!! Thanks so much!!
I believe it shall help me develop a healthier lifestyle through healthier drink choices.
This program will help me develop a healthier lifestyle by it giving me examples on
how to be healthier.
It will help me to better deal with stress because I learned yoga. Also, I learned some
healthy facts about why it is important to eat breakfast.
I learned that common activites are included in exercise. I also learned that there is a
lot of sugar in pop.
Well I think it will because they showed how much sugar is in pop and that would help me make better choices.
This BLU retreat helped me develop a healthy lifestyle by exercising more and eating healthier foods.
I learned different things to look for when choosing a healthy beverage, such as the P.H. balance. I also learned how often to do the activities I enjoy.
The activity pyramid was really good at showing us where the activities we do every day fit into the amount of exercise we should be doing by going outside more by not watching tv
do things
by jumping rope and teaching me how to use big rubber bands.
jump rope
I was taught that you need quiet time.
Good
This is going to make me get up and exercise
I like it
Doing the exercise I liked it because it made me feel better
It was very fun with the steel wool. It will help you become you well be safe
When we snowstorm stuff. We got to make fire. To live longer in case of a snow storm.
Our survival kit because we watched steel wool start a fire with a battery. It made me want to start a fire.
We cooked peaches with marshmallows and we had to cook it. Then we ate it and it is healthy it has vitamins to help us.
The rubber bands helped my legs It was fun we did different exercises. It was fun.
I think doing exercise is good for you. It helps your body.
I liked it when we did the snow safety kit. I like the steel wool on fire. It made me tell my dad to get one.
I liked the cooking instructions she gave us. I also liked when she reached us how to make a jump rope. I liked all the activities we did.
The box oven is really neat way to cook/bake in the outdoor without a grill! The black light really showed germs-yuck! I liked learning about survival GPS and not getting lost or dehydrated.
I liked the session on trees, flowers, and plants and how to identify them. I will look for different kinds when spring comes! I liked learning jump rope, yoga, and bands.
The biodots were cool how they changed colors.
Exercise eat healthy food have a positive attitude.
The muscle mania class was fun I liked the biodots. PS I can now maybe identify flowers and trees by using ID books and learned that we eat many different parts of plants! The jump rope session was fun! I love to jump rope and learned some new steps. Winter survival learned about hypothermia and how to survive.
Learned to make a box over to be careful with fire. I learned that we need to try to walk/exercise one hour every day or walk 10,000 steps or five miles at least 3x per week! Learned how to be safe in the outdoors and find my way in the wild
Learned how to stay safe and warm in the outdoors and not to get hypothermia.
Learned to stay put if stranded in the desert. Learned that each day we should try to walk 10,000 steps/5miles and that we need to exercise several x per week
I liked the yoga and jump rope, and learned a lot about being safe and not getting lost
in the outdoors. Learned that cool smoothies are good and made from yogurt and fruit which is good for our bodies. I liked the one on survival. Now I know what to do in bad weather and to find my way. We talked a lot about eating better foods and exercising is good for us. I will try to do better. I liked the yoga and bands and biodots. I learned exercise can be fun and its good for your health. How to be more active and how to get exercise faster. I feel good. I feel awesome. I feel happy not sad. Jump rope. My favorite part was jumping rope. You learned how to wash your hands good. I think this program helped me because I know new yoga exercises. How to make a surile bag and I liked learned about germs. Happy. One of the stories about how I felt at BLU: I felt sort of wanted and sort of liked because of all the nice people and counselors. I'll eat more. I really enjoyed the yoga and doing all the things for learning about what is all in the beverages. I honestly don't feel like I will change it, because I live about 100 steps from a fitness center, which I attend about 3x a week. I also walk to class all the time and they are on the 3rd floor of the buildings and I take the stairs all the time. Last night, our county 4H program coordinator (my aunt) called and told me we'd be participating in this activity. She asked if I'd help lead a summer program on this. My experience here helped influence my active lifestyle by integrating several types of exercise into our activities, yoga, rope jumping, and survival. It was a great experience learning how other people exercise. Go BLU! I feel that I am lucky to help 4-H in any way I can after all it has done for me over the years, and I wish kids were more respectful. The one time that I went to the state fair and saw a crocodile on a stick. It was really fun I enjoyed it. I will probably go and do yoga. It's okay. There are parts that have been boring. I also think that the ambies could have been more involved. But I learned a lot that I can take back to my county. It will make me want to do yoga. It helped because I learned some new stretches. I also liked the jump rope thing. It was a lot of fun. I feel that they taught us the stuff in a fun way. The project we did showing us how many sugar cubes are in the beverages we drink. Kinda opened my eyes seeing how much sugar is in popular beverages. I feel that participating in the program will improve my lifestyle by encouraging me to go to the gym more and eat healthy. Yoga was awesome and I love jump roping. The yoga demonstration was very relaxing and reinforced the importance of flexibility. It showed fun ways to get exercise, unfortunately I already exercise enough. I really liked the yoga and deep breathing. I really hope you guys continue to do that one in the years to come. try to get more than three hours of sleep and run everyday.
It was fun and made me extremely happy.
It made me glad I think it was very educational and met new ppl
That taking time to control stress can help majorly even if its a little time.
some of the things were fun like jump rope, but some things were pointless like things to survive.
A fun camp. Good fun.
FUUn and in a good way.
Doing physical and other activities made me feel good about myself and energized.
It made me happy.
It gets you active.
Drink less energy drink and that it helps us and how to be healthier.
I don't know
To be healthy and how important it is to exercise. To know what it's like to relax through yoga. Also why stretching before exercising affects you. So thank you to all.
Most of it was fun, but I didn't learn much. Wasn't introduced to new ways to become healthier. But I know I am healthy.
I feel like this is a family when we come here it's awesome!
Usually camps I go to are boring and kidish. This one is really fun and a good age range event! Thanks for having BLU.
I feel like I will live better and healthier at home adn won't watch as much T.V. As my brother.
back home my club is waiting for us to bring back our experience so that we can apply for a grant to educate and teach kids in our area day care.
I think it helps learn how to eat healthy and to do other things like that. Sports are a good way to stay healthy.
It was a big discussion on what to put in your winter survival kit and we had a big argument on how important some things are 2 pack.
I already run over a mile everyday and have done yoga and jump rope, but I did learn what to keep in a car. large argument, canvas vs. clothing.
It taught me some more exercises and how to be more healthy, also how to identify my sparks and passions.
I learned what my activities are and I learned Gatorade is bad
It taught me how to be healthier and exercise more. and gave me new ideas on how to exercise.
I already am healthy, but would be more healthy if we could play 4-square.
I already exercise almost 2 hours a day what would help is if we had 4-box it is actually a good cardio work out and is known publicly as a 4-H event so I think in our rotations we learned 4-box and had an area we could play.
I will live a healthier life. I feel really good.
I felt as though I’m so busy with dancing and cheerleading I don’t have time to do anything else. I also feel as though this will help other people.
I probably will go to bed before 2 in the morning.
It's pretty fun! I guess..
I really renjoyed jump roping because after a long day of sitting it felt good to jump and get stretched out!
Ive learned how to do yoga. I’ve thought about yoga and always thought it wasn't cool or it wouldn't help, but I tried it and it was pretty cool.
I enjoyed the moving activities but not so much that it was semi-aerobic. I hope you take more time, variety, exciting and new activities.
I think this is a great topic for BLU but it should be more in depth.
Mountain Dew has way too much sugar.
I liked doing the moving activities and not sitting for long periods of time because sitting gets tiresome and the other activities were interesting as well.
not dying easily
Eat healthy foods
Being with friends
I did yoga
I do the same as I did before
To eat better foods
Eat healthy things

**New Hampshire**

It helped me realize how important sleep was and how choosing an apple over a cookie can make a difference. I now try to go to sleep earlier and get the appropriate hours sleep. Sleep really affects your body. I also check for healthier foods before picking something not so healthy more often.
It helped me by making me not drink soda as much.
I walk my dog everyday now because I need exercise.
I feel that making healthier choices makes me feel better about myself because I am not just being active when I do sports but I go for a run. I don’t spend much time on the computer and watching TV anymore because I don’t feel good after.
Although we did not talk about everything in this survey, I still try to exercise and I am learning self-defense.
I feel that by participating in this program has helped me to develop a healthier lifestyle because I have learned to eat healthy and to exercise often. This has helped to keep me in shape which is always a good thing.
I could be more healthy and not get diabetes and how not to become overweight.
It helped me by not eating junk.
Mostly by being away from home and learning when it was time to eat. I needed to eat healthy for night were late and a healthy meal keeps inside a person versus an unhealthy meal. I learned eating fruits is just as sweet as candy too.
Participating in this event made me realize how many steps I take in a day while I was at teen conference. It was a little bit less than I would probably take in a day in the summer. Comparing it to winter I realized I am far less active in the winter than I am in the summer.
I felt pretty much informed about how should I have too much sugar and how important it can be for an hour of exercise in order to flex my body.
I liked playing dodgeball.
I don’t know how it helped me to develop a healthier lifestyle
We made sport drink! And it was awful!
It showed me fruits are good to eat
This program has helped me better decide what foods to choose when I snack. For example- an apple vs. chips.
I feel very happy
I think it was a good thing because I learned a lot.
Walking much more from the atmosphere and buildings of UNH
Oh wow this was a while ago but this program gave me a way to keep track of my mileage to exercise more.
It did not help and was rather boring

**New Jersey**

I eat more fruits and veggies thanks to this program. I find healthier alternatives to snacks that aren't so good for me.

By being the Health Officer of my 4-H group, I was able to learn about and present ways to develop a healthier lifestyle. I talked about exercise and healthy food choices to our group.

Ever since I was in this program I have definitely been a lot healthier. I have eaten more fruits and vegetables, exercise more and am careful about healthy eating.

It enabled myself and my family to exercise more together and to prepare healthier meals.

After participating in this program I have realized the importance of eating healthy foods and making good choices about which foods to eat. I have been choosing to eat more healthy foods such as vegetables and fruit. I also eat less unhealthy foods like pizza, when I can. I am more aware of how important it is to make good choices and which choices I make.

I feel that participating in this program has helped me develop a healthier lifestyle in many ways. For example, I never really was a person that ate a lot of junk food and sweets; however, when I did eat sweets, I used to eat lots of candy during the holidays. I now have replaced candies with healthier choices including healthy fruits like apples. While I still have candy every once and a while, I no longer crave it during holidays and I eat much less of it!

I learned how to make healthier meals for my family. We tried many recipes from a cookbook we received from my Dad's health insurance company that were really good. I can even help prepare them. I am going to share these recipes with my family & friends. 4H should create a healthy recipe book too!

I reviewed the food pyramid to see what healthier foods I can eat.

I think it helped because it now I wash my hands a lot more than I use to and, I haven't gotten sick in a while.

After the Health Officer position was added to our club we began to bring in carrots and sliced apples for a snack rather than cookies and brownies. We also planned a Ice Skating trip as a club in order to participate in more physical activities.

It brought to my attention that I eat when I am bored, and I need to do more activity

Mostly learning about diet and exercise and how I should become more involved in my community to make a difference.

Participating in this program helped me develop a healthier lifestyle by realizing how much unhealthy foods we take in per day. By limiting the unhealthy and increasing the healthy foods, we can gradually become a more healthy community.

I think the program is a very good addition to the club's regular activities.

I have learned to monitor what I eat, and make healthier snack choices.

The activity associated with snacks... whether you like salty, sweet, crunchy...etc. foods. This was a good activity. Once you know what kinds of snacks you are more likely to choose, then you can make better choices. For example I like salty foods. Instead of chips, a better choice maybe lightly salted nuts. The club members had remembered discussing the topic from the previous month and talked about it again at the next meeting.
We had a personal appearance by a woman who owned a health food store. She shared much knowledge and showed us how to make a very healthy milkshake. I make them all the time now!

I like being in a group that all have the same interests and goals that I do. I do not like having this program. I joined 4-H to learn and excell with horses. I learned about health and nutrition at school, all my years. Talking about the health is taking about what we joined the club to do. We didnt join about learnign about food, we joined to learn about horses. It takes about away for us, we havent discussed about horses once yet because we take up all the time with the healthy foods, i hope its not like that at our ridding meetings.

It made me more aware of things I should be doing to be healthy. When I take that Swiss Roll out of the cabinet, I sometimes think that I should be eating something more healthy.

Great program!

I feel I will be a heather person by eating right and exercising. This is an interesting program for both the children and for adults. It is interesting to talk to the kids and find out what they are thinking about eating healthier and getting exercise. With the techno boom as big as it is these days it is difficult to get kids away from their cell phones, tv's, iPods, video games, etc. Luckily our kids have horse projects and really enjoy spending time riding. We focus alot on the muscle groups affected by riding and have even talked about the different muscles that are felt when riding a bike instead of their horse. i really believe they are enjoying learning how to eat better and get more fit physically.

Through this program, I became aware of the increased serving sizes that are offered in place of smaller more calorie managable sizes. I am currently eating reduced amounts especially in the area of bagels, pizza and soda. I am more conscious of what I eat.

It made me aware.

The health officer brang in vegeables and tought about them. That made me feel happy and glad. So far we only focused on making healthy choices. Our club only meets every 2 weeks, and since health officer selection (and his program orientation), we ahv had only one club meeting where we could discuss anything at all related to this. We did the food descriptor activity. I appreciate the need to assess the program, but you have to give us time to get it started - this survey is EXTREMELY PREMATURE

I like doing the health officers I’m leaning alot about eating healthy thank you

**North Carolina**

I have been walking more on the treadmill at home for more physical activity and exercise. I also, spend time walking outside with my mother and aunt. I try to eat healthier. I eat yogurt and I eat more fruits. I have taught to others about eating healthier.

I need right now, I know the health foods and I just love eating healthy. helped me learn to eat more healthy foods and excersise daily.

Me being a child with alot of health problems, this program helped me by informing me or what not to eat, how much to eat and how to keep myself safe. I am so blessed and honored that i was able to come to the healthier lifestyle program. This is a program that can keep women informed and alive longer, thank you 4-H. It was truly a blessing.
I enjoyed it!!!
I learned that I need to eat more fruits and vegetables and to exercise everyday and not watch tv so much and stop eating so much junk food its not good for me. Thank You I had a lot of fun learning all of these new things!

Oklahoma

We had Germ Busters for our monthly 4-H meeting. Ashlan Wilson did a thing about germs. She had a light and some germ lotion and we had to wash our hands and try to get the germs off. She read a story to us about a bear who had to wash his hands so he would not get sick. We got stickers for doing a good job.

Well, it helped me realize how bad certain substances can seriously affect your healthy lifestyle. I will use this knowledge to my benefit and I will also let others now how bad drugs can be for them.

It has made me to make the choice to never smoke or do drugs.
I learned a lot from the games, and am now concerned more about drugs than I was. I have always been underweight. By getting more exercise, I am getting stronger and having less respiratory problems. This program has really motivated me.

The Wii-Fit program at the Lock-in was fun, and we are getting one for the whole family. And they talked about healthy snacks and drinks at the lock-in. This will make me healthier.

I got some of my friends to come play with me and now we can run farther without getting out of breath. We are also getting better at basketball.
I do exercises in the house and will get more exercise when the weather gets better.
I got pushed to get active and enjoyed the programs. Now I don't feel as tired and I'm going to keep it up.
I'm not as tired as I was and can play more.
I want to let my friends now it's a bad choice to use drugs and alcohol (b4 ur 21).
Participating in this program helped me to make healthy choices, eat healthier, how to handle foods healthy, how to eat more healthy foods, how to kill germs and now I'm going to wash my hands more.

I like the 4-H games because it teaches kids how to not screw their lives up with drugs-n-such.
well.......we played games that really helped me figure out that doing drugs and drinking is unhealthy and can cause serious damage to you and other people.
I learned that drugs can be destructive to your life and to avoid them at all cost.
Well this program was very educational concerning the types of drugs that are available to us in this day and age. It helped explain what different substances do so I am less likely to do them, even though I wasn't planning on doing them in the first place. I now have a strong knowledge of how drugs affect peoples system so when people ask me about it I can give them an informed reason why I won't do drugs.
Don't do drugs, we learned they are bad for you as well as smoking and drinking.
I liked playing the 4-h games because they taught me about all the negative sight effects of drinking, drugs and my choices.
Hugs Not Drugs
I like playing the 4-H games because they taught me about drugs and the effects. I learned about all the sight effects that are negative and and make me not want to do drugs. Thank You!
I realized how destructive drugs can be to a person's life and are harmful to their
health and well-being.
I learned that more people than I new participate in drug and alcohol activities. Also i learned more about the affects of it on people that use it.
I learned about health and what the use of drugs may do to your life.
I have learned to no do drugs or anything that is based on drugs. I have also learned not to do anything concerning with alcohol or alcohol related beverages. I learned that I am an important part of my community.
it help me learn the importance of not smoking
It makes me not want to smoke, drink, or do drugs ever.
The games we have played r the drugs and the smoking. I learned the bad effects of these so I will never do them.
The games we played at school were very informative and they made me more aware of the harmful effects of smoking, drinking, and abusing drugs.
Not do any type of illegal drug
I learned that it is bad to do drugs and/or alcohol. For every action that you make, consequences will be given. They have bad and sometimes lasting effects.
it was a great way to learn about how not to do drugs.
It helped us learn about the horrors of drugs, inhalents , steroids and other drugs
It was a great way to learn about alcohol,drugs,and smoking.
I thought this was a great way to learn about drugs, smoking, and alcohol.
It was a awesome way to learn about drugs and alcohol, smoking, inhalants, and many other drugs..
A good way to learn to learn about drugs and alcohol. I learned to not do them.
i thought this was a great way to learn about drugs.
I have learned alot about drugs and alcohol.
I thought this was a great way to learn about drugs, smoking, and alcohol.
I thought this was a great way to learn about drugs, smoking, and alcohol.
Most of the food in vending machines is not good for me
i will think about how many calories are in fast foods and snack machines
We learned about the caloriesw in vending machine snacks
i think more people should get at least a little bit of exercise each day and eat more than one fruit or vegetable a day.
They let me lead one of the workshops on exercise and that makes me want to do more and do it again. Now I have found some healthier snacks that I like, not like those that taste bad, and that will help me lose weight.
We got to work on a Senior Sweetheart Dance for older people and we learned to do some of those dances. They were a lot of fun. I like to dance and now sometimes I exercise to music.
I learned new cool ways to get my body moving.
It helped me understand more about healthy eating.
I learned about healthy foods and exercises that I can do by myself and I can teach others.
We had alot of fun at the 4-H club meeting and we learned about germs. Too many people don't wash their hands after they go to the bathroom. Ashlan had a light that showed germs on your hands and you had to wash the germs off. It was fun.
Don't put your hands on the water faucet after you wash your hands because there are germs on it. There are good germs and bad germs and you can get really sick from germs.
I learned to wash my hands. Don't put your fingers in your mouth, you will get germs
in your mouth. Don’t touch the door because there are germs on it.
I learned to wash my hands for 20 seconds. I helped the younger 4-H members to
correctly wash their hands. I learned that only 25% of people wash their hands. I
liked this workshop and it was very interesting.
I learned that only 25% of people wash their hands after they go to the bathroom.
You need to wash your hands thoroughly for 20 seconds to get germs off. It was very
interesting. Wash your hands at least three times a day to help prevent disease and
sickness.
During this program I learned that more exercise in my life will help me to be more
physically fit and a more active person. I also learned how to eat more properly in
order to maintain a more healthy lifestyle.
I learned that exercise is important to living a better life. Exercise gives you energy
and a happier life.

Oregon

I learned about adding more calcium for bones to my diet
try to eat more fruits and vegetables and less prepared foods to be healthy
I got to measure the sugar and salt in foods so I could see how much I eat in fast food I
like. Now I pick better food to eat to be healthy.
I am trying to be a better citizen. I am trying to make better choices and say no when
things are not good.
I am able to make better choices about healthy food to eat. I think more about what to
eat when I go with friends for fast food cause some stuff has lots of fat and salt and
sugar.
I am trying to eat better so I can lose 15 pounds. I learned how to look up calories in
foods I eat.
I try to pick healthy food like fruits instead of candy bars when I need energy.
I am trying to pick food that does not have as much sugar in it. We do not have much
fruit in my house cause it cost so much.
I try to eat more fruits and vegetables and drink not as much Pepsi.
I learned how to help my community by planning a project. I learned more about the
fat and sugars that are in food and also salts. I try to pick healthier food to eat.
I am trying to eat less fat by not doing as much fast-food. I also try to drink juice or
water not soda.
I make better choices about healthy foods. I eat more fruit. I help my sister with better
diet choices.
I try to eat more fruits when we have them at home
I helped pick out good choices of foods to eat that have less salts
I try to remember to eat less foods with lots of fats and salt
I try to eat fresh food more
I am trying to think about the food choices I make so I can be better with baseball and
summer swim program.
It is better to eat more fruits vegetables and grains to watch your weight.
I learned how to plan better foods to eat like more fruits and vegetables even when I
am in a hurry instead of fries and fat foods.
I learned how to help plan a leadership and health conference with Mrs. Dawson. I
learned how to pick better foods to eat for lunch with less fats.
I learned better choices for energy foods before I play sports
I learned why it is better to eat more fruits and vegetables. I learned why calcium is
important.
I learned to eat better stuff like fruit and vegetables
I learned more healthy things to eat before basketball
I learned how to pick better foods for nutrition before my soccer games
I learned how much fat is in fries and chips and how to pick better snacks
I learned about how to eat right before I do sports
I learned how much fat is in some food and how to look on the label to see what a food really has in it
I learned about refusal skills from Mr. Thompson. I learned to eat less candy and more fruits.
I learned about refusal skills from Mr. Thompson. I learned to eat less candy and more fruits.
I am more respectful of the feelings of my friends. I also learned how to pick food that is more nutritious.
I learned how to plan what I will eat and try to eat less fats and more fruits and vegetables. Also to drink more milk cause your bones need to have calcium
I learned how to use the food pyramid to make healthier choices of what I eat.
I learned how to read food labels to make better choices with not as much salt and sugar
Ms Wolfe showed us how to look at what we eat at fast food and to pick better choices of what we eat to be healthier.
Ms. Wolfe taught us about different types of food allergies and how to look at labels for fat and sugar content. We also learned about the food pyramid and how to make better choices in what we eat.
How to plan ways to do things to make my town better. How to pick food with better nutrition for you
I learned to eat less salt and sugars in my food
I learned to pick good foods like fruits and less fats like hamburgers and fries to be healthy
I learned about how to see the fat and sugar and salt in food you eat and why you should eat more fruits to be healthy
I learned to think about the food I eat and try to not eat as much food that has lots of sugars or fats.
I learned how to plan better foods to eat to be healthy all my life.
I learned how to pick out better snacks
I learned how to eat better to be healthy
I learned to try to eat more fruits and vegetables and less prepared foods like cookies and fries.
I learned about how to eat better before I practice for basketball. I learned about high energy food and how to read labels.
I learned about different choices for foods and how to read the labels. I learned where to look for fats and sugars on the boxes and cans to make better choices.
I am healthier because I know how to pick better foods to eat and how to help make good choices with my friends.
I learned about different kinds of food tolerances like lactose tolerance. I learned how to pick healthy foods.
I learned how to plan healthy food choices for my day like more fruits and vegetables and how to keep track of my steps.
We learned about calcium for bones and how to pick food with less fat and sugars.
I learned to eat good food instead of junk food so I can feel better.
I learned to pick healthy food to eat but sometimes we do not have fruit at home.
I learned about the food pyramid and what I should try to eat to be healthier. I learned how to read label to see how much fat and sugar were in the food and how to make better choices. This camp helped me pick better foods to eat with less fat and sugar. We got to measure how much sugar and salt are in fast food and then pick better foods. Now I will be more careful. I helped plan a healthy attitude conference. I learned more about calcium for my bones and how to pick healthy food. I helped plan a healthy living conference. I learned to keep track of what I ate for a week and then to see what I did not have from the food pyramid so I can try to be more careful of my diet. I learned about how to pick healthy food like fruits and juice to help my diet. I have more information on how to be healthy. I learned to make better choices in the food I pick to eat. I learned to be more careful about what all I eat like fats and salts are bad for you. I know now how to pick food that is better for me and how much to exercise. I learned to consider sugar and fat in my food choices, it is gross to see how much fat is in some food. I learned how to take care of myself by making good choices like exercise and eating less fast food. We learned how to make healthy choices and eat better foods. I learned how to make good food choices and how to be a leader in my town. Thank you for your help Walmart. I learned to watch more of the kinds of food I eat. I did not know how much fat and sugar was in a blizzard - it was lots of calories. I learned to pick juice or water to drink and to eat more food with milk like cheese for my bones. I learned to be healthy by eating better and doing more exercise. With this class I learned to pick healthy food so I can live longer. I learned to be a leader at school so someday I can be a leader in my town. I learned about sugar in food. I learned how youth can plan ways to make our towns better. I learned to pick food that is good for me. I learned to eat better and get more rest to be healthier. I learned to eat more fruit and vegetables. I learned to keep a chart of how many steps I make each day for fitness. I learned to watch the salt and fat in my food like fries and cheeseburgers are not good to eat all of the time. I learned more about nutrition like picking fruit and vegetables and eating less food with salt and fat. I learned more about nutrition and healthy lifestyles like exercise. I learned how to help plan ways to do things in my town to make it better. I learned how to have a better diet. I learned to take better care of my body. I learned new things about the food I eat like salt and fats and sugars. I learned how exercise burns calories. I learned how to be part of my community and how to take care of my body. I learned to eat better foods to be healthy. I learned how to pick better food to eat to be healthier.
I learned to pick more fruit and less bad food like fries and soda.
I learned about the food pyramid and how to pick healthy meals. Thank You.
I learned how to be a leader and how to take care of my body. Thank You Walmart and 4-H.
I learned to eat better and do more exercise to be healthy all my life.
I learned to eat better.
I learned to pick fruit to eat and drink more water. but we do not have much fruit at home to eat so when I get older I will try to pick fruit for my kids so they can be healthy.
i learned to pick out more fruit and not so much candy so i can feel better.
i lerned to be a better person and eat better.
I learned to make better choices so I can be healthier.
I learned better food to eat so I can be healthy all my life.
I learned how to better plan what I pick to eat so I will be healthy.
I learned how to plan a project for my town.
I learned how to be careful when I pick good food for my body.
how to eat better so I won't get sick.
I learned about making better choices and not letting bullies bother me as much at school
I learned to eat more fruits and less fat food. I learned how to pick good food for my body.
I learned how much sugar, salt and fat are in fast food things. I will think more when I order fast foods I like.
I learned to eat food that has less fat and salt to make me feel better.
I liked the class where we figured out the sugar in coke and other soda and the fat in the fastfood we like to eat. I did not know about all of the salt in food and how to be careful. Now I know what to think about when I pick food but I still like to have fries just not as big of a size.
I helped plan a better diet by eating more fruit and vegetables. I know more about milk and my bones cause I didn't know how bones went away when you didn't eat enough milk foods like cheese and yogurt.
We did things to see fat and sugar in food so we could see why you shouldn't eat lots of fats.
serving size is important and how to look on the pyramid
check serving size to help with weight
fats sugar and salts in foods and what is a serving
to be careful about serving sizes
to look at the foods in the store and pick low fats and salts
how to make better choices to be healthy longer
I learned to check labels and think about the fats in foods I choose
how to make healthy food choices and plan things
to eat more fresh foods
making healthy food choices helps my fitness
How to pick better foods to eat before games
better choices to be healthy
I learned how to match food calories with what I need to eat each day to maintain my weight
I learned about the pyramid and healthy choices
I learned how to look for food that will help me do better in sports energy
how to pick food that is good for your body
I learned about fat and salt in food and how to look on labels when picking out things
to eat.
I learned how to look at labels for calories and vitamins
I helped with the planning committee for the conference. We had a nutrition class that
was really fun on fast food choices. I learned about the food pyramid and how much is
a portion.
I learned about the food pyramid and how much is a serving of food to make better
choices.
I learned how to calculate calories for the day to see how I can loose weight to be
healthier.
I learned how to read the pyramid and how to make better choices each day
I learned how to plan a conference on healthy lifestyles and how to pick food that has
less fats.
I learned about the vitamins in fruits and how to pick healthy foods.
I helped with the nutrition class at the conference. We learned about fast foods and
how to make healthy choices.
I helped plan the leadership conference. We picked lunches that would be healthy for
everyone.
how to eat better foods
I learned how to look at labels to see the calories and fats.
How to make healthy choices
We learned about the food pyramid and what we should eat to be healthy
I learned why you should be careful with what you eat to be healthy all your life.
How to pick better foods to eat to be healthier
How to make better food choices
Why it is important to select fresh fruits and vegetables instead of fast foods.
Why it is important to select fresh fruits and vegetables instead of fast food.
Why it is important to select fresh fruits and vegetables instead of fast food.
Why it is important to select fresh fruits and vegetables instead of fast foods.
What the food pyramid is and how much I should eat each day to be healthy.
How to be healthier. That fruits are good for you to be healthy.
How to watch the fats in foods to not gain weight. To exercise every day for healthier
body.
How to make healthy choices.
I liked the fast food information and how to look for fats and sugars in foods.
How to make healthy choices.
How to make healthy choices.
I learned about the food pyramid and how many servings I need each day to be
healthier.
How to make healthy choices.
How to make healthy choices.
not to eat so much fast food that has fats - to pick fruits and vegetables instead.
How to make healthy choices.
How to make healthier food choices and how to watch calories in foods.
How to make healthier food choices and how to watch calories in foods.
How to make healthier food choices and how to watch calories in foods.
How to make healthier food choices and how to watch calories in foods.
How to make healthier food choices and how to watch calories in foods.

Ways to be more physically fit.

More about refusal skills and healthy food choices like less fat and salt.

I learned how to pick healthy foods with not as much fat and sugar. To eat more fruits and vegetables.

We learned how to measure fats and sugars in food. Why we should eat fresh food with more fiber to be healthy.

I understand how to use the food labels to make better choices.

I learned how to plan better menus.

I learned more about the food content and where to find the salt and fat in food.

We planned a conference on healthy choices. I learned how to make better choices with what I do to my body.

I learned about how to find fat and sugar in food I eat.

I learned why I should keep track of calories and fats in foods I eat to be healthier and why to exercise more.

Why I shouldn’t always eat fast foods.
We learned to read labels for salts and fats and to pick better food choices.

Puerto Rico:

siento que aprendi mas sobre la nutricion y como tener un estilo de vida mas saludable
I have more knowledge about nutrition.
I am very interested.
Very interest.
I feel very good.
Very good.
Very good.
I feel very interest.
I feel proud because young people are interesting in other.
I like to be a participant.
I like to be a participant.
I feel very good.
I feel so proud of my participation.
It is a very good action.
The program help me.
I feel very interest in the program.
The program is very interesting. I learned so much.
I like to help others.

me senti bien y kool participando en este tema.
bien
bien
muy interesante,ya que aprendimos sobre alimentos y como hacerlos y cocecharlos en casa.
no participo
Me siento bastante bien y he aprendido muchas cosas
Me gustó lo de grasas, azúcares y sal
Siempre me ha gustado orientar a mis seres queridos sobre su salud y bienestar
Me siento bien al saber que los jóvenes deben estar saludables
Me sentí bien porque aprendí algo más en mi vida.
puesme parecio muy interesante y pues parte de todo esto podria usar para mejorar mi nutricion y mi estilo de vida...
no participo
muy bien
Me siento muy contenta y orgullosa porque la nutrición es muy importante y desde hoy empiezo
Me gusta he conocido una nueva forma y más emocionante de vivir saludable
Me siento bien y aprendo mucho
Participando en este programa me siento en un mundo aparte. Un mundo totalmente saludable con personas que quieren ayudar y contagiar con su estilo de vida.
Muy charla
Super bien, es bueno tener un cuerpo saludable
Me siento bien
me sentí bien pero me hubiera gustado un poco más de énfasis
Pues la verdad me siento muy bien
Muy bien
Muy bien ya que ayudo no solo a la comunidad, sino que también el ambiente y que
DIOS les biendiga mucho
Muy bien agradecida
Bien acleré varias confusiones que tenía y aprendí bastante espero seguir
Me sentí totalmente bien, la conferencia estuvo estupenda
Muy Bien
Bien porque me gusta aprender
Muy bien porque así puedo aprender
Bien
Bueno
Bien
Me siento bien con este estilo de vida
Me siento bien y aprendí muchas cosas que no tenía ni idea que fueran así
bien mas aprendí a quererme y apoyarme para una vida saludable
.....................................................
me siento mas segura y que aprendi como cuidarme mejor
Bien porque me orientan
bien
Me siento bien porque yo aprendí sobre nutrición
me interesó y pienso que me haría muy bien en mi estado de vida
Me siento super bien ya que me orienta sobre la buena salud
Me siento feliz de ser parte del Club 4H porque aprendo mucho de como puedo
mantenerme saludable
Pues la verdad me siento bien siempre, como saludable no como muchas cosas que
antes comía
Si me siento muy bien
Me siento bien porque puedo hacer algo para la comunidad
Me siento bien estando en este programa
Super bien es bueno para mi salud
Me gustó
Me siento muy emocionada al saber que soy de ayuda para otras personas. Estoy muy
orgullosa
Muy bien animada a tener una vida saludable y llena de actividad física
El programa fue excelente y ahora se qué debo hacer para mantenerme saludable.
Muy bien
Muy bien de saber todo eso.
Fue algo muy divertido y muy importante
Lo deben volver hacer
Aprendí mucho y me siento bien
Me siento bien porque aprendí mucho
Estoy contento porque aprendí muchas cosas buenas
Me siento feliz y seguro de que quiero y mis maestras me enseñan
Estos programas deben seguir
Me siento satisfecha y orgullosa
Fue algo nuevo para mi
Fue algo nuevo para mi y me gustó mucho
Me sentí muy bien porque nunca había participado tanto
Es algo nuevo y interesante
Me gustó mucho
Me siento muy bien, ya que antes no tenía tanta fluidez con el público
Bien contenta por enseñarle a las personas.
Bien porque aprendo cosas
need more time to share information.
bien bien
Bien -porque esto puede cambiarle la vida a muchas personas.
se siente bien aprender sobre la nutricion
y6 0e s5ent 04y b5en
me siento bien
bien
me gusto bien aprendido comer ejercitarce y alimentarme.
me siento bien e aprendido sobre la nutricion
bien porque dice muchas cosas ciertas
me siento bien porque aprendi mas sobre una vida saludable
bien porque asi sabemos que podemos y que no cuando tenga limite y despues de
sierta hora
me siento muy bien
muy bien
bien
I think it helped a very lot.
super bien
no
I HAD A GREAT TIME i loved dancing
me siento super bien porque me gusta el tema
bien
Me siento bien porque me gusta
me siento muy bien porque estoy aprendiendo sobre la alimentacion y me gusta esto
jusgado
bien
Me gustó y me interesó
bien feliz
Me gusta el programa de estilos de vida saludable porque estaba gufiao
Me gustó
Me gustó porque fue divertido y deseo continuar en el programa
Super bien me enseñó muchas cosas de la salud mía y como me vería
Me gustó porque me enseñó a comer saludable
Me gustó
Me gustó y me encantó
Me gustó y me interesó.
Me gustó mucho y me gustaría volver
Me encantó
Me gustó todo lo que aprendí.
Me gustó
Me interesó, me gustó y me encantó y quisiera participar otra vez
Me gustó porque me enseñaron sobre buena nutrición
me siento muy bien
Yo me siento bien porque comparto con las maestras y los estudiantes
Me gustó porque me enseñó mucho cosas de nutrición y a cómo cuidar mi cuerpo.
Me siento bien porque me enseña a vivir mejor
me siento bien
Me siento bien porque me escogieron como líder del programa
Me gustó porque me enseñó mucho cosas de nutrición y a cómo cuidar mi cuerpo.
Me siento muy bien porque trabajamos en equipo
Me siento bien porque aprendí cosas que nunca había hecho.
Me siento bien ya que participamos mucho en los talleres
Sí me gustó porque trabajamos en equipo
Me gustó mucho. Aprendí cosas que nunca había oído.
Me gustó por las charlas educativas
Me gustó por los alimentos nutritivos y la naturaleza
Me gustó por las charlas
Me gustó porque nos enseña a comer saludable
Me interesa porque en el programa nos dan charlas educativas, nos enseñan y educan correctamente y gracias a este programa estamos salvando a Puerto Rico
Me gustó mucho porque aprendimos muchas cosas
Me interesa porque nos dan charlas y me interesa la pirámide alimentaria
Me gustó porque se enfocan en hacer el bien en el mundo
Me gustó el programa porque nos traen charlas de alimentos saludables.
Super bien
Me siento bien participando en este programa
El programa me enseñó a comer saludable
Me gustó
Me gustó mucho
Me gustó mucho
Me gustó mucho el proyecto porque aprendí muchas cosas buenas
Me siento muy satisfecha ya que he aprendido mucho sobre la nutrición, como ejercitarme, etc
Realmente bien porque uno siempre aprende cosas nuevas que estabas haciendo mal y no sabías
Me sentí muy bien al aprender muchas cosas nuevas
Bueno, me siento bien ya que el programa me ayuda mucho con el tema de salud y así puedo mejorar mi estilo de vida
En este programa me siento bien ya que aprendido de salud
Bueno yo me siento un poco nervioso ya que es mi primera vez
Me siento muy satisfecha ya que he aprendido todo en cuanto a la salud
Super porque estoy motivado y quiero enseñar todo lo aprendido
Me siento bien porque aprender a cuidar mi salud y como puedo ayudar a los demás a cuidar su salud.
Me siento muy orgullosa por estar en un programa tan necesario para la comunidad y de mucha información que no muchas personas están consientes
Me siento bastante bien participando en este programa y me siento orgulloso de estar en este programa
Me siento muy bien, me siento muy cómoda, me he divertido mucho y además he
aprendido muchas cosas que puedo aplicar a mi vida y enseñarles a otros.
Una chica renovada al aprender cosas nuevas sobre los estilos de vida saludable
Participando en este programa de Estilos de Vida Saludable me siento positiva y útil.
Me siento satisfecha pues he podido aprender todo lo necesario para tener un mejor futuro de vida saludable.
Definitivamente mi estilo de vida ha cambiado con este proyecto. He tomado todo lo que he aprendido y lo he compartido con los que me rodean. Sin duda alguna, un éxito.
Me siento super bien porque he podido aprender mucho sobre los alimentos, la nutrición y sobre ejercicios.
Me siento bien porque puedo ayudar a otras personas de mi comunidad, pueblo y país.
Me siento bien participando en este programa de Estilos de Vida Saludable
Me siento como si tuviera ayudando para un mundo mejor
Participando en este programa me siento super bien ya que estoy obteniendo nuevos conocimientos y lo recomiendo a todo el mundo
Me siento muy bien deberían hacerlo más a menudo me gustó porque conozco gente nueva de diferentes pueblos
Quedé impresionada, es maravilloso he adquirido nuevos conocimientos. El Programa comenzó cuando más lo necesitaba, veo un lado bien positivo para hacer un cambio en la niñez y juventud.
Me siento bien me gusta que todos seamos amigos y que pueda enseñarles a mis compañeros y a mi comunidad.
Me siento bien
Me siento super bien ya que al orientarme, oriento a los demás
Me siento sumamente orgullosa en participar en un programa donde toman en consideración los jóvenes para el bienestar de mi isla.
Me siento orgullosa y con gran satisfacción por el trabajo que estoy realizando
Me siento bien gracias ha este programa puedo orientar a otros y a mi de todo lo que puedo hacer comiendo saludable y haciendo ejercicios
Me siento con conocimientos sobre todo lo que tengo que hacer
Me encantó mucho por que conocí muchas cosas y aprendí cosas que desconocía
Muy bien segura de una misma
Muy bien
Muy bien
Me siento parte importante del Club y de mi comunidad pero sobre todo de mi mundo.
Happy and healthy
Happy, healthy and help others feel the same
I feel good because the program is very interesting for me.
I feel very good.
I learn to eat nutritious foods.
I learned to select nutritious food.
I learned very good thinks and I wish to continue learning to develop a healthier lifestyle and help others to do it.
Me siento bien
Se siente super bien saber todo esas cosas
Cool
I feel very interest in the program.
Participate in the Program result very interesting to me.
I am very happy to learn about nutrition.
I learned nutrition so much.
Muy feliz porque ahora puedo tener un estilo de vida más saludable.
Me siento muy bien por haber aprendido tantas cosas sobre una vida saludable y ahora podré vivir mi vida más larga y saludable.
Me siento muy bien porque puedo aprender como alimentarme saludablemente.
Me siento saludable y joven
Bein contento, la orientación estuvo excelente y aprendí como llevar una vida saludable y mantenerme en forma.
Al participar de esta charla he aprendido mucho de los alimentos y la forma de vivir saludable
He aprendido muchas cosas y me agrada
Al aprender esto ya puedo protegerme y protejo a los otros cuidando nuestra salud.
Me siento seguro y con una alimentación saludablemente. Fue de mucha ayuda la charla y espero seguir ejercitándome para estar saludable.
En la charla pude aprender varias cosas como alimentarme y llevar a cabo una dieta para una mejor calidad de vida.

South Dakota
Now when i get the chance to choose healthy foods i get it and when i get the chance to exercise i exercise.
i have been eating healthier food and watch tv less.
um...i make healthier food choices and i make myself be active everyday.
i box, wrestle , work out with my brother Angelias or by myself in my room , i lift weights and work outs . I bike around with two friends Cierra and Matthias .I walk around my hometown Marty, SD . I hit our punching bag, i play soccer with My 2 friends Cierra and Matthias . and thayts all i can think of and theres more.
It made me realize that I only have one life and need to make the most of it.
It is important because little kids need to know things about how to be healthier and stronger and they can learn that if they have an older sibling or from an older friend in school.
i only did it once becuase i chose not to do it because i had to much work to catch up on.
i liked to read to the 1st and 2nd graders in my school and i love to help them learn to eat healthy and make healthy choices when it comes to food choices. I like to thank the people that have helped me make the right choices when i eat food thank you.
um don't have any stories
it showed me fruits and vegetables help your body

Utah
I ate two bananas once.
I feel great and tired from running.
Now, after this program, I'm more willing to eat fruits and vegetables.
We learned about serving size and how to read food labels. I will watch what I eat better.
I will eat healthier foods. I will work out more.
I will eat healthy and ride my bike.
I will eat healthier every day.
I think it was a wonderful program and it helped me to get more exercise and eat right.
I will eat healthier food and exercise every day.
I will ride my bike and eat healthy.
I want to eat healthier food.
I ate no sugar for lunch.
We played games after each lesson so I now like to play some of those games and that has helped me be active.
I exercise more.
I eat healthier foods more. I also exercise a lot more.
I liked it, I am going to eat better.
It was awesome I learned about vitamins and being healthy.
I liked when I learned about working in and working out.
Good because if I eat the right amount of food and exercise the right amount of time I will be skinny.
It was fun and I already knew a lot of the stuff, but I learned a little extra.
We learned about how long we should exercise each day and how it is very important to do.
That the more fruits and vegetables you eat the longer you live.
It helped me see clearly about how many fats are in foods.
Not eat bad stuff so you don’t die or get fat.
I feel good.
This was a good program because most of the time the participants are having fun and enjoying the activity.
I learned that the stuff we eat can effect our lifestyle, and I also learned about the food pyramid.
Too much talking makes me fall asleep.
Learning about food.
I liked the footballs.
I learned how I can get fat or skinny.
Eating three food groups at breakfast is good.
It helped me understand health better.
From eating non-healthy food to eating healthy food it was really fun.
I feel that we should exercise more and be more active. We learned about serving sizes and stuff.
I think this is a very good program. Some of the topics could have been discussed more thoroughly.
I now know how much to eat of everything (5 food groups)
I learned that good food helps.
Playing all the games made me want to exercise.
I liked it.
This program is really fun and I like it.
It was fun and now I know how to be healthy.
I thought it was a fun way to learn about the food pyramid and healthy diet cause we got to play fun games and activities.
I learned about energy in and energy out.
Helped me want to be more active and want to eat food that is healthy for all of us.
Eating all the yummy and nutritious food was really cool for me.
Eat better foods.
I need to eat more than more.  
I ate good food.  
The restaurant was excellent and it was healthy.  
In a "Mix it with Milk" we learned that sugar could be a bad thing.  
Learned more about it.  
I feel good.  
Learn new ideas, being healthy is good.  
I learned a lot and had fun.  
Learned a lot and had fun.  
I learned that it is important that you some oils but not too much. I also learned a lot and had fun.  
We had good snacks.  
I will be healthier - fun, food and exercise.  
I liked it. I thought it was fun, and I learned about what amount of a snack I should eat and I learned a lot of activities I can do a lot.  
I can now find new, fun games that give me exercise.  
Exercise more often.  
Look at calories on boxes.  
Write it on my mom’s calendar.  
We do lots of fun games and snacks.  
I had a lot of fun.  
I liked passing the football and naming foods that are healthy for you.  
New ideas in a fun way.  
The program showed me that there are fun ways to exercise.  
It taught about healthier foods and how to get more exercise.  
I know some new stuff.  
When we played football.  
Like the food.  
It’s awesome.  
Good.  
We did hoola hoops.  
To be healthy every day.  
Eat good.  
To eat healthy food.  
I learned that exercising is healthy and fun.  
I feel good about it.  
I learned how much servings you should eat so now I know how much to eat and be healthy.  
Now I know how much I should eat. 
I did know that to do good everyday.  
I did not know to look at the serving sizes.  
It helped by eating healthier.  
I now know what foods are healthier.  
Way fun.  
Play is fun.  
Smoothies with spinach is good.  
It feels good to run.  
Will be fun to fill the chart out.  
It was fun.
Liked it.
Fun.
I feel ok.
I enjoy the sports.
It helped me get exercise.
It is fun participating on this show.
I think this made me want to do more activities.
It was fun, I had fun.
It was fun.
It was fun.
Good
It really helped my diet.
Eat good.
Play fun games
Food gives me energy.
Milk makes good strong bones.
Love energy in and energy out games and activities.
Fun-Food-Play
Played and had fun.
Fun to play and eat.
The kids enjoyed the lessons, activities, and snacks but too young to retain information.
Play fun games.
Stay healthy - eat good.
The kids enjoyed the lessons, activities, and snacks, but are too young to retain the information.
Loved the tug of war activity - still talk about it
I like this activity.
I learned to eat more vegetables and how much you need.
There are a lot of yucky foods.
I learned about energy out.
We talked about energy in and energy out
I know that I need to eat and then exercise to burn it off.
Good snacks, had fun with the rope.
I liked it. I felt healthy.
I liked it and it was fun.
I learned to eat healthier and exercise while having fun.
I learned to eat healthy and exercise.
I felt good and I learned a lot about food and fitness.
I think you should get a lot of exercise so you could become a happier person.
I liked it.
I liked it.
I learned how to eat healthy.
I liked it very much.
I felt good and I learned a lot about food and fitness.
I need to exercise more and make better food choices.
Different ways you can exercise.
It makes me feel good.
It taught me to stay healthy.
I learned a new type of exercise. I was told how to eat healthy. This program taught me that we need to stay healthy and eat healthy too. We also did a lot of exercises. We talked about things we could do to be healthy. I also thought it was really fun. It makes me feel good. I feel great because it wasn’t a waste of time. I will try to work out and not eat as much calories. I will try to eat better and exercise more. I will try to do what I can to make my body healthy. I thought it was fun. It made me get up and do more healthier things. To get healthier I learned the five food groups. I learned I need calories sometimes and I had fun exercising and I loved trying to beat my goal. To be healthy and to live and not have a heart attack and 4-H is really, really good for us. I feel happy. I feel good because I got my exercise. Well, they scared me by telling us that the more calories I have the harder it will be to lose them. They also told me that I have fun exercising, and I did have a GREAT time. I would feel a whole lot more healthier to exercise a whole lot more than I usually do. I learned a lot from 4-H and about being healthy. I think people should believe in losing fat. Very good. Now I know about how many colors, and can choose how much food I need. I also learned about in and out energy, and it helped a lot. I learned that your body is important. I feel so happy. I like to do this. Exercise. The exercise and the snacks we got. Taught me about my body and being healthy. Eating veggies. I think it is good because I think it will make me more fit. Yes, it has helped me be more active. I liked this because it made me more healthy. Eating vegetables, eating healthy, eating fruits. Eating healthy. Eating fruits and vegetables, and meat and beans and balance them.

Wisconsin I think that by this program i have been spending more time outside and don’t watch tv often. I am very active and like to use the exercise ball and enjoy doing yoga. I have now taken up jogging with my horse as well. It is a great program. I will eat better, exercise more, take it seriously, and use texting and internet safety (not) I found out that exercise can be fun rather than something you have to do. I horseback ride more often now and just adopted a horse so I am out everyday riding. I have eaten more fruits and vegetables. I also watch my portions of food more and drink more water instead of soda. I also set privacy settings on Facebook now. It helped me because I make myself be more active and when I am active I find it easier to go to sleep at night.
I now exercise more each day and I know what kind of exercises are good for me. I also learned that you become more active when you exercise.

I feel a lot more healthy. I have found new activities to do :) I am involved in the community now.

I eat better now.

It helped me be healthy and physical and how to have fun doing it.

I feel more energetic.

I have helped other people eat healthier food, and I try to eat healthier food myself. I liked trying healthy food from other countries.

I never used to like many foods but now I do.

I learned that you can stay very healthy by running and playing with my friends. When I play with my friends I get the most exercise.

I learned about how much fat is in milk.

It helped me think about what I eat and drink and how much food I eat.

This program taught me how to stay fit in many different ways, and exercise in different ways;

I feel that this program has helped me find different ways to find healthy things to do:

It helped me to realize that there are more ways to be healthy and enjoy physical activity in lots of different ways. I have learned to do more activities than just the same one all day.

I feel that making a healthy lifestyle is to make things that help the community and others.

It did by keeping me fit and to show me how much I should eat and drink.

This program showed me how much fun activities can be. They helped me get up and move.

This program just helped me become more active because they showed me fun exercises that I can do everyday. They also helped me figure out how to have a healthy and balanced diet. It also helped by learning about how to be safe online, on my cell phone and on social networking websites. I hope other schools enjoy this program as much as I did!

I learned in this program not to be a couch potato.

What I learned during this program is that don’t be a couch potato exercise daily and eat healthy, be safe, and ‘fit like that.’

To work out more,

It was fun taught me to eat healthy food and get more exercise by knowing about more places to exercise at and that lots of kinds of exercise is a lot of fun.

I learned new games to play to stay healthy.

I will share that I love having the exercise balls and they really help your back "learning to be more active and games … more healthy foods.”

It was fun.

The program helped me by I know is that I totally don’t want to drink a lot of milk.

It was fun doing zumba because we got to have lots of fun.

I think that the exercise balls were very fun they were bonce and round. I really liked the exercises we did and it stretched out my back. I enjoyed doing the exercises at home.

I think that being in this program was something that our school needed. For the fact that we have not had that before.

I enjoy the running game because it helps you with your exercise.
"I enjoyed the games."

Eat more healthy food

I had a lot of fun doing this program.

I liked this program a lot. I would look forward to doing this again.

It was kinda boring because I didn't really learn anything I need or already know.

"Gone more green or healthy because of things like this program."

"I enjoyed the running games."

Energized and I had fun.

"Yes, because I like this program."

I love this program. This program is the best.

I don't know.

It told me to lose weight, exercise more, and have more fun.

I think that since I participated in this program I learned new fun physical activities that I enjoy. I also learned how to eat right, and take the right portion sizes. I learned how unhealthy and healthy some beverages are. One very important thing I learned is that texting has many consequences. I am glad I learned these things, so I know how to act in the future. Thanks! How to be more active.

It has helped me learn how to eat healthier.

I don't know.

I didn't. I just don't feel good about myself anymore cause I eat too much. I can barely type... my fingers are fat. Bye.

I now hike in the Himalayasassssss!!!!!!

I definitely feel more like I need to worry more about my health, but the people made it seem like EVERYONE was out of shape and that no one was worried about their health. I liked it, but not everyone in our school is overweight.

To eat normal servings.

It really didn't help me much because I already do healthy activities, eat health, I do safe internet use. So it really helped me. It was fun but not help me much. It might of helped other kids. I don't really know.

I learned to cook.

Cut away from you. Wash your hands. Store your knives separately.

To was our hands. Hand a knife blade to you. Use a cut board.

How to use a knife. Stove and oven temps and safety.

Cut away from you. Wash can before use. Wash hands.

Wash your hands. Get all materials ready (cook). Clean up.

Eat healthy. Wash hands. Use cutting board.

You wash your hands before you do thing. You wash knives safely. You make sure you have everything to cook. (ingredients/recipe).

I learned how to cook healthy foods.

Wash hands good and have an adult help you.

Eat more healthy food.

I learned how to make healthy fajitas.

To wash hands before eating.

How to eat healthy.

I learned not to run with a knife and how to hold it correctly. I learned how not to touch food without washing my hands, so people won't get sick.

Eat healthy foods like fruit/vegetables without salt and sugar.

Try can get germs if you don't wash thoroughly. 60 minutes of playtime (need it)
Teaching safety about sharp utensils in cooking. 8 hours of sleep needed. Eat breakfast so we can get our brains working.
Tasted new vegetables and learned to try new foods
fun & exciting & active - learned about safety
i can make healthy food to eat
we made healthy snacks and they were good
i know how to wash my hands better
germs can spread easy, it is gross
doing exercise everyday keeps me healthy
I can make fruit and yogurt parfaits now
I tried some new vegetables, like a few didn't like most
Indoor exercise can be fun
I better understand why to wash fruit
I found out I can skate
they made it fun to go to class and now I know more
Snowshoeing was difficult
The snow is gone. I wish I could snowshoe again.
Wearing warm clothing while snowshoeing is important
I though snowshoes were big and hard to use, but I found out they are not.
Snowshoeing was fun and it made me tired
I liked learning about the different types of games and exercises we could do at home.
It was fun having the older kids help us.

State Unknown
I feel that with the info I have learned I will be able to live a more active and healthier life style. I also feel that I will try to use yoga.
I relax more. I jump rope more and I drink smoothies more (I love smoothies!)
I will remember about the relaxing and I will keep it as long as I can
I'm going cut down on the sugar drinks.
Yoga was cool. I'm going to cut down on sugary stuff.
I won't ever smoke.
I found that I like yoga and I plan on doing it more in my daily life.
it helped me to understand to eat more healthy and be more fit
bien
NO/A
me siento bien porque asi mi salud mejora
Students are more aware of effects of their actions on others
Yoga I learned it from the best, jump ropes.
bien
me senti segura ya que se como alimentarme mejor
me siento muy bien
n/a
Me siento bien y escucho lo que dicen y lo hago y recomendando osea ayudar y dar consejo a mi familia y conocidos.
Yo me siento muy bien
Bien porque nos explicaron perfectamente bien y en las cosas que tenia dudas dejaron de ser dudas
I enjoyed working out during the school day.
Me gusto mucho y fue muy interesante trabajar en este proyecto especial
Bueno, me siento bien
Me gustó
Me gustó ser un 4H porque aprendí cosas nuevas.
Me gustó
Los 4H me enseñaron que debemos comer saludable
I liked
hi!
very excited about the energizer class: made my shole family something nutritious to eat.
Miss Heidi is the best teacher.
Eat more healthy
I learned how to make cookies.
I liked doing double dutch.
I jump rope in the house because I like jump roping the most.
I liked when we did jump rope
No idea I like everything.
I like yoga.
cooking outside.
I liked geocaching I liked using the GPS
liked cooking (box oven) liked eating it, it tasted good
liked geocaching finding stuff
I liked geocaching liked finding stuff
Jump rope and resistance band
I learned how to eat healthier and exercise
I learned from there that if you smok do drugs or eat to much you will die.
The stretching is a very good idea to do daily with the walking I already do.
It made a unique way of exercising.
I enjoyed coming up with fun and creative ways to use the jump rope to exercise. It was a good learning and exercising opportunity.
It will help me to make better life choices because it will help.
I enjoined it like jumprope
I feel participating was a great learning and bonding experience. A great way to meet new people. The thing I’ve learned will be taken out to help show others a way of communication and sense of leadership towards them self and others around there.
I think that this has been a good program, because it makes kids realize that there is more things that they can do to keep themselves healthier. I have learned new ways to stretch and keep fit, along with some ways to get healthy.
The program helped me to live a healthy lifestyle and to eat healthier without having to cut out everything I enjoy to eat.
Appendix 3:  
Adult Comments by State

Prompt: Please share one or more stories of how you feel participating in the program helped you or the youth you worked with to develop a healthier lifestyle.

Illinois I have noticed a true improvement for the students in my class. They are more open to trying new fruits and vegetables. Some are even eating more of the healthy foods on their lunch trays. I also see a love for exercise now. Many of the students in my class beg to have a yoga time or to have a special day where I have someone come to teach a sport or aerobic exercise. The students were exposed to lots of healthy options to choose for their lives. The fact that we focused on these healthy-living choices made them more aware of how each can impact his/her own health. Also, the two day field trip at the end was great. The students many enthusiastic, energetic health-care professionals which motivated them to consider some career in the health field. Altogether a GREAT program!!! Encouraged the students to eat healthier and to be more active. Walking across Illinois was a great idea.

Paticipating in the Health Jam program helped my students to become more aware of their food choices and physical activity. They saw me drinking pop one day and said, "Do you know how much sugar that has in it!" They've also made a big effort to get in their physical activity during recess, etc. I think having them mark down their activity for the week has made them more aware. This program was and excellent way for my students to see various ways to exercise and the importance of being healthy individuals! I think the biggest eye opening experience was when we were doing activities based around Diabetes and the amount of sugar intake that kids on average have. Knowing about the sugar we eat and how much we put into our bodies as well as how that affects us as adults by adding on extra weight and possibly getting diabetes some day really opened my kids eyes. They did think about what they were putting into their mouths and wanted to share that with the kids that didn't go to the program. It also helped me realize that things I was eating or drinking weren't necessarily the best for me and I needed to make some changes. I have become a much healthier person and I do prove to my kids that I am active and involved in the community. One of the best decisions I have made in my life was deciding to work at our local YMCA. The kids not only see me there being active, getting in my exercise, but they see me as a role model and out in the community helping others. This program was great!

Through actively participating in learning about healthy eating habits, personal hygiene and developing exercise routines my students are taking steps to apply these healthy habits into their daily lives. Students that participate in Health Jam are enthusiastic about implementing a healthy lifestyle after completing this program. The Walk Across Illinois component of the program really helps to get kids and adults motivated to begin a daily walking program. After walking for 8 weeks on a regular basis, the participants are more likely to keep it up after reaching the goal because it

4 All participant comments are presented verbatim; no language translation or attempt to correct grammar, punctuation, or spelling was made.
has become part of their daily routine. I believe the program not only taught kids how to be healthy but it also taught them how they could help other people who are sick and in need. It also taught them what jobs are available for them when they grow up so they can have a goal. The people we met were very helpful and very pleasant to be around. They explained things very well and got the children involved. Even the ones who didn't want to the people managed to get them involved so everyone worked together as one.

I FEEL THAT THIS WAS AN EXTREMELY WORTHWHILE PROGRAM. I AM HONORED THAT OUR SCHOOL-DECATURE CHRISTIAN WAS ASKED TO PARTICIPATE IN THIS PROGRAM. THE PROGRAM WELL ORGANIZED, HIGHLY EDUCATIONAL, AND AWESOME TIME OF FELLOWSHIP FOR THE STUDENTS. THANK YOU AMY & MYLA AND ALL OF THE OTHER LADIES THAT HELPED.

Iowa

Currently, we are undergoing a project to collect data from neighboring Iowa school districts concerning school wellness policies and school lunch programs. We have coordinated a local wellness team at our high school in partnership with our Food Service Director and local health organization and YMCA. Students may use some of the Food and Fitness Craze demos and kits to educate younger kids at our school district. We may also utilize student surveys provided in leader packets to identify local needs at our schools. Thank you for all your efforts to provide students with a free educational opportunity. Students expressed a desire for more networking between schools to share wellness policies, ideas, and projects. Also, upperclassmen would like to see more in-depth discussion and analyses of current wellness data, research, and trends as it pertains to physical activity and nutrition. Thanks so much. This program has helped me to learn more about how to eat healthy and how to judge the amount of sugar in foods and drinks.

It has made me much more aware of the needs of nutrients of school food. The students want healthier change and should be given changes.

I have learned several strategies that I can implement with the time and funding but the most successful is our middle school before/after school physical activity plan. It gave us ideas that we can bring up to our district.

Focus on making healthy food options available to students throughout the school day.

They focus on the task at hand.

We were looking for activities to help elementary students with eating activities, you your kit we received. We can start teaching about healthy portions.

Wish more interaction with students sharing ideas of what could do in high school most of today was geared towards activities they could do in classrooms/younger kids.

How all the students will be able to "teach" the class.

It encourages us to take an active part in improving health and nutrition but lacks in methods, education, facts, info...

We had fun in small groups.

Food and Fitness Craze

Some students really ARE concerned about health and wellness.

Brought more ideas to the students.

I developed a new relationship with the kids that came to the program. I'm hoping to continue with the group for the wellness committee.
Minnesota

I learned different ways to encourage youth to develop a healthier lifestyle through diet and exercise. I think the youth were able to work on their leadership skills more than anything. Our family has now begun to jump rope and hula hoop daily for great in-door wintertime exercise. Step counters are awesome! These encourage us to achieve more steps while walking. Thank-you. The healthy snacks offered at each session were great and provided good examples for the kids. I now enjoy using a treadmill and doing other exercises and stretches/

It got me more interested in doing exercise when I helped the kids with jump roping and saw their excitement.

In working with this group, Wednesday thru Fridays each week after school, I have noticed they ask to go outdoors or to the gym more often than before we did the pilot! That tells me they learned exercise every day is very important. They are not spending as much time on the computer or eating videos. We are going to implement healthier snacks into our after-school program, and hopefully, get the kids involved in choosing and making them so they will develop healthier snacking habits. If you make exercise fun, the kids are more receptive to it. The pilot lesson on a little over the heads for some youth who were under 4th grade, but we added or adapted activities which the younger kids could follow. Most of the lessons could not be totally completed within one hour. Especially if we had a large/younger group. I will be a better supervisor by suggesting fun exercising such as yoga, jump rope, and resistance bands. Several of the girls really learned to jump rope well since we had the lesson!

The myself and the youth were amazed at the lesson on how much sugar was in the beverages that we drink. It changed the way that I choose the beverages that I drink and the youth also spoke of how they had changed their ways after seeing how much sugar was in their beverages. Both the youth and teen teachers enjoyed being physically after in the afternoon (right after school) when we had our lessons. It gave them a chance to get some energy out!

Made me realize the huge effect that role modeling the good behaviors has on the kids we worked with.

This program was a wonderful educational experience on ways to get myself and my children/students outside and enjoy outside activities. I loved learning about geocaching, outdoor cooking and how to properly make a survival kit. Fun and educational at its best!

I learned the youth leaders in our club do a wonderful job teaching. When given the opportunity they really stepped up and did a really good job. I also feel they learned why exercise and healthy living is important and I think they will incorporate it into their life.

It was great for them to see others get excited about being healthy. And have others to do it with!

There are so many great stories that occurred during stepping out! It was an awesome experience for not only the youth leaders and children, but also the parents of the kids.

Several families were uncomfortable with introducing yoga to their children because of its connection to Hinduism and Buddhism and related philosophies. A similar concern was expressed at an Extension Committee Meeting.

We are better prepared for winter survival and enjoy our pedometers.

It was great to help teach the youth how to get outside and be active and teach them
healthy foods to eat.
I really appreciate the way the teen teachers stepped up and prepared for the lessons and how they interacted with the youth. I believe all the youth participants were exited about tracking their steps on the pedometers and were conscience of the importance to be more active.
Good information and activities. Too wide spread though. Maybe there should only be 2 or 3 focuses not 5 or 6.
I enjoyed working with all the kids. I think they enjoyed it more in the small groups because they could participate more.
A lot of students in my class are overweight- play a lot of video games. This helped me hav ea reference for reminding them about their snacks and home activities.
To encourage children to exercise more.
I believe this is a good curriculum. The only thing I would do different is the time the pilot started. With Minnesota weather some of the lessons had to be changed a little. The youth leaders did a great job presenting.
The children loved it and it was great to see them getting up and being active!
I think that the boys had a great time doing yoga and using resistance bands. It was all boys that afternoon and they were not excited about the activity; however, once they started doing the activities they were having a good time.

New Hampshire
My students put on a tae kwon do demonstration for several prominent members of the community. Although I was unable to attend due to a family emergency, my students showed black belt excellence by putting on a top notch demo in my absence.
I noticed to beginning said they hated healthy foods. But were not only interested but began to eat it! They loved playing games running around when they were so use to D.S. (video games)
By waering a pedometer, it made me more aware of how easy it was to incorporate walking into my daily kife- and how much walking we should do.
My son doesn’t like to ea breakfast. I had him eat something before school every morning for a week. He realized he felt better and had more energy at school when he ate breakfast.
My children gained insight into appropriate food and proper exercise to achieve optimal health. Also, they have learned the importance of foods safety skills while cooking.
My daughter learned the nutritional value of the main ingredient used in her recipe and the health benefits.
The child learned the food pyramid allowing her to make better choices.
My daughter (age 10) had my advice about nutrition reinforced by seeing her peers participating in this healthy living activity.
All the girls in my group love the program and seem to like exercising and learning more about being healthy.
I felt good seeing all of the students having fun while being healthy. There were lots of laughs when the game losers had to do sit-ups and push-ups!
Loved watching my kids participate and enjoy it!
Great education on the importance of hydration
Increasing awareness of eating habits and new things to be aware with food.
Th information mailed to us by the 4-H office regarding food safety in the preparation and choice of food that we brought to the event was very useful and
informative.

**New Jersey**

Presentation was on making healthy snacks -- I think that's a great place to start because we aren't going to stop snacking, so if we can replace some high calorie snacks with more healthful ones it's a step in the right direction. I think it made the kids more aware of the types of food they should be eating. I joined 4-H for about horses. I learned about all of this in school. I feel like it takes up on all the time about learning with horse. We have been discussing more about healthy foods, then learning and discussing about horses, and i dont liek that. One because i learned about health in school and sekconed i joined 4-H to learn and do well with horses, liek i have learned in the past, and now wit this healthy foods its takin time away from the horses. I wonder how the ridding meetings are goign to be like, i would rather ride my horse. i enjoyed this program and it has helped me and my family alot.

**North Carolina**

Now I catch myself reading calories on everything I purchase. We eat a whole lot more fruits & vegetables now which is great. This program was great for my whole family.... ;~) One of the biggest things that we did when returned home, was we increased our time in the grocery store, because we were reading labels and comparing them with other brands. Also, we have tried to eat healthier meals, but not frying meats and basically cutting out our snacks. We have replaced them with mostly apples, bananas and strawberries. We are working slowly, but eventually I feel that we are going to ge there. My participation in this program helped me and my daughter to consider more what we eat and how much. We exercise more and watch our fat and sodium intake. We don't eat out as much and eat more fruits and vegetables. the program provided useful information to help us stay on track with our nutrition and wellness. I find that my family is making positive choices and eliminating and cutting down on foods that do not fortify or provide enough nutritional value. my spouse, who although could not attend, has also incorporated better eating ha bits due to the information i was able to bring ome and share with him. my daughter has a better sense of food and how important it is to choose foods that will not add pounds or fat to your waistline. my daughter is almost 16 and she is now more conscious than ever about how she looks. Daily excersise has become a norm to complete my day. Healthy snacks have replaced cookies, chips and donuts at the office. It helped me realize the importance of good health. I have made better decisions concerning my health and I try to work out more (at least three times a week). I enjoyed learning how to count calories. I have also continued using my Walk Away the Pounds DVD that was provided. Ive been eating more Fiber and feeling better! I learned how to eat better, and how to fix better healthier meals for my family. Thank you So Much, I really learned alot and for also teaching my daughter healthy lessons! Eventhough I'm a small frame individual, I learned that being small doesn't mean you can eat whatever you want. I still have to watch what I eat because I can develop diseases as well. I have acid reflux and I was still eating whatever I want. My acid reflux have gotten worsen throughout the years. After participating in this program
and listen to other people share their stories at the program, I have been watching what I eat. I try to eat breakfast in the morning because that’s the most important meal of the day. I eat more fruits and vegetables as well. Also, I look at the labels of food. After the program, I also shared information with my family members. My mother tries to eat more healthy foods and she been exercising with the one mile DVD as well. She’s very excited because she feels better and losing weight as well. I still have to work on my daughter, she still wants to eat what she wants. I’m trying to count back on the calories she intakes daily.

Choosing to eat fresh fruits over fast foods.

Since participating in the mother-daughter weekend for healthy living, I have slowly incorporated things that were taught. I read the label especially for fats and sodium intake. I am choosing fruits and vegetables for snack more often than sweets. Each morning, except on the weekends, I do the workout with the video "walk away the pounds". This has helped my sleeping at nights and having more energy. I had my six month check for cholesterol and blood pressure and everything was good! I even lost 4 pounds. I was proud of myself and my doctor was very encouraging. We are controlling our portion sizes and that is Plus.

After participating in the program, I realized that all the things I had learned about health, didn’t mean anything if I didn’t practice it. I stop eating fast foods and I stop giving to my children. The only bread in my house now is 100% wheat. We eat more fruit and vegetables and get more exercise. I am very thankful for the program and support it completely.

The teachers were excellent and I am so sorry I didn’t ask more of my friends to come along with me in a timely manner. In the event that another program comes available I will be sure to post it right away so that other can experience the enjoyment that my daughters and I enjoyed. Oh, I was really surprised that my daughters not only enjoyed it but also participated more than I expected.

This program was very helpful in showing that we should eat in moderation. It has shown me and the youth that when you eat at a buffet dinner make wise choices. Prepare snacks and meals ahead of time and don’t eat out that often. This program was very important to share with the community and that the young people could teach their peers and others the importance of healthy choice and healthy living. This program has helped my daughter and I because of the lack of exercise we were doing, the unhealthy foods that were eaten and gaining fast food. Now we know that we only have one body and we have to take care of for further down the road.

I really enjoyed the weekend. I met several new friends and their daughters. The committee was awesome. They were entertaining and so much fun. I hadn’t had so much fun in a long time. My daughter hugged me several and thanked me for bringing her. Thank you such and keep up the good work.

Being a grand mother, my grand children eats more fruits and vegetables when they are over at my house. I stress the concern of having a variety. We also discuss the important of good nutrition and obesity. They don’t want to grow up over weight. Also they pick and choose the vegetables and fruits when we go to the supermarket. If you pick them you have to eat them.
It was very interesting to see the amount of calories that are in most of the snack foods that are put in vending machines. On top of that, nearly all have no nutritional value. I’ll be more careful to stress to my children to think twice before pressing the buttons.

The county WII fitness encouraged my son to get healthy. He has worked very hard since his first exposure to the county WII. He has lost over 40 pounds by heating healthier & exercising. We would love to thank Walmart for this grant!

As a parent, 4-H sponsor, and teacher, I need to be alert and active. I learned that exercise and proper diet will help me maintain a healthy lifestyle.

We had an extremely informative time identifying vegetables, discussing them, and cutting them open to see the insides and smell them. We also made fruit kabobs with about ten bowls of different fruit chunks and cheese cubes. Great learning environment!

Haven’t yet actually participated in an activity but do plan to in the very near future. It has gotten me to think about the importance of living a healthier lifestyle and teaching our youth the importance.

Our event will focus on nutrition, physical exercise, and personal safety. However, it will not be held until May. It is rewarding to see the youth actively get involved in the planning process of the event. They were really thinking through what type of workshops (including subject matter) should be taught to meet our goals of the event.

I am working closely with a teen leader who is engaging youth at the local level, but statewide, in learning more about the impact of the rite of passage used in Kenya, female genital mutilation. She is working with a professor at Moi University in Kenya to help teens in Oklahoma learn more about this age old practice. She is now working to collect money in Oklahoma to help support a youth center in Kenya where girls come to learn more about healthy living and are awarded a certificate of achievement. The girls then go through a recognition that is used to celebrate their coming of age. They are using education as the new rite of passage instead of FGM. This has been a great learning experience for the teen who took this on as her project as well as the many youth that she has reached and will continue to reach after this grant is completed.

The statistics that were presented made an impact on how the students viewed alcohol use, smoking, and drug use. As participants in the game, the students felt an "ownership" about their body.

Today, youth seem to have easy access to drugs and alcohol and sometimes they fail to recognize that the choice to use them could have long-term and even lifetime consequences. These games helped spell out those consequences. It is our hope that they will make the choice to avoid these substances and lead a healthier lifestyle.

The prevention games helped show the students consequences of poor choices. I enjoyed the workshop that Ashlan Wilson did very much. She did an outstanding job on educating my class about hand hygiene. The students enjoyed it and they learned a lot. They were very excited about hand washing!

The Germ Buster workshop was great. The young lady did an excellent job in my classroom. She educated all of us about the importance of hand washing. Her presentation was catchy and cute.

This training taught nutrition assistants and 4-H members how to teach others about the importance of whole grains in the diet, how wheat is produced and milled. It incorporated hands-on activities (making whole grain tortillas); action lyrics to
reinforce whole grains; and learning how to plant wheat and the parts of a wheat plant. It also taught about Oklahoma agriculture (wheat production). The youth members definitely added to the program through the youth adult partnership.

**Oregon**

We worked with the students to plan ways to be more physically fit. The weekly log for the students was a real eye-opener in actual steps taken and exercise measurements. The nutrition fast food lessons were very popular. Thank you for your assistance with this program.

I assisted in teaching at the Youth Conference. The focus was on healthy choices. I was impressed with the indepth questions the students had about their diets. We had a lot of Latino and Native American students present - this population often has a higher rate of diabetic and lactose intolerance issues which we discussed. I think the youth were impressed with ways to actually measure the amount of fat/salt/sugar in foods.....it left an impression! Because of these visuals I think some of the youth will think twice before eating high fat/sugar foods and drinks. Thank you 4-H and Walmart for sponsoring this event.

The workshops provided a number of resources to help teach the youth great nutrition lessons. I especially enjoyed the activities for fast food comparisons - the kids could really relate to the hands-on activities. When they were done they all indicated they had become more aware of sugar, salt and fats in the diet...yet the exercise was fun! Measuring out the fat, sugar and salt in their "favorite fast food meal" was a graphic example of what we consume. Thank you Walmart and 4-H for this helpful program.

I was surprised at the level of interest exhibited by the students. I was pleased to see their interest in making healthy food choices. They had excellent questions and participated well in the workshops.

I enjoyed teaching at the Leadership Conference. The fitness and nutrition classes seemed to be well received. The students had great questions and participated well in all of the activities. Thank you for your support.

The refusal skills and nutrition lessons were very helpful and the kids seemed to get a lot from the programs. Thank you for helping to fund this project.

I enjoyed the opportunity to work with the teens in planning ways to teach their peers about healthy choices.

Methods of teaching healthy practices to teens in fun, interactive ways.

Created more awareness of importance of healthy choices relative to lifelong goals.

The lessons were well developed and helped the youth visually identify with good and poor choices of food products. Our personal safety session focused more on refusal skills which were not included in the survey questions on the prior page.

Thank you for including me in the training - I think I learned as much as the students.

We were able to work together to plan fun activities to teach others how to develop healthier lifestyles relative to nutrition, fitness and positive choices.

It was enjoyable to help the students learn about healthy choices. The hands on activities helped the youth connect with what is a healthy food item. I think they all learned a great deal. Thank you for the opportunity to participate.

The lessons were well planned and the youth seemed to enjoy the hands-on activities to help them establish a better understanding of healthy choices. I enjoyed working with the students. Thank you for helping to sponsor this program.

The youth were able to practice good nutrition and keep physical fitness charts to
measure positive changes in healthy lifestyles. They seemed to enjoy and lessons and learned a great deal. Thank you for being a program sponsor.  
I assisted with the Leadership and Nutrition Workshop. The activities were well planned and the youth gained a great deal while having fun. Thank you 4-H and Wal Mart.  
The activities provided the youth with fun ways to learn the importance of better nutrition and fitness. I enjoyed helping with the classes and the Leadership Conference. Great speakers and activities for over 500 teens!!! Thank you for helping our youth learn better lifeskill practices.  
Youth were able to practice developing nutritionally balanced menus with all food groups. Fun activities to teach fat, sodium, sugar content in foods helped engage youth in the class sessions. See the actual sugar and fat measurements were real eye openers for the youth  
The youth were able to understand how to care for their bodies by adding exercise and making wise food choices. They enjoyed the activities and the video. Thank you for your help with the grant.  
The youth were able to develop a stronger understanding of healthy lifestyle via exercise and nutrition. I enjoyed the hands-on lessons for fast foods and menu comprehension. Thank you for funding this project.  
The youth were able to select healthy foods during the interactive activities. The exercise component helped make the connection for healthier lifestyles. I enjoyed working with the youth in this format. Thank you WalMart and 4-H.  
The hands-on activities helped the youth participants develop a stronger picture of the amounts of fats, sugars and salts in foods and thus, how to be more selective in food choices resulting in a healthier lifestyle.

**Puerto Rico**

I increase my knowledge about foods and nutrition.  
I learned to identify nutritious foods.  
Me sentí bien  
Me siento bien porque así se que debo comer  
Esta experiencia me sirve para concientizar a mi familia.  
Util  
I agreed to protect me more and protect my family.  
I feel so good.  
I feel so much satisfaction with all of I learned and I am going to think always in it.  
I feel satisfy because now I can select nutritious foods.

**South Dakota**

There was a boy who taught 1st graders. They got to know him and look up to him. He got in trouble one day and they were worried about him because they heard he was in trouble. That's how much of an impact a child can make on a younger child. By having the teens explain about good nutrition, then hopefully the younger children will understand that making better food choices is important.

I was able to help 9 teens learn the importance of healthy eating and physical activity. They were then able to teach K-3 youth with tools they were given.
We ended the retreat with a meal at a local restaurant and the youth at my table were discussing the food nutrition facts of our meal, showing that they already had incorporated what they learned in their meals. I had a mother email me and thank us for the fun day her two children had. She said they talked about it and hung their charts up and were keeping track of what they took in and took out. To make aware of what opportunities are out there to the public, gave new ideas in fitness and received new snack ideas to use that are healthy but also kids can do themselves. In talking to a mother of one of the first graders in the club I expressed my hopes that her son learn the importance of eating healthy foods and balancing that with healthy physical activity, and she indicated that her son was telling her all about it and seemed to understand it. I was surprised because of his age but he was getting it. I have since taken the opportunity to share the basics of this program with other youth (and some parents of other youth) when I can. I love that they learn to incorporate it into everyday life (and play). This has been a great reminder of healthy lifestyle. Life is busy. It is easy to forget the importance of health. I was in the "take it for granted mode." This was a good jolt.

I really enjoyed the information about energy in and energy out and also how many serving sizes you needed, etc. The physical activity is always important and then being able to eat at a fancy restaurant with healthy portions and great information written right on the menu with great taste was just a nice extra treat to seal the deal on being a healthier person.

Balance energy in and energy out with healthy food intake and exercise. Teen leaders did awesome.

I loved the games we played inside but very active. I am excited to do that with my kids at home and share with rest of my 4-H club.

By participating in the healthy nutrition activities, we were able to let the students participate in exploring healthy foods, how they taste and fun things they can do with them. We were making our snack at one of the meetings, and one of the students was eating the food creation he had made. I was asking for comments on what we had learned that day, and this particular student raised his hand and said, "I didn't know I liked to eat this!" It was one of those moments when you want to burst out laughing, but try to just snicker inside so as not to embarrass anyone or make them uncomfortable.

This program helped the students to explore foods they had not tried before. One day we did fruit pizzas and had a variety of fruits for the students to try. Most of the students were able to try a new fruit they had not tried before. We asked them later if they had found a new fruit that they liked to eat and many said they did. In the clubs we have tried to introduce new things to the students so they can see that eating healthy is really a yummy way to live. Loved the focus on Energy In and Energy Out living a balanced life.

One youth came up to me and proudly announced that he spent $75 on candy bars. We were talking about the importance of eating a healthy diet. I asked him what he ate for breakfast. He replied, "A doughnut and a candy bar." I asked him if he knew how that could affect his health later in life. I then told him unhealthy food choices could lead to heart disease, obesity, stroke. He replied, "Even cancer?" I replied, "Yes, even cancer." It's important to make healthy choices now to have better
health in the future. My daughter said to me before the class that she wanted to start eating better. She is in 7th grade. So we wrote down what she was going to eat. She was doing really good until she cam to her snack; which she said was going to be 400 calories. That was a good time for me to get out the food models and go over the labels to teach her how to read them and how many calories should be in a snack. So I made a mental note to be sure to go over that in our class. What a fun day!

I had to purchase snacks. It made me evaluate how to get the most nutritional foods for my money. I was always thinking, "will the kids like this or that" and which covers the food groups - it takes some thinking and planning but it helped me most. It has been a very rewarding program to watch the young teens teaching other youth the importance of eating right and getting eough exercise. They all have fun doing this. I listen to the youth that are participating in the class saying to their parents when they leave, "I want to do this class everyday. It's fun." What more can we ask form -- learning and having fun doing it.

It was a wonderful event I enjoyed being there and watching the teens teach the younger children. I enjoyed preparing their healthy lunch and helped with a healthy snack

**Wisconsin**

As a teacher, I have a limited means to insure that students eat healthy at home or are not parked in front of a screen. I can however reinforce the lessons learned during this project at our afterschool program and in my classroom. I know I learned a lot and it has helped me be more aware of my lifestyle.

I think it’s important that kids have an opportunity to learn from other kids - they sometimes have more impact than I do. The kids were also less likely to cause problems in the program because they were too busy practicing or learning.

The program took an innovative approach to the program by focusing on different countries and the food/game/safety aspects of those countries. It provided a worldwide base to support a healthier lifestyle.

Because of this program the children have become more aware of healthy food choices, not just in the US, but other countries as well.

The students were shown games played in other countries and have requested to play these at other times. This has given them more physical activity choices.

This was a valuable program in our school. One of the most active students in the reward challenge was a student who typically is not very active. It motivated him. We all got to try new exercise means and we are working to incorporate them into the phy ed curriculum. The i-mentor information was very timely. I learned a couple of things I shared with my own teen age children.

My students became more aware of the importance of healthy eating and exercise. They were reminded about what foods they should eat and more importantly, the serving size or portions. I don't think they realize what is an appropriate serving size. They also became aware of healthy drinks and how much sugar is in the things that they drink. I know I found this interesting. The exercising sessions were great. The kids, and myself, were introduced to things like yoga, zumba, and another type.

It was awesome to see my students trying these different types of exercising. At first, some students thought they were strange but as the lesson continued, they enjoyed it and wanted to do more of it. I think that they will make it a point to try these other types of exercising instead of just the usual types. We had a great time
"working out" in my classroom with the Wii Fit. It did get a little stinky in my room because everyone had their shoes off. I had to open my window. It was funny. It was really a great program and it got the students excited about exercising and thinking about what they eat. I would recommend it for other students and schools. This program did a great job of introducing alternate opportunities for our students to get exercise and promote a healthy lifestyle. I am picking healthier types of afterschool snacks for our programs. I incorporate CATCH exercise games into our afterschool curriculum. I noticed that students remind each other to wash hands and overheard them a few times talking about healthy desserts at the lunch table. Involving the children in activities that both informed them of good eating habits and daily exercise, they incorporated fun activities that the children enjoyed which is great when trying to make them more active. This was a great program. I feel that both students gained confidence and grew as young adults. They were connected well with the students in my class.

State Unknown

I enjoyed working with the youth on the Healthy food choice activities. It was a real eye opener for the youth to pick a menu and then add up the salt, fat, sugar and calories. The Leadership Conference also helped engage the participants in planning events and making positive choices for their communities. Thank you for your support.

By going over food labeling and making wise choices I learned to wash my hands all the time.
Appendix 4:
Program Success Stories by State

Hawaii
Aliamanu Middle and High School students were taught by the teen leaders for their program to use a variety of physical activities including many Native Hawaiian games which integrated a culture component into this program. The middle and high school students then taught the elementary and preschool students to use fun physical activities such as hopscotch, duck-duck-goose, tags, murals, dances and basketball. Teens sponsored a Get Moving Fun Fest. The teens took the leadership for this program and learned communication and commitment skills along with the physical activities they were teaching. Parents and other community members were there to help and support the teens. The teens' families and their friends supported the event. The Get Moving Fun Fest is now a monthly event.

Illinois
Not a component of this grant proposal.

Iowa
At one school the following activities grew out of one middle school youth summit team consisting of five students, which received a mini-grant: • 340 students and 30 staff participated in the school wide Wellness Day March 12. Student leaders taught 170 students with the 4-H Food Craze Kit. • Sixty students participate in the Kids in the Kitchen Cooking Club. • Approximately half of the student body (340 students) have participated in the taste test education information or physical activities. • Thirty students have participated in the Mini Chef Contest.

Michigan
According to a parent/camper evaluation, as well as a camp counselor evaluation; campers, parents, and counselors recognized the multitude of opportunities they were given to develop opportunities for leadership, self-confidence, physical fitness, healthy nutrition, safety awareness, and teamwork building activities while at camp. According to the Camper/Parent Evaluation: 100 percent of campers and counselors completing the evaluation indicated that it was easy to meet and make new friends at camp. 100 percent of campers and counselors completing the evaluation indicated that they had fun at camp. Parents completing the evaluation rated camp counselors with the highest marks in seven out of ten categories that described the counselor’s characteristics and capabilities (eg. My child’s counselor was: “kind”, “safety conscious”, “friendly”, “knowledgeable about fun things to do like songs, etc.”, “courteous”, “involved”, “prepared”, “good at communicating”, “able to handle things when kids weren’t on the right track”, “confident”); there were no low level scores. 100 percent of parents completing the evaluation indicated that overall, the cost of the camp was a good value for their investment. 100 percent of parents completing the evaluation indicated that they would recommend camp to others in the future. Additionally, campers and counselors used the pedometers that were given to them at the beginning of camp to log their steps and participate in a “most steps taken” challenge with other campers and counselors. Cabin number seven won the challenge, and the most steps taken challenge became quite competitive. Overall, according to the pedometers: Campers took 2.5 million steps, or 1,135 miles while at camp. Each camper/counselor walked a daily average of 8 miles a day while at camp.

Minnesota
The collaboration with the State 4-H Ambassadors and the teen leader retreat, BLU, is definitely a success story. State 4-H Ambassadors were trained and in turn presented three of the lessons developed to their peers. This program has a ripple effect across the entire state, with teens in nearly all areas of the state represented.

5 All participant comments are presented verbatim; no language translation or attempt to correct grammar, punctuation, or spelling was made.
at this teen leadership retreat. “The greatest success I saw was the kids in the after school program were becoming interested in joining a 4-H club. I saw the after school kids not only learning about healthy living but also making friends and gaining leadership skills. The kids all asked if there would be more 4-H after school programs when it was completed. They loved learning about topics that were new to them, and were enthusiastic about the idea of being able to go outdoors and learn about healthy living.” Comment by teen teacher Even though my experience with the pilot site was hampered by participants being a bit too young, I felt overall it was a good experience for everyone involved. The participants learned from the lessons, the youth helpers gained knowledge in teaching youth and working with an adult. The adult in charge also formed a relationship with the teens who helped; and opened the door to possible partnerships and mentor program in the future. Comments from a pilot site. As a supervisor of an after school program, I have definitely noticed that the youth who participated in the pilot now have a better understanding of what good nutrition, exercise, safety, etc is! They seem to want to exercise more and ask questions about food and nature. Thanks for the opportunity; this has definitely been a rewarding experience. Staff from a Native American Community says, “Students are telling me how proud their parents are that they are taking weight issues straight on so they do no head down the road to diabetes.” Parents of these youth already have the disease.

New Hampshire Many stories have already been shared. This one gives hope for the future of 4-H! A young girl attended a county 4-H event as a non-4-Her. She took part in the many games and activities and watched as her peers presented their 4-H demonstrations and speeches, and then received recognition for their 4-H work. Driving home she told her mother, “That was the best time I’ve ever had. Sign me up.” One of our best outcomes has been the input of 4-H youth into planning for future work in the 4-H Healthy Challenge. Through a survey of 141 youth attending county events, the following direction has emerged, suggesting that many youth are ready to think about club and community issues. Things they can do as 4-H members - 51 (35%) cited examples of exercise and physical activity including making a schedule and following it, going outside more, walking to 4-H meetings, and playing sports. 43 (30%) identified eating more fruits and vegetables. 22 (16%) said eat less sugar, while 8 (6%) said spend less time on TV/computer. There were 31 other things cited including teach others to be healthy, don’t do drugs, volunteer, and don’t be scared to try things. Things their 4-H club can do - 38 (27%) cited examples of more physical activity including outdoor hikes, exercises during meetings, and running laps at meetings. 36 (26%) cited an emphasis on nutrition through healthier snacks, healthy foods in their food booths, and planting a community garden. 29 (21%) cited safety for the environment and health of others, including hand washing, trash collection, neighborhood cleanup, and club rules. 34 (24%) cited other examples including clinics and community service. Things their school / town could do - 38 (27%) identified ways to increase physical activity; 41 (29%) identified ways to improve nutrition, especially through school lunches; 41 (29%) identified safety concerns; and 18 (13%) cited other examples.

New Jersey One club leader was enthusiastic about the program, but skeptical about the teen elected as 4-H Club Health Officer. In the past, the teen had almost been sent home from a couple events because of behavior problems. The leader accompanied the teen to the county training to make sure she understood her new responsibilities. After several months, the leader says the teen is doing a great job leading the club through the activities. This is just one example of how the program provided opportunities for youth-adult partnerships. The Food & Fitness
Ambassadors conducted programs beyond the scope of the grant program. These included:
- Conducting two Family Fun and Fitness events.
- Participating in a community health fair.
- Presenting healthy cooking methods at a 4-H Jamboree event.
- Presenting GMGH activities at a 4-H Spring Fling event.
- Presenting GMGH activities at a 4-H skill-a-thon event.

In the future, Food & Fitness Ambassadors have plans to do the following:
- Provide leadership to a county-wide 4-H event that includes healthy food demonstrations.
- Coordinate GMGH displays and activities at county fairs.

The 4-H Club Health Officers embraced their role in their clubs and went beyond using the basic curriculum. The following are just two of examples of this happening:
- A 4-H Club Health Officer in a dog project club is also the person responsible for keeping track of copies of the member’s dog health records.
- In a horse project club, the 4-H Club Health Officer related human health to horse health by holding a trivia contest tying in calories burned while performing horse-related activities.

North Carolina

As a result of their healthy living presentations, the teens have helped members of their community to make gradual steps to better health. For example, after a 4-H Force of 100 group presentation, an adult participant who consumed at least four Mello Yello sodas a day took small steps of changes by substituting one Mello Yello a day with bottled water. She continued and now she only drinks one Mello Yello a week. The adult was so excited and lost several inches and states that her clothes are no longer snug. “A teenager said that she has started exercising during commercials and most times she watches her favorite shows while exercising. She has more energy and sleeps better at night.” During 4-H club meetings unhealthy snacks have been replaced with healthy snacks.

Oklahoma

In Delaware County there was a significant increase in physical activity ranging from 46-61%; there was a 100% increase in the amount of juice consumers. Participants also indicated an increase in their likelihood of picking a healthier food item such as high fiber, or less fat when given a choice. In Hughes County school officials reported that students were monitoring and reminding their peers to wash their hands more often as a result of the educational workshops presented. Over 700 youth in Pittsburg County pledged to live healthier by eating better, moving more, and making better decisions about drugs, alcohol and sex. In Tulsa where whole wheat education was presented to 1348 youth and adults, 97% indicated that they had never seen wheat grains before and did not know the difference between whole grains and other enriched flour. In Noble County where teens were trained to serve as teachers of the curriculum 74% of those who were introduced to new information indicated they were more inclined to adopted it because it was presented by a teen instead of by an adult. In Pushmataha County there was an
average weight loss of 3.8 lbs per participant in slightly over one month and in Logan County one youth has lost nearly 50 pounds since the program began in the Fall.

Oregon
Providing positive leadership experiences was an important objective of our project. Workshops focusing on Leadership and Community Action were provided for over 150 students. Pre/Post measurements indicated significant changes upon completion of the program. Over 47 youth served in leadership roles and were charged with the responsibility of working within their respective communities to gather program topics, key teen issues, and potential speakers to provide during our Teen Summits. Those who served in leadership roles indicted positive experiences and a filling of empowerment. We will continue to utilize a teen advisory board during the 2011 event.

Puerto Rico
One mother became handicapped as a result she was not able to participate in community activities. Once she joined the project as a volunteer leader and mother of two young women, participants in it, she has taken a more active role in the school and community. She said that because of her handicap, her self-esteem, motivation and desire to excel have been affected. On the achievements day of the project she communicated how important and useful she feels now. The change has not only been seen through in her but also of his two daughters. They have developed greater confidence, leadership, and a better communication with their parents. One of the girls received the Medal of Citizenship in ninth grade graduation for her participation and improvement. This young woman began two years ago in a pilot project for healthy lifestyles that preceded the 4H route, where we saw that she had little communication skills, leadership, team work difficulties. At the presentation of achievements and success stories of our current project we saw a young lady in no doubt, communicating effectively, and contributing to the teaching and development of the project. She is confident to share with teachers and other school professionals the acquired knowledge of healthy lifestyles. We predict that this young lady will continue to be the voice in 4H youth action.

South Dakota
The JAG (Jobs for America's Graduates) programs at Lake Andes and Wagner Community Schools recognized the opportunities for at risk teens to not only learn leadership skills through the implementation of a well developed and community appropriate nutrition and physical fitness program, they also were exposed to the importance of job skills for the future based on the knowledge and skills they learned from the opportunities created through the Youth Voice: Youth Choice Program.

Utah
Watching quiet, shy youth become outgoing, confident teachers is a wonderful part of the TRY team format. With guidance from their youth coach, TRY teams were able to effectively teach younger children important concepts about healthy living such as good nutrition and increased physical activity.

Wisconsin
The 4-H Trailblazer program continued in 2009 in Iron County for its third year. It was another successful year for the youth involved in the 4-H Trailblazer program. Our program targets middle school aged youth and teaches them how to become more active and knowledgeable about how to make healthy life choices. The program encourages physical activity by providing youth with weekly bike rides ranging from ten to twenty miles. On these rides we provide healthy snacks while stressing their importance in everyday life. We promote bicycle safely as another way of keeping healthy. Every session we practiced safety by using proper hand signals, riding on the right side of the road, and wearing a helmet. We also encouraged them to check the ABC’s (air pressure, brakes, and chain) of their bikes before each trip to ensure a safe ride. The 4-H Trailblazer program started due to a study that found that 22% of Hurley School District students were obese and
another 11% were at risk for obesity. Low levels of physical activity and unhealthy food choices were identified as habits to be addressed. The 4-H Trailblazer program continues to be successful in attracting a high number of Iron County youth. This year the program had a total of 32 youth from three areas. Besides our weekly biking sessions we offered extra activities including a day of hiking on the Uller Trail and a canoe trip. The variety of extra activities that we provided throughout the year taught Trailblazers the many different types of exercise. In fact, one Trailblazer stated, “through 4-H this summer, I learned hiking is exercise!” We were excited that we were able to demonstrate one more way to obtain a healthy lifestyle. As leaders we definitely saw a change in the Trailblazers choice of foods in their lunch. Many went from packing chips and energy drinks in their lunch to bragging about their vegetables and juices they packed: one said, “I learned to pack better stuff like oranges and things without a lot of sugar.” The Trailblazers noticed the impact the healthy food choices have on them. One youth reported, “I have more energy if I eat healthy.” Because of this 4-H program, 80% of the youth said they feel better about themselves because they eat healthy foods and exercise. Not only were we able to teach the Trailblazers healthy lifestyle during our program, but we also were able to impact how they make healthy choices through their lifetime. According to our survey, 87% of the youth said they know they can make many choices to live in a healthy way because of 4-H this summer. Getting proper physical activity was another positive outcome of this program. The weekly bike trips, many hiking experiences, and canoe trip allowed 90% of the youth in Trailblazers to report that they were more physically active because of the 4-H Trailblazer program. One Trailblazer found the biking so rewarding that he commented “I’d rather be doing this than watching TV any day.” Although all the “mini grants” and activities implemented in this grant were "success stories" in terms of context or the communities to which they served, due to character limitation, the following sucess story is provided: Our (washington Parish) goal was to create an awareness of healthy living. We presented the program before the Washington Parish Council to gain further support and they passed a Resolution in the parish in support of the program (WASHINGTON PARISH COUNCIL RESOLUTION No. 09-447). Through our program, Washington Parish on the Move, we have created community walking clubs that focus on total wellness. Each walking club received information on healthy eating, the importance of fitness and exercise, food budgeting and family strengthening. Each club chose set times and dates that they would meet and walk. In total we had twenty 4-H youth work with their school leaders and the extension staff to form healthy living clubs. We also had two non-4-H schools that formed clubs for interested students. The students worked with adult leaders and volunteers to implement the program. In addition to the youth clubs we also implemented our total wellness clubs. The total wellness clubs targeted the family as a whole. These clubs were also very successful. Parents, children and even grandparents came out to walk together as families. The family strengthening component to this program was reported by participants to be an integral part in developing a support system. 456 active participants enrolled and continued with the program. 22 additional participants were key local figures who served to help market the program to the public. A follow-up survey of participants revealed that 100% of respondents reported that as a result of participating in Washington Parish on the Move they have increased their daily steps. The goals of the program were to increase daily steps by 2,000+ and decrease daily caloric intake by 100 calories or more. Over half of the respondents (56.3%) stated they have increased their daily steps by 2,000 or more. Furthermore, 87.5% of participants have reported decreasing their caloric intake by
100 calories or more per day since starting the program. Our partnerships were essential to our success. The entire Parish including the Parish Council, Schools, Adult and Youth Volunteers, Newspapers, Non-Profit and Faith Based Organizations came together in support of the program.
Identified Barriers

**Hawaii**
Most of the barriers were related to the humans involved. The first barrier was a medical issue with one of the county staff which resulted in no one participating from one of the counties. Since that county includes three of the Hawaiian Islands it reduced our desired geographic goal significantly. A few months into the project another county agent had a health issue which resulted in that individual having to shift their responsibility to the State 4-H Office which includes one staff person, the State 4-H Leader. Since there is not a secretary at the State 4-H Office it presented some communication issues when the State Leader is traveling or away from the office for other reasons. The surveys presented some barriers because some staff members did not think it was appropriate to ask children about losing weight. Any questions about weight loss or obesity were subsequently changed. Now, USDA, has obesity as a priority issue and the staff members who were so opposed last summer have not said anything. The final reporting was somewhat of an issue because of the component that was to be done online by individual participants. I originally gave them the April 9th date as a deadline and when that date was changed I missed the change for a time due to travel and many of our participants did not complete the online survey.

**Illinois**
These barriers have been presented in detail in other sections of this report. A summary is provided here:
- Swine flu epidemic prompted a local hospital to prohibit youth under age 18 from entering hospital that was hosting Day #2 of the event. Ban was not lifted until April 1. We were not able to coordinate schedules with schools, cooperating partners, hospital, and camp to reschedule the event during April.
- Attempting to implement an alternative scheduling of event over the winter holiday break. Enrollment was too low to justify continuing with the event and it was cancelled during the holiday break, which did not allow enough time to schedule and plan another event.
- The timing of the 4-H Health Jams during January through March conflicted with ISAT testing and many schools would not participate because they were not willing to forfeit test preparation time.
- In small, rural communities parents were not willing to allow their children to stay overnight at the event. We eliminated evening programming to accommodate the students. Funds were not expended for lodging, extra meals, evening programs, and snacks.

**Iowa**
The most challenging aspect of our program was the timeline and weather. Because we were partnering with others, we had multiple timelines to consider. Although these barriers did not prevent the project from being completed, the number of our target audience reached was lower than anticipated.

**Michigan**
One barrier was not having evaluation questions for the participants to complete.

**Minnesota**
We will need to connect with our community and statewide partners to help sustain the program.

**New Hampshire**
Barriers: 1. Staff find it hard to take on an additional focus, even when the initiative is well within the overall 4-H program goals. Specific aspects of adopting a new curriculum, and informing decision makers were challenging for new county staff. 2. Evaluation instruments were not available until the project was more than two-thirds completed. Those who had completed the project in the summer or fall were not responsive when contacted to complete the survey. Few program sites had computer access. 3. After school programs are often short-staffed and unable to provide co-teachers. Their schedules are affected by no-school days and are developed well in
advance, leaving no option of make-up. This made it difficult to implement comprehensive. 4. Every NH Wal-Mart and Sams Club store manager was contacted by phone and letter regarding the project, and invited to participate in celebration events. None showed up. To compensate for these barriers: 1. Staff hired for the project was diverted from the intended role of coaching and enhancing the work of trained volunteers to direct teaching in a few selected sites as they created and piloted 8-unit plan, and trained volunteers. They modeled how to teach the curriculum for afterschool staff, and provided invaluable tools and suggestions on how to incorporate program content and activities into existing 4-H forums. 2. Paper surveys were offered as an option to the on-line survey. Based on the instruction of omitting sections of the survey that did not apply to content taught, staff used abbreviated surveys to reach as many participating youth as possible during county-wide events. Younger children unable to comprehend the questions were asked for their input during focus groups. 3. County staff received detailed contact information for all of the Walmart sites in their county, and project staff made phone calls to support their efforts to engage store managers.

New Jersey

While the multi-level approach to training youth was successful, it did present a challenge when trying to communicate with the individual participants in the program. This was especially true when trying to have participants complete the surveys at the end of the grant period. The information on completing the survey had to be first sent to 4-H Club Health Officers and their leaders who forwarded it onto the club members. This communication method was not very effective.

North Carolina

Due to the implementation of the 4-H Force of 100 youth training camp during the fall semester, campus residential housing was not available. Therefore, youth were housed at a local hotel and transported to the campus of North Carolina A&T State University for the training sessions. Additionally, there were challenges recruiting youth during the school year due to youth participation in extracurricular activities. Finally, the Eastern 4-H Environmental Education and Conference Center was not available during the dates of the Love for Life nutrition and wellness weekend, so an alternate location for the program was selected.

Oklahoma

Time was the biggest barrier to getting as many measurable impacts and outcomes as would be liked.

Oregon

The greatest barrier encountered was extreme budget reductions in local schools resulted in the inability of schools to transport students to area wide teen planning meetings and training experiences and a decreased number of adults to assist with the project. Creative techniques to reach the participating teens will continue to be a priority.

Puerto Rico

The evaluation process was voluntary during the proposal process and the required obligatory submission of 500 questionnaires. Some barriers to complete this part was the translation of the document, audience unfamiliar with this type of scale, the assumptions related to change or action could not be answered in this period of the program as changes in behavior, habits, lifestyles and participation Community cannot be measured from a single educational intervention. In the training area peers Youth, Families and Communities Youth Training, Youth training the general public face to face educational intervention occurred in periods of 50 minutes to 1 hr. In the specific case of the shops but at least 500 people benefited from the workshops and educational materials for the methodology did not provide feedback in writing “of participants.

South Dakota

With the experienced team of Educators, they took a very appointed and intense approach, recognizing that impact would be better served by concentrating in some cooperative communities. They also recognized that due to the planning process and implementation being on somewhat of a ‘tight’ schedule in their minds (they were
going to create a new and specific program applicable to the Wal-Mart Grant). For these reasons, they moved forward in a very diligent matter that had the chance of not reaching as many numbers, but could definitely provide more impact and guidance in a more confined setting.

**Utah**

Regretfully, the survey instrument was not available until November. At the time of the Evaluation Webinar, we were told that IRB approval had already been secured that included all the participating institutions, which not correct information. Once we found out that this was not the case, we began efforts to secure IRB approval from Utah State University, which we received in early January. By the time the evaluation tool was ready for use, Utah 4-H had already conducted many of the programs and lost the opportunity to include those participants in the survey study. This greatly affected the number of participants that were not able to complete the survey. A barrier was also the duplication of reporting that was required. The demographic breakdown for each state was provided through the Survey Monkey final report, yet we were also required to complete this same information on each individual survey. Although we know every effort to not duplicate reporting was made by Mary Arnold and National 4-H/Wal-Mart, this was a poor use of time and resources. Although in 4-H and Extension we all learn the importance of adjusting to the circumstances, ideally the survey instrument and data collection required should be available at the beginning of the grant.

**Wisconsin**

Lincoln: Initially, the attitude of the middle school students presented a problem in covering the required material of safety and physical education. This was overcome after starting monthly martial arts sessions. Over the past few months, the interest of participating youth has increased dramatically as well as their enthusiasm. Related to the 4-H Healthy Living survey: The youth in this program’s ages were from Kindergarten to middle school. For youth, all the way up to 5th grade, the survey presented difficulties. It was too technical, and long, for them to understand. Also, some youth did not understand, or use the system of answering correctly. LaCrosse: finding high school leaders available in the hours immediately after school when they have extracurricular activities. Transportation was also a barrier for the teens. Rock: recruiting adult volunteers to coordinate the program to a sustainable level. However, with developing an adult/parent group we hope to strive towards that goal. Iron: The 4-H TrailBlazer program is sometimes complicated by weather. The early biking sessions were plagued by cool, rainy weather. In spite of that, members returned each week and were ready to ride for another day. The friends and family day concept was OK for friends, but parents work during the daytime and did not participate. Douglas: Our Teens as Teachers were not high school age youth...they were 4 & 5th graders. Not that their grade was a barrier, it wasn’t; but completing evaluations written for high school aged youth was not easy. Also, our participants were in 1-3rd grades and we had the same issues with trying to complete evaluations with them as well. We could have used more meetings with the Teens as Teachers group - we just didn’t have enough time to fit in all the topics we wanted to offer. Examples would be teaching and group presentation skills, Family Night planning, and further outreach activities.

**Louisiana**

Grant duration (timing) was a barrier. If the grant duration were extended to 12 months, it would have allowed for additional collaborations and development of “active partnerships”. The length of the evaluation instruments was extremely long and not age-appropriate from some of the youth reached through this program. The youth also had a difficult time determining what the questions were actually asking them—therefore we had to read each question to them and “interpret” it. The evaluation instruments were also not made available until approximately 5 months into the grant period.
Identified Facilitators

**Hawaii**
Human resources were also the best facilitators. Some county staff took this project as a great opportunity and got many more people involved than we had expected. The teen leaders engaged were really passionate about this program. Some of them were responsible for the program being a success in places where it would have been much less successful without their contributions. National 4-H Council staff has been supportive throughout although we have let them down several times. It has been easy to make adjustments as needed and they are always positive although some of these obstacles must be very difficult to manage with a nationwide project. Wal-Mart has worked with us to come to events and to help us get the gift cards we wanted to use as incentives. The University of Hawaii now has a corporate account with Wal-Mart to make it possible to get things done more efficiently.

**Illinois**
The collaborative approach to planning, conducting, and evaluating the event allowed each partner to give leadership in their area of strength. This led to well organized, in-depth educational and positive youth development opportunities for the students who participated. This was one of the greatest strengths of the 4-H Health Jam program.

**Iowa**
Collaborators

**Michigan**
None identified

**Minnesota**
Our planning team was committed to the goals of the program and worked well together to accomplish them. Everyone took on a different role; financial management of the grant, teen and pilot site training, evaluation management, resource development, organizing supply kits for the pilot sites, a mentor to pilot sites, etc. We also hired a staff person to write the ten lesson plans of the Stepping Out program. This was key in our ability to complete our plan, allowing us to focus on other aspects of the grant as well as our current job roles.

**New Hampshire**
We had adequate budget resources to support staff and travel. Resources also supported much needed promotional tools, including the display, posters and brochures. It has been a long time since NH 4-H has been able to produce contemporary, quality print pieces to market our programs. Staff had adequate funds to purchase supplies and equipment to be creative and generate excitement - after school program participants were thrilled to attend on days when the activity kits were used. Even though they were filled with very inexpensive items (tennis balls, scoop balls, jump ropes, grain sacks, etc), they were more than most programs are able to put together for use by the children. Extension staff was an important factor in facilitating the project in their own counties. Their willingness to take on the project and assist with various stages of implementation made it truly a statewide project that will have far reaching impact. Excellent 4-H and 4-H Army Youth Project curriculum provided the concrete program resources needed to win over the after school programs that are being challenged to address both academic performance and wellness of youth participants.

**New Jersey**
The ability to hire extra staff for the project was a major facilitator and vital in making the program a success. Having someone who could just take over and coordinate logistics for the training made the event run smoothly. Having a person work on all the GMGH materials facilitated the formalizing of those materials for distribution to others.

**North Carolina**
The support of the North Carolina A&T State University Cooperative Extension program, 4-H and FCS county Extension staff, community action agencies, faith-based organizations and other community-based organizations played a major role in implementing the project as planned.

**Oklahoma**
The funds allowed teams to buy resources that will have a long term impact and that allowed them to try some new innovative programs.
Oregon Facilitators worked with the teen advisory board to assist the youth in developing confidence to serve in leadership roles. Workshop topics included: Meeting Management Skills Communication Skills Roles of a class facilitator Working with different personalities Skills in working with different age groups Energizers - ways to motivate an audience Listening Skills

Puerto Rico Facilitators as envisaged in the project were as follows: 1. Available UPR facilities 2. Professional resources like local Extension agents, Extension Specialist evaluator, and in External Resources specialist 3. Resources provided by partners like Wal-Mart PR, Department of Education 4. Budget Approved by Wal-Mart Foundation by the National 4H Council allowed us to meet the entire action plan. Statewide scope was. But other scenarios such as public schools, churches, private schools, girls and boys scouts’ camp site and home helped to strengthen the teaching experience of teachers and teen participants. The media and radio were used to create a sense of belonging and to reaffirm the commitment of young people with community action.

South Dakota The facilitators were also the design team.

Utah None identified

Wisconsin Iron: The funding from Wal-Mart Healthy Living grant allowed us to expand our programs and offer the programs to youth at a lower cost. This is particularly important to families in our very low income community. We are also in a very rural area with long distances to travel so the funding helped defray some of the travel expenses of getting to and from sites and transporting youth for the canoe trip. We were able to expand the program because of the addition staff time allowed by the funding for the summer assistant to provide oversight of the program. LaCrosse: hiring staff with an exclusive focus on the Healthy Living program to keep the program on target. Partnerships with local school and the boys and girls club was also a great facilitator since they provided space and ample time to conduct an effective program. Lincoln County 4-H had an existing good relationship with afterschool programs with afterschool 4-H clubs already in existence. This created a current audience. Also, the Lincoln County 4-H ambassadors were able to assist at monthly meeting which was a great help in leading activities and being able to break up into smaller, more personal, groups. Douglas and Walworth: The support we received from the schools, principals and Afterschool Site Coordinators was essential to our success. Curriculum, resources and staff from the State 4-H office and WNEP insured a solid nutrition education program. Fond du Lac: Giving youth a leadership role makes them more involved. Partnership with Boys & Girls Club and 4-H to come up with different ways to get our youth involved. Teaming up with other agencies helped to give us a variety of programming.

Louisiana Partners/eager collaborators Hard-working LSU AgCenter agents Engaged families and communities
Appendix 6
Teens as Teachers Questionnaire
(Adapted from the work of Lee & Murdock, 2001)

Please rate the following items according to your experience as a teen teacher in the 4-H healthy Living Program:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There were dedicated adults who supported me as a teen teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>I had to go through an application process to become a teen teacher in this program</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>I was provided with a curriculum to follow as I taught this program</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>I received training before the program began</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I received ongoing training and support throughout the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The program made sure I had everything I needed to be successful as a teen teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I received recognition for and reward for my teaching efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I participated in team building with other teen teachers in the programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I felt “set-up” for success by adults running the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I received feedback on how well I was doing as a teacher</td>
<td></td>
<td></td>
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</tbody>
</table>
## Appendix 7
### The Positive Youth Development Inventory
*(Arnold & Meinhold, 2008)*

**Competence Subscale (14 items)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am a good student</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I take part in activities at my school</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>I like to learn about new things</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I am a creative person</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>I make good decisions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>I make friends easily</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>I feel comfortable in social situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>I can handle problems that come up in my life</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>I can mange my emotions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>I can handle being disappointed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>I am aware of other people’s needs in social situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>I have goals for my life</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>I know what I want to do for a career</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>I am interested in learning about careers I could have</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Character Subscale (11 items)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is important for me to do the right thing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I try to do the right thing, even when I know that no one will know if I do or not.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>I think it is important for me to be a role model for others.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>If I do the wrong thing, it doesn’t matter unless someone finds out.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>I don’t always tell the truth if I can avoid getting in trouble.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>It is important for me to do my best.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>It is important that others can count on me.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>If I promise to do something I can be counted on to do it.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>I am able to behave appropriately in most settings.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>I am able to stand up to peer pressure when I feel something is not right to do</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>I have people in my life whom I look up to and admire</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Connection Subscale (9 items)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a wide circle of friends.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>I think it is important to be involved with other people.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>My friends care about me.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
4 I feel connected to my teachers.  
5 Having friends is important to me.  
6 I feel connected to others in my community.  
7 I have adults in my life who are interested in me.  
8 I feel connected to my parents  
9 My family eats dinner together most days of the week

<table>
<thead>
<tr>
<th>Caring Subscale (8 items)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 When there is a need I offer assistance whenever I can.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2 It is easy for me to consider the feelings of others.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3 I care about how my decisions affect other people.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4 I try to encourage others when they are not as good at something as me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5 Other people’s feelings matter to me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6 I can be counted on to help if someone needs me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7 I care about the feelings of my friends.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8 When one of my friends is hurting, I hurt too.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution Subscale (7 items)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I take an active role in my community.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2 I am someone who gives to benefit others.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3 I like to work with others to solve problems.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4 I have things I can offer to others.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5 I believe I can make a difference in the world.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6 I care about contributing to make the world a better place for everyone.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7 It is important for me to try and make a difference in the world.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidence Subscale (9 items)</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I feel good about my scholastic ability</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2 I feel I am a good athlete</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3 I am satisfied with how I look</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4 I feel accepted by my friends</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5 In general, I think I am a worthy person</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6 I know how to behave well in different settings</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7 I can figure out right from wrong</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8 I have close friendships</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9 I can do things that make a difference</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

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Appendix 8
Additional Evaluation Results
New Hampshire
(Information in this Appendix was prepared by Grantee)

Adult Participants
In addition to the evaluation data entered into the on-line data base, 91 paper surveys were administered at county 4-H activities where celebration rodeo round-ups were held. The following summarizes the data from those surveys:

DEMOGRAPHICS

Gender: 67 74% female
16 18% male
8 9% did not respond

Age: 2 2% ages 18-22
2 2% ages 23-27
10 11% ages 28-32
10 11% ages 33-37
24 26% ages 38-42
16 18% ages 43-47
10 11% ages 48-52
5 6% ages 53-57
4 4% 63 or older
8 9% no response

This is my first experience participating as an adult in a 4-H program?
10 11% Yes
24 26% No
57 63% No response

I have been a 4-H club leader before
14 15% Yes
18 20% No
59 65% No response

I have volunteered as an adult for 4-H before (other than a club leader)
15 17% Yes
16 18% No
60 66% No response

I have worked with 4-H youth in Youth-Adult Partnerships before
12 13% Yes
20 22% No
I participated in 4-H as a young person

<table>
<thead>
<tr>
<th>Result</th>
<th>Count</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>59</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>77</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Multi-racial</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Unknown / other</td>
<td>6</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>(3 Native American)</td>
<td>7</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Did not respond</td>
<td>7</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>17</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Non-Latino</td>
<td>61</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Did not respond</td>
<td>13</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

Where you live:

<table>
<thead>
<tr>
<th>Location</th>
<th>Count</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>37</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td>44</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>6</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Did not respond</td>
<td>4</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM FOCUS**

1. Did your program focus on nutrition and healthy eating?

<table>
<thead>
<tr>
<th>Result</th>
<th>Count</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>85</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

**By participating as an adult I LEARNED**

- **Elements of good daily nutrition**
  - Count: 80, Percentage: 88%
  - Response: agree, strongly agree
  - Count: 3, Percentage: 3%
  - Response: no response

- **Importance of eating a healthful diet**
  - Count: 39, Percentage: 44%
  - Response: agree, strongly agree
  - Count: 1, Percentage: 1%
  - Response: neutral
  - Count: 51, Percentage: 56%
  - Response: no response

- **How to make healthy food choices**
  - Count: 0, Percentage: 0%
  - Response: strongly disagree, disagree
• **How many calories I need to eat each day**
  
<table>
<thead>
<tr>
<th></th>
<th>2%</th>
<th>42%</th>
<th>56%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>agree, strongly agree</td>
<td>no response</td>
</tr>
</tbody>
</table>

• **Importance of fruits and vegetables in my diet**
  
<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>2%</th>
<th>96%</th>
<th>2%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>strongly disagree, disagree</td>
<td>neutral</td>
<td>agree, strongly agree</td>
</tr>
</tbody>
</table>

• **Importance of being a good nutrition role model for young people**
  
<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>40%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>strongly disagree, disagree</td>
<td>neutral</td>
</tr>
</tbody>
</table>

• **Ways to encourage youth to eat healthier**
  
<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>11%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>strongly disagree, disagree</td>
<td>neutral</td>
</tr>
</tbody>
</table>

By participating as an adult I now take the following ACTIONS

• **Think about my body's daily nutritional needs and make choices based on that**
  
<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>7%</th>
<th>59%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>strongly disagree, disagree</td>
<td>neutral</td>
</tr>
</tbody>
</table>

• **Make healthful food choices whenever I can**
  
<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>12%</th>
<th>59%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>strongly disagree, disagree</td>
<td>neutral</td>
</tr>
</tbody>
</table>

• **Match my food intake to the number of calories I need to eat each day**
  
<table>
<thead>
<tr>
<th></th>
<th>7%</th>
<th>25%</th>
<th>59%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>disagree</td>
<td>neutral</td>
</tr>
</tbody>
</table>

226
- **Eat more fruits and vegetables**
  - 1 1% strongly disagree, disagree
  - 14 15% neutral
  - 70 77% agree, strongly agree
  - 6 7% no response

- **Eat less food that is not nutritionally beneficial to me**
  - 1 1% disagree
  - 10 11% neutral
  - 26 29% agree, strongly agree
  - 54 59% no response

- **I have helped a young person to develop better eating habits**
  - 3 3% disagree
  - 2 2% neutral
  - 32 36% agree, strongly agree
  - 54 59% no response

2. **Did your program focus on exercise and physical activity?**
   - 27 30% Yes
   - 6 7% No
   - 58 64% No response

**By participating as an adult I LEARNED**
- **3 most important aspects of physical activity**
  - 1 1% disagree
  - 15 17% neutral
  - 62 68% agree, strongly agree
  - 13 14% no response

- **Why it is important for me to get daily exercise**
  - 0 0% strongly disagree, disagree
  - 3 3% neutral
  - 75 83% agree, strongly agree
  - 13 14% no response

- **How to determine how much exercise I should get each day**
  - 0 0% strongly disagree, disagree
  - 4 4% neutral
  - 25 28% agree, strongly agree
  - 62 68% no response

- **Different types of exercise I might enjoy doing**
  - 0 0% strongly disagree, disagree
  - 6 7% neutral
  - 23 26% agree, strongly agree
  - 62 68% no response
• **How to incorporate exercise into my daily life**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0</td>
<td>neutral</td>
</tr>
<tr>
<td>29</td>
<td>32%</td>
</tr>
<tr>
<td>62</td>
<td>68%</td>
</tr>
</tbody>
</table>

• **Why getting the right amount of sleep is important for my health**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>neutral</td>
</tr>
<tr>
<td>20</td>
<td>21%</td>
</tr>
<tr>
<td>66</td>
<td>73%</td>
</tr>
</tbody>
</table>

• **Importance of being a good physical activity role model for youth**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0</td>
<td>neutral</td>
</tr>
<tr>
<td>29</td>
<td>32%</td>
</tr>
<tr>
<td>62</td>
<td>68%</td>
</tr>
</tbody>
</table>

• **Ways to encourage young people to be more physically active**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>neutral</td>
</tr>
<tr>
<td>27</td>
<td>30%</td>
</tr>
<tr>
<td>62</td>
<td>68%</td>
</tr>
</tbody>
</table>

By participating as an adult I now take the following ACTIONS

• **I plan when and where I can get exercise most days**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>21</td>
<td>23%</td>
</tr>
<tr>
<td>55</td>
<td>61%</td>
</tr>
<tr>
<td>13</td>
<td>14%</td>
</tr>
</tbody>
</table>

• **I have found a new form of exercise that I enjoy doing**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>21%</td>
</tr>
<tr>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>62</td>
<td>68%</td>
</tr>
</tbody>
</table>

• **I have increased the amount of time I am physically active most days**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>27</td>
<td>30%</td>
</tr>
<tr>
<td>51</td>
<td>56%</td>
</tr>
<tr>
<td>13</td>
<td>14%</td>
</tr>
</tbody>
</table>

• **I have decreased the amount of time I spend watching TV or playing on the computer...**
  
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>24</td>
<td>26%</td>
</tr>
</tbody>
</table>
47  53%  agree, strongly agree
13  14%  no response

- *I try to get the appropriate amount of sleep most nights*
  0  0%  strongly disagree, disagree
  8  9%  neutral
  21  24%  agree, strongly agree
  62  68%  no response

- *I have helped a young person become more physically active*
  0  0%  strongly disagree, disagree
  4  4%  neutral
  25  28%  agree, strongly agree
  62  68%  no response

3. Did your program focus on personal safety?
24  26%  Yes
10  11%  No
57  63%  No response

By participating as an adult I LEARNED
- *How to wash my hands*
  0  0%  strongly disagree, disagree
  5  6%  neutral
  21  23%  agree, strongly agree
  65  71%  no response

- *When to wash my hands*
  0  0%  strongly disagree, disagree
  2  2%  neutral
  24  26%  agree, strongly agree
  65  71%  no response

- *Ways to prevent the spread of germs*
  0  0%  strongly disagree, disagree
  2  2%  neutral
  22  25%  agree, strongly agree
  67  74%  no response

- *How to handle foods safely during preparation*
  0  0%  strongly disagree, disagree
  2  2%  neutral
  24  26%  agree, strongly agree
  65  71%  no response

- *About wearing protective gear to keep me safe*
  0  0%  strongly disagree, disagree
2  2%  neutral
22  24%  agree, strongly agree
67  74%  no response

- Ways to encourage young people to practice personal safety
  0  0%  strongly disagree, disagree
  2  2%  neutral
  24  26%  agree, strongly agree
  65  72%  no response

By participating as an adult I now take the following ACTIONS
- I wash my hands frequently
  0  0%  strongly disagree, disagree
  2  2%  neutral
  26  29%  agree, strongly agree
  63  69%  no response

- I wash my hands thoroughly
  0  0%  strongly disagree, disagree
  4  4%  neutral
  24  26%  agree, strongly agree
  63  69%  no response

- I sneeze or cough into my shoulder or elbow
  0  0%  strongly disagree, disagree
  2  2%  neutral
  26  29%  agree, strongly agree
  63  69%  no response

- I wash fruits and vegetables before eating them
  0  0%  strongly disagree, disagree
  2  2%  neutral
  26  29%  agree, strongly agree
  63  69%  no response

- I always fasten my seat belt when riding in a car
  0  0%  strongly disagree, disagree
  2  2%  neutral
  26  29%  agree, strongly agree
  63  69%  no response

- I always wear a helmet when I ride a bike, ski, roller blade or play contact sports
  0  0%  strongly disagree, disagree
  4  4%  neutral
  24  27%  agree, strongly agree
  63  69%  no response
- I have helped a young person adopt at least one more personal safety practice
  0 0% strongly disagree, disagree
  2 2% neutral
  25 28% agree, strongly agree
  64 70% no response

4. Did your program focus on community action?
  12 13% Yes
  21 23% No
  58 64% No response

By participating as an adult I LEARNED
  • About youth-adult partnerships
    0 0% strongly disagree, disagree
    6 7% neutral
    8 9% agree, strongly agree
    77 85% no response

  • About the impact I can personally have on my community
    0 0% strongly disagree, disagree
    2 2% neutral
    12 13% agree, strongly agree
    77 85% no response

  • About the importance of being involved in my community
    0 0% strongly disagree, disagree
    4 4% neutral
    12 13% agree, strongly agree
    75 82% no response

  • About the important impact I can have when I teach others
    0 0% strongly disagree, disagree
    2 2% neutral
    14 15% agree, strongly agree
    75 82% no response

  • The role I can play in helping youth engage with our community
    0 0% strongly disagree, disagree
    0 0% neutral
    16 17% agree, strongly agree
    75 82% no response

By participating as an adult I now take the following ACTIONS
  • I have participated in an effective youth-adult partnership
    0 0% strongly disagree, disagree
    2 2% neutral
    16 18% agree, strongly agree
Youth Participants

In addition to the evaluation data entered into the on-line data base, 143 paper surveys collected at county 4-H activities where celebration rodeo round-ups were held. The following summarizes the data from those surveys:

DEMOGRAPHICS

Gender: 62 43% female
        42 29%  male
        39 27%  did not respond

Grade in school:
        40 28%  elementary school (grades 2, 3, 4, 5)
        30 21%  middle school (grades 6, 7, 8)
        54 38%  high school (grades 9, 10, 11, 12)
        19 13%  did not respond

Age of youth:
        44 31%  ages 9, 10, 11
        21 15%  ages 12, 13
        46 32%  ages 14, 15
13 9% ages 16, 17
19 (13 %) did not respond

Grades in school:
20 14% mostly A’s
20 14% mostly B’s
3 2% mostly C’s
5 4 % not sure
95 66% did not respond

Location of school:
128 90% public school
3 2 % private school
3 2% home school
9 6% did not respond

Race
3 2% African American
3 2% Asian
91 64% Caucasian
5 4% Multi-racial
30 21% Unknown / other
11 8% Did not respond

Ethnicity
10 7% Latino
44 31% Non-Latino
89 62% Did not respond

Where you live:
89 62% rural
33 23 % suburban
10 7% urban
11 8% did not respond

PROGRAM FOCUS

5. Did your program focus on nutrition and healthy eating?
123 86% Yes
7 5% No
13 9% No response

By participating I LEARNED
• Elements of good daily nutrition
  10 7% strongly disagree, disagree
  23 16% neutral
  80 56% agree, strongly agree
  30 21% no response

• Importance of eating a healthful diet
  6 4% strongly disagree, disagree
  7 5% neutral
  34 24% agree, strongly agree
96  67%  no response

•  *How to make healthy food choices*
  2  1%  strongly disagree, disagree
  11  8%  neutral
  44  31%  agree, strongly agree
  86  60%  no response

•  *How many calories I need to eat each day*
  5  4%  strongly disagree, disagree
  9  6%  neutral
  33  23%  agree, strongly agree
  96  67%  no response

•  *Importance of fruits and vegetables in my diet*
  2  1%  strongly disagree, disagree
  17  12%  neutral
  92  64%  agree, strongly agree
  32  22%  no response

**By participating I now take the following ACTIONS**

•  *Think about my body's daily nutritional needs and make choices based on that*
  10  7%  strongly disagree, disagree
  12  8%  neutral
  7  5%  agree, strongly agree
  114  80%  no response

•  *Make healthful food choices whenever I can*
  3  2%  strongly disagree, disagree
  6  4%  neutral
  28  21%  agree, strongly agree
  106  74%  no response

•  *Match my food intake to the number of calories I need to eat each day*
  8  6%  strongly disagree, disagree
  8  6%  neutral
  11  8%  agree, strongly agree
  116  80%  no response

•  *Eat more fruits and vegetables*
  5  4%  strongly disagree, disagree
  28  20%  neutral
  56  39%  agree, strongly agree
  54  38%  no response

•  *Eat less food that is not nutritionally beneficial to me*
  5  4%  strongly disagree, disagree

234
6. Did your program focus on exercise and physical activity?

<table>
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<tr>
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<th>6</th>
<th>4%</th>
<th>neutral</th>
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<tbody>
<tr>
<td></td>
<td>22</td>
<td>16%</td>
<td>agree, strongly agree</td>
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<tr>
<td></td>
<td>110</td>
<td>77%</td>
<td>no response</td>
</tr>
</tbody>
</table>

By participating I LEARNED

- 3 most important aspects of physical activity
  |   | 10  | 7%   | strongly disagree, disagree |
  |   | 20  | 14%  | neutral |
  |   | 63  | 45%  | agree, strongly agree |
  |   | 50  | 35%  | no response |

- Why it is important for me to get daily exercise
  |   | 4   | 3%   | strongly disagree, disagree |
  |   | 17  | 12%  | neutral |
  |   | 76  | 54%  | agree, strongly agree |
  |   | 46  | 33%  | no response |

- How to determine how much exercise I should get each day
  |   | 1   | 1%   | strongly disagree, disagree |
  |   | 9   | 6%   | neutral |
  |   | 37  | 26%  | agree, strongly agree |
  |   | 96  | 67%  | no response |

- Different types of exercise I might enjoy doing
  |   | 2   | 1%   | strongly disagree, disagree |
  |   | 6   | 4%   | neutral |
  |   | 39  | 28%  | agree, strongly agree |
  |   | 96  | 67%  | no response |

- How to incorporate exercise into my daily life
  |   | 4   | 3%   | strongly disagree, disagree |
  |   | 6   | 4%   | neutral |
  |   | 30  | 21%  | agree, strongly agree |
  |   | 103 | 72%  | no response |

- Why getting the right amount of sleep is important for my health
  |   | 5   | 4%   | strongly disagree, disagree |
  |   | 7   | 5%   | neutral |
  |   | 26  | 19%  | agree, strongly agree |
  |   | 105 | 74%  | no response |

By participating I now take the following ACTIONS
• *I plan when and where I can get exercise most days*
  
  | 10 | 7% | strongly disagree, disagree |
  | 29 | 20% | neutral |
  | 51 | 35% | agree, strongly agree |
  | 53 | 37% | no response |
  
• *I have found a new form of exercise that I enjoy doing*
  
  | 7  | 5% | strongly disagree, disagree |
  | 8  | 6% | neutral  |
  | 26 | 18% | agree, strongly agree |
  | 102 | 71% | no response |
  
• *I have increased the amount of time I am physically active most days*
  
  | 12 | 8% | strongly disagree, disagree |
  | 22 | 15% | neutral |
  | 63 | 44% | agree, strongly agree |
  | 46 | 33% | no response |
  
• *I have decreased the amount of time I spend watching TV or playing on the computer...*
  
  | 17 | 12% | strongly disagree, disagree |
  | 21 | 15% | neutral  |
  | 65 | 46% | agree, strongly agree |
  | 40 | 28% | no response |
  
• *I try to get the appropriate amount of sleep most nights*
  
  | 4  | 3% | strongly disagree, disagree |
  | 5  | 4% | neutral  |
  | 22 | 16% | agree, strongly agree |
  | 112 | 79% | no response |

7. **Did your program focus on personal safety?**

  | 26 | 18% | Yes |
  | 12 | 8%  | No  |
  | 105 | 73% | No response |

**By participating I LEARNED**

• **How to wash my hands**
  
  | 3  | 2% | strongly disagree, disagree |
  | 6  | 4% | neutral |
  | 19 | 14% | agree, strongly agree |
  | 85 | 81% | no response |
  
• **When to wash my hands**
  
  | 3  | 2% | strongly disagree, disagree |
  | 3  | 2% | neutral |
  | 21 | 16% | agree, strongly agree |
  | 116 | 81% | no response |
• **Ways to prevent the spread of germs**
  1 1% strongly disagree, disagree
  4 3% neutral
  18 13% agree, strongly agree
  120 84% no response

• **How to handle foods safely during preparation**
  4 3% strongly disagree, disagree
  3 2% neutral
  17 12% agree, strongly agree
  119 84% no response

• **About wearing protective gear to keep me safe**
  3 2% strongly disagree, disagree
  1 1% neutral
  23 16% agree, strongly agree
  116 81% no response

**By participating I now take the following ACTIONS**

• **I wash my hands frequently**
  2 1% strongly disagree, disagree
  1 1% neutral
  26 19% agree, strongly agree
  114 79% no response

• **I wash my hands thoroughly**
  1 1% strongly disagree, disagree
  1 1% neutral
  27 19% agree, strongly agree
  114 80% no response

• **I sneeze or cough into my shoulder or elbow**
  3 2% strongly disagree, disagree
  1 1% neutral
  23 16% agree, strongly agree
  116 81% no response

• **I wash fruits and vegetables before eating them**
  2 1% strongly disagree, disagree
  3 2% neutral
  20 14% agree, strongly agree
  118 83% no response

• **I always fasten my seat belt when riding in a car**
  2 1% strongly disagree, disagree
### 7. Did you always wear a helmet when you rode a bike, ski, roller blade or play contact sports?

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<tr>
<td>23</td>
<td>16%</td>
<td>agree, strongly agree</td>
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<td>115</td>
<td>80%</td>
<td>no response</td>
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### 8. Did your program focus on community action?

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<td>8</td>
<td>6%</td>
<td>Yes</td>
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<td>17</td>
<td>12%</td>
<td>No</td>
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<tr>
<td>118</td>
<td>83%</td>
<td>No response</td>
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#### By participating I LEARNED

- **About youth-adult partnerships**
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<td>9</td>
<td>7%</td>
<td>agree, strongly agree</td>
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<tr>
<td>127</td>
<td>89%</td>
<td>no response</td>
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- **About the impact I can personally have on my community**
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<td>1%</td>
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<tr>
<td>11</td>
<td>8%</td>
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<tr>
<td>127</td>
<td>89%</td>
<td>no response</td>
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- **About the importance of being involved in my community**
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<td>strongly disagree, disagree</td>
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<tr>
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<td>1%</td>
<td>neutral</td>
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<tr>
<td>12</td>
<td>8%</td>
<td>agree, strongly agree</td>
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<tr>
<td>127</td>
<td>89%</td>
<td>no response</td>
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- **About the important impact I can have when I teach others**
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<td>strongly disagree, disagree</td>
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<td>1%</td>
<td>neutral</td>
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<tr>
<td>11</td>
<td>8%</td>
<td>agree, strongly agree</td>
</tr>
<tr>
<td>126</td>
<td>88%</td>
<td>no response</td>
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#### By participating I now take the following ACTIONS

- **I have participated in an effective youth-adult partnership**
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<td>0%</td>
<td>neutral</td>
</tr>
<tr>
<td>10</td>
<td>7%</td>
<td>agree, strongly agree</td>
</tr>
<tr>
<td>129</td>
<td>90%</td>
<td>no response</td>
</tr>
</tbody>
</table>
• *I participated in identifying a concern in my community*
  1  1%  strongly disagree, disagree
  3  2%  neutral
  12  8%  agree, strongly agree
  127 89%  no response

• *I took action to address a concern in my community*
  2  1%  strongly disagree, disagree
  6  4%  neutral
  7  5%  agree, strongly agree
  128 90%  no response

• *I have taken on new leadership roles in my community*
  2  1%  strongly disagree, disagree
  2  1%  neutral
  10  8%  agree, strongly agree
  129 91%  no response

• *I have taught other people things that are related to physical activity & personal safety*
  2  1%  strongly disagree, disagree
  2  1%  neutral
  11  8%  agree, strongly agree
  128 90%  no response