

## 4-H General Common Measures

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
<p><b>Make positive Choices</b></p>	<ol style="list-style-type: none"> <li>1. Youth will demonstrate responsibility, critical thinking and problem solving skills through informed decision making</li> <li>2. Youth will demonstrate flexibility and adaptability through decision making</li> <li>3. Youth will set goals and determine steps to reach them</li> </ol>	<ul style="list-style-type: none"> <li>• I use information to make decisions</li> <li>• I am comfortable making my own decisions</li> <li>• I take responsibility for my actions</li> <li>• I can explain my decisions to others (4<sup>th</sup>)</li> <li>• I can change my plan when I need to (4<sup>th</sup>)</li> <li>• I can explain why my decision is a good one (8<sup>th</sup> and 12<sup>th</sup> grade)</li> <li>• I consider the consequences of my choices (8<sup>th</sup> and 12<sup>th</sup> grade)</li> <li>• I know how to deal with stress in positive ways</li> <li>• I can make alternative plans if something doesn't work (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I don't let my friends talk me into doing something I don't want to do (4<sup>th</sup>)</li> <li>• I can resist negative social pressures (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I set goals for myself</li> <li>• I have a plan for reaching my goals</li> </ul>	<p>Adapted selected items from Decision Making Instrument from the Program Evaluation Network survey (2007)</p>
<p><b>Effectively Communicate</b></p>	<ol style="list-style-type: none"> <li>1. Youth will demonstrate the ability to communicate through multiple methods and media</li> </ol>	<ul style="list-style-type: none"> <li>• I am comfortable sharing my thoughts and feelings with others</li> <li>• I can use technology to help me express my ideas</li> <li>• I listen well to others</li> <li>• I am respectful of others</li> <li>• I have the confidence to speak in front of groups</li> <li>• I know who I can go to if I need help with a problem</li> <li>• I can work things out when others don't agree with me (4<sup>th</sup>)</li> <li>• I can resolve differences with others in positive ways. (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I am willing to consider the ideas of others even if they are different than mine (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I can stand up for things that are important to me (8<sup>th</sup> and 12<sup>th</sup>)</li> </ul>	<p>Adapted selected items from Communication Instrument from the Program Evaluation Network survey (2007)</p>

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Build Connections	1. Youth will develop positive and sustained relationships	<ul style="list-style-type: none"> <li>• I work well with other youth</li> <li>• I can work successfully with adults</li> <li>• I have friends who care about me</li> <li>• I am connected to adults who are not my parents (4<sup>th</sup>)</li> <li>• I know community leaders who support me (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I have adults in my life who care about me/are interested in my success (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• See mission mandates</li> </ul>	Selected items adapted from the Connection Scale of the Positive Youth Development Inventory (PYDI) (Arnold, Nott, & Meinhold, 2012)
Apply Content knowledge (mastery) in health, citizenship and science  Use the competencies, knowledge and skills practiced to <b>Contribute</b> to the health, growth and well-being of self, family, community, nation and the world	See mission mandates  1. The cumulative effect of 4-H participation through the development of skills and competencies in making choices, forming connections, effectively communicating, and applying content results in citizens who contribute to their community and world.	<ul style="list-style-type: none"> <li>• I am someone who wants to help others.</li> <li>• I like to work with others to solve problems</li> <li>• I have talents I can offer to others</li> <li>• I learned things that helped me make a difference in my community</li> <li>• I led a project that made a difference in my community (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>• I helped with a project that made a difference in my community (4<sup>th</sup>)</li> </ul>	Selected items adapted from the Contribution Scale of the Positive Youth Development Inventory (PYDI) (Arnold, Nott, & Meinhold, 2012)

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Apply Content knowledge (mastery) in health, citizenship and science	See mission mandates	<ul style="list-style-type: none"> <li>See mission mandates</li> </ul>	
Use the competencies, knowledge and skills practiced to <b>Contribute</b> to the health, growth and well-being of self, family, community, nation and the world	1. The cumulative effect of 4-H participation through the development of skills and competencies in making choices, forming connections, effectively communicating, and applying content results in citizens who contribute to their community and world.	<ul style="list-style-type: none"> <li>I am someone who wants to help others.</li> <li>I like to work with others to solve problems</li> <li>I have talents I can offer to others</li> <li>I learned things that helped me make a difference in my community</li> <li>I led a project that made a difference in my community (8<sup>th</sup> and 12<sup>th</sup>)</li> <li>I helped with a project that made a difference in my community (4<sup>th</sup>)</li> </ul>	Selected items adapted from the Contribution Scale of the Positive Youth Development Inventory (PYDI) (Arnold, Nott, & Meinhold, 2012)



## 4-H Science Common Measures

Outcome	Indicators	Items	Items Adapted from:
Interest and Engagement in Science	<ol style="list-style-type: none"> <li>Youth will express interest and be engaged in Science related activities.</li> </ol>	<ul style="list-style-type: none"> <li>I like to see how things are made or invented.<sup>1</sup></li> <li>I like experimenting and testing ideas.<sup>1</sup></li> <li>I get excited about new discoveries.<sup>1</sup></li> <li>I want to learn more about science.<sup>2</sup></li> </ul>	<ol style="list-style-type: none"> <li>4-H Science Initiative: Youth Engagement, Attitudes, and Knowledge Study (YEAK) (Mielke, LaFleur, Butler, Samzone, 2012).</li> <li>4-H Science Program Evaluation Report (Arnold &amp; Archibeque, 2012)</li> </ol>
Positive Attitudes and Aspirations toward Science	<ol style="list-style-type: none"> <li>Youth will express positive attitudes about science.</li> <li>Youth will see science in their futures and recognize the relevance of science.</li> </ol>	<ul style="list-style-type: none"> <li>I like science.<sup>1,2</sup></li> <li>I am good at science.<sup>1,2</sup></li> <li>I would like to have a job related to science.<sup>3</sup></li> <li>I do science activities that are not for school.<sup>3</sup></li> <li>I think science will be important in my future. (8<sup>th</sup>)<sup>3</sup></li> <li>I think science is useful for solving everyday problems. (8<sup>th</sup>)<sup>3</sup></li> </ul>	<ol style="list-style-type: none"> <li>The Nation's Report Card: National Assessment of Education Progress Science Student Background Questionnaire Grade 4. (2005)</li> <li>The Nation's Report Card: National Assessment of Education Progress Science Student Background Questionnaire Grade 8. (2005)</li> <li>Nebraska 4-H –Outdoor Skills Program. University of Nebraska Lincoln Extension. (2012)</li> </ol>

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Develop Science Skills and Abilities	1. Youth will demonstrate a capacity for science process skills.	<ul style="list-style-type: none"> <li>• I can do an experiment to answer a question.<sup>1</sup></li> <li>• I can tell others how to do an experiment.<sup>1</sup></li> <li>• I can explain why things happen in an experiment.<sup>1</sup></li> <li>• I can use scientific data to form a question. (8<sup>th</sup>)<sup>1</sup></li> <li>• I can design a scientific procedure to answer a question. (8<sup>th</sup>)<sup>1</sup></li> <li>• I can use data to create a graph for presentation to others. (8<sup>th</sup>)<sup>1</sup></li> <li>• I can create a display to communicate my data and observations. (8<sup>th</sup>)<sup>1</sup></li> <li>• I can use science terms to share my results. (8<sup>th</sup>)<sup>1</sup></li> </ul>	<ol style="list-style-type: none"> <li>1. 4-H Science Initiative: Youth Engagement, Attitudes, and Knowledge Study (YEAK) (Mielke, LaFleur, Butler, Samzone, 2012).</li> <li>2. The Science Process Skills Inventory (Arnold, &amp; Bourdeau, 2009).</li> </ol>
Apply Learning, Make a Contribution through Science 8 <sup>th</sup> grade only	1. Youth will apply science skills to issues in their community.	<ul style="list-style-type: none"> <li>• I have helped with a community service project that relates to science (for example: planted trees or gardens, road or stream clean-up, recycling).</li> <li>• I used science tools to help in the community (for example: mapped with GIS, tested water quality).</li> <li>• I taught others about science (for example: demonstrated, gave presentation at a community meeting or a school).</li> <li>• I organized or led science-related events (for example: science fair, environmental festival).</li> </ul>	Participating in Science Leadership Survey (Silliman, 2010)

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## 4-H Citizenship Common Measures

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
<p>Awareness of community and community issues</p> <p>8<sup>th</sup> Grade Only</p>	<ol style="list-style-type: none"> <li>1. Youth will read or view news regularly and identify important issues.</li> <li>2. Youth will engage in discussion with others and be critical consumers of information.</li> </ol>	<ul style="list-style-type: none"> <li>• I pay attention to news events that affect my community.<sup>1</sup></li> <li>• I am of aware of the important needs in my community.<sup>1</sup></li> <li>• I really care about my community.</li> <li>• I talk to my friends about issues affecting my community, state, or world.</li> <li>• I'm interested in others' opinions about public issues</li> <li>• I listen to everyone's views whether I agree or not.</li> <li>• When I hear about an issue, I try to figure out if they are just telling one side of the story.</li> </ul>	<ol style="list-style-type: none"> <li>1. Civic Responsibility Survey (Level 2 and 3) Replicates the Civic Responsibility Survey Level 2 (middle school) (Furco, Muller, &amp; Ammon, 1998)..</li> <li>2. California Civic Index - Communication with parents about politics. (Kahne, Middaugh, &amp; Schutjer-Manc, 2005).</li> <li>3. Kids Voting Evaluation (McDevitt, 2001).;</li> </ol>
<p>Appreciation of Cultural Diversity</p>	<ol style="list-style-type: none"> <li>1. Youth will demonstrate value and respect for other cultures.</li> </ol>	<ul style="list-style-type: none"> <li>• I enjoyed learning about people who are different from me. (4<sup>th</sup>),<sup>1,2</sup></li> <li>• I explore cultural differences. (8<sup>th</sup>),<sup>1,2</sup></li> <li>• I value learning about other cultures.(8<sup>th</sup>),<sup>1,2</sup></li> <li>• I respect people from different cultures. (8<sup>th</sup>),<sup>1,2</sup></li> <li>• I have learned about people who are different from me. (8<sup>th</sup>),<sup>1,2</sup></li> <li>• I would enjoy hosting someone from another culture. (8<sup>th</sup>),<sup>1,2</sup></li> </ul>	<ol style="list-style-type: none"> <li>1. Youth Development Cultural Competence Scale (Williams, 2006).</li> <li>2. Williams-Proctor Cultural Competence Scale (Williams, 2006).</li> </ol>

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Engagement in community and engagement with community issues	<ol style="list-style-type: none"> <li>Youth will engage in civic involvement.</li> <li>Youth participate in community service and volunteer.</li> <li>Youth will demonstrate leadership efficacy.</li> <li>Youth will maintain future intentions for civic engagement.</li> </ol>	<ul style="list-style-type: none"> <li>I can contact someone that I had never met before to get their help with a problem. (8<sup>th</sup>)<sup>1</sup></li> <li>I can make a difference in my community through community service.<sup>2</sup></li> <li>I can apply knowledge in ways that solve "real-life" problems through community service.<sup>2</sup></li> <li>I gain skills through serving my community that will help me in the future.</li> <li>I am encouraged to volunteer more.</li> <li>I plan to work on projects to better my community.</li> <li>After high school I will continue to work to better my community. (8<sup>th</sup>)</li> <li>I am interested in a career that helps others. (8<sup>th</sup>)</li> <li>I am interested in working in government (such as school board, Director of parks and rec, legislator, legislative aide, intern). (8<sup>th</sup>)</li> </ul>	<ol style="list-style-type: none"> <li>Competence for Civic Action Scale (Adapted from the Competence for Civic Action Scale from the Tapping Adolescents' Civic Engagement (Flanagan, Syversten, and Stout, 2007)</li> <li>Community Service Self-Efficacy Scale: Recent validation research for a service-learning assessment tool (Snow, 2012)</li> <li>Circle Working Paper #47 (Chi, Jastrazb, and Melchior, 2006)</li> <li>CityWorks Evaluation (Circle) (Kahne, Chi, &amp; Middaugh, 2002)</li> </ol>
Understanding of the Democratic Process	<ol style="list-style-type: none"> <li>Youth demonstrate their ability to work effectively in teams.</li> <li>Youth will improve their knowledge of parliamentary procedure.</li> <li>Youth will increase their interactions with local, state and national government.</li> <li>Youth will intend to vote.</li> </ol>	<ol style="list-style-type: none"> <li>I help make sure everyone gets an opportunity to say what they think.</li> <li>I treat everyone fairly and equally when I am in charge of a group.</li> <li>I am able to lead a group in making a decision. (8<sup>th</sup>)</li> <li>How do you rate your practice of parliamentary procedure? (12<sup>th</sup> only)</li> <li>How able are you to lead a group in making a decision? (12<sup>th</sup> only)</li> <li>Have you attended a local or state government meeting? (12<sup>th</sup> only)</li> <li>Do you intend to vote in Federal or Local elections after you reach 18? (12<sup>th</sup> only)</li> <li>Would you vote in a Federal election if you did not have to? (12<sup>th</sup> only)</li> </ol>	<ol style="list-style-type: none"> <li>Leadership Scale from UT Extension: Program Evaluation Network (2007).</li> <li>Youth Electoral Study (Print, Saha, Edwards, 2004).</li> <li>Some items developed by the team</li> </ol>

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Engagement in community and engagement with community issues	<ol style="list-style-type: none"> <li>Youth will engage in civic involvement.</li> <li>Youth participate in community service and volunteer.</li> <li>Youth will demonstrate leadership efficacy.</li> <li>Youth will maintain future intentions for civic engagement.</li> </ol>	<ul style="list-style-type: none"> <li>I can contact someone that I had never met before to get their help with a problem. (8<sup>th</sup>)<sup>1</sup></li> <li>I can make a difference in my community through community service.<sup>2</sup></li> <li>I can apply knowledge in ways that solve "real-life" problems through community service.<sup>2</sup></li> <li>I gain skills through serving my community that will help me in the future.</li> <li>I am encouraged to volunteer more.</li> <li>I plan to work on projects to better my community.</li> <li>After high school I will continue to work to better my community. (8<sup>th</sup>)</li> <li>I am interested in a career that helps others. (8<sup>th</sup>)</li> <li>I am interested in working in government (such as school board, Director of parks and rec, legislator, legislative aide, intern). (8<sup>th</sup>)</li> </ul>	<ol style="list-style-type: none"> <li>Competence for Civic Action Scale (Adapted from the Competence for Civic Action Scale from the Tapping Adolescents' Civic Engagement (Flanagan, Syversten, and Stout, 2007)</li> <li>Community Service Self-Efficacy Scale: Recent validation research for a service-learning assessment tool (Snow, 2012)</li> <li>Circle Working Paper #47 (Chi, Jastrazb, and Melchior, 2006)</li> <li>CityWorks Evaluation (Circle) (Kahne, Chi, &amp; Midaugh, 2002)</li> </ol>
Understanding of the Democratic Process	<ol style="list-style-type: none"> <li>Youth demonstrate their ability to work effectively in teams.</li> <li>Youth will improve their knowledge of parliamentary procedure.</li> <li>Youth will increase their interactions with local, state and national government.</li> <li>Youth will intend to vote.</li> </ol>	<ol style="list-style-type: none"> <li>I help make sure everyone gets an opportunity to say what they think.</li> <li>I treat everyone fairly and equally when I am in charge of a group.</li> <li>I am able to lead a group in making a decision. (8<sup>th</sup>)</li> <li>How do you rate your practice of parliamentary procedure? (12<sup>th</sup> only)</li> <li>How able are you to lead a group in making a decision? (12<sup>th</sup> only)</li> <li>Have you attended a local or state government meeting? (12<sup>th</sup> only)</li> <li>Do you intend to vote in Federal or Local elections after you reach 18? (12<sup>th</sup> only)</li> <li>Would you vote in a Federal election if you did not have to? (12<sup>th</sup> only)</li> </ol>	<ol style="list-style-type: none"> <li>Leadership Scale from UT Extension: Program Evaluation Network (2007).</li> <li>Youth Electoral Study (Print, Saha, Edwards, 2004).</li> <li>Some items developed by the team</li> </ol>



## 4-H Healthy Living Common Measures, 4<sup>th</sup> - 7<sup>th</sup> Gr.

Outcome	Indicators	Items	Items Adapted from:
<p>Choose food consistent with the Dietary Guidelines</p>	<ol style="list-style-type: none"> <li>1. Youth will consume more healthy foods such as: <i>vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds</i></li> <li>2. Consume less unhealthy foods such as: <i>sodium, solid fats, added sugars, and refined grains</i></li> <li>3. Follow healthy eating patterns such as: <i>eating breakfast, eating as a family, making healthy snack choices, etc.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. How hard would it be for you to...<sup>1</sup> <ul style="list-style-type: none"> <li>• Eat fruit for a snack</li> <li>• Eat vegetables for a snack</li> <li>• Choose water instead of soda pop or Kool Aid when you are thirsty</li> <li>• Drink 1% or skim milk instead of 2% or whole milk</li> <li>• Choose a small instead of a large order of French fries</li> <li>• Eat smaller servings of high fat foods like French fries, chips, snack cakes, cookies or ice cream?</li> <li>• Eat a low fat snack like pretzels instead of chips</li> <li>• Drink less soda pop</li> <li>• Drink less Kool-Aid</li> </ul> </li> <li>B. By participating in a 4-H Healthy Living Program, I learned about (strongly disagree, disagree, agree, strongly agree, N/A)<sup>2</sup> <ul style="list-style-type: none"> <li>• The foods that I should eat every day.</li> <li>• What makes up a balanced diet.</li> <li>• Why it is important for me to eat a healthful diet.</li> <li>• How to make healthful food choices.</li> </ul> </li> <li>C. By participating in a 4-H Healthy Living Program, I now take the following actions (strongly disagree, disagree, agree, strongly agree, N/A)<sup>2</sup> <ul style="list-style-type: none"> <li>• I eat more fruits and vegetables</li> <li>• I eat more whole grains</li> <li>• I eat less junk foods</li> <li>• I drink more water</li> <li>• I encourage my family to eat meals together</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Self-Efficacy for Healthy Eating, GEMS Pilot Study (Story, Sherwood, Himes, Davis, Jacobs Jr., Cartwright, Smyth, 2003)</li> <li>2. 2012 Healthy Living Evaluation – Nutrition (2012)</li> </ol>

Outcome	Indicators	Items	Items Adapted from:
Improve physical activity practices	<ol style="list-style-type: none"> <li>Youth will understand the benefits of PA</li> <li>Engage in 60 minutes or more of PA</li> <li>Reduce sedentary activity</li> <li>Balance food intake and PA</li> </ol>	<ol style="list-style-type: none"> <li>I do moderate physical activities like walking, helping around the house, raking leaves, or using the stairs. <sup>2</sup> (167)</li> <li>Being active is fun. <sup>1</sup></li> <li>Being active is good for me. <sup>1</sup></li> <li>I exercise 60 minutes every day.</li> <li>Physical activity will help me stay fit<sup>2</sup> (159)</li> </ol>	<ol style="list-style-type: none"> <li>Measuring the Impact of Youth EFNEP: Questionnaire Development and Validation (Hernandez-Garbanzo, 2011)</li> <li>PACE Adolescent Psychosocial and Stage-of-Change Measures Related to Sedentary Behavior (Norman, Sallis, Gaskins, 2007)</li> </ol>
Avoid and prevent negative risk behaviors	<ol style="list-style-type: none"> <li>Risk Prevention Items</li> </ol>	<ul style="list-style-type: none"> <li>When I cook food I am safe and careful</li> <li>If I am sick, I ask an adult before taking medicine</li> <li>I wear reflective clothing when walking after dark</li> <li>I use a pedestrian crossing when crossing the road</li> <li>I tell my friends when I think they are going to do something unsafe</li> <li>I avoid using substances that could harm me</li> <li>I wear a helmet when I ride a bike</li> <li>I wear a helmet when I rollerblade or ride a skateboard</li> <li>I wear a helmet when I ride an All Terrain Vehicle</li> <li>I follow safety rules when I use a firearm or bow</li> <li>I wear a seatbelt when riding in a car</li> <li>I avoid riding in cars with unsafe drivers</li> </ul>	New Items Developed by the Team (some are modified from the CDC items that appear on the 8 <sup>th</sup> grade survey)
Assess and regulate their emotions and behaviors	<ol style="list-style-type: none"> <li>Youth will develop self-awareness</li> <li>Demonstrate the ability to access external supports such as: <i>mentor, faith community, peers, activity, groups, counselor, etc.</i></li> <li>Positively manage stress/stressors</li> </ol>	General common measures will address similar items.	

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
<p>Improve physical activity practices</p>	<ol style="list-style-type: none"> <li>1. Youth will understand the benefits of PA</li> <li>2. Engage in 60 minutes or more of PA</li> <li>3. Reduce sedentary activity</li> <li>4. Balance food intake and PA</li> </ol>	<ol style="list-style-type: none"> <li>1. I do moderate physical activities like walking, helping around the house, raking leaves, or using the stairs. <sup>2 (167)</sup></li> <li>2. Being active is fun. <sup>1</sup></li> <li>3. Being active is good for me. <sup>1</sup></li> <li>4. I exercise 60 minutes every day.</li> <li>5. Physical activity will help me stay fit <sup>(159)</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Measuring the Impact of Youth EFNEP: Questionnaire Development and Validation (Hernandez-Garbanzo, 2011)</li> <li>2. PACE Adolescent Psychosocial and Stage-of-Change Measures Related to Sedentary Behavior (Norman, Sallis, Gaskins, 2007)</li> </ol>
<p>Avoid and prevent negative risk behaviors</p>	<ol style="list-style-type: none"> <li>1. Risk Prevention Items</li> </ol>	<ul style="list-style-type: none"> <li>• When I cook food I am safe and careful</li> <li>• If I am sick, I ask an adult before taking medicine</li> <li>• I wear reflective clothing when walking after dark</li> <li>• I use a pedestrian crossing when crossing the road</li> <li>• I tell my friends when I think they are going to do something unsafe</li> <li>• I avoid using substances that could harm me</li> <li>• I wear a helmet when I ride a bike</li> <li>• I wear a helmet when I rollerblade or ride a skateboard</li> <li>• I wear a helmet when I ride an All Terrain Vehicle</li> <li>• I follow safety rules when I use a firearm or bow</li> <li>• I wear a seatbelt when riding in a car</li> <li>• I avoid riding in cars with unsafe drivers</li> </ul>	<p>New Items Developed by the Team (some are modified from the CDC items that appear on the 8<sup>th</sup> grade survey)</p>
<p>Assess and regulate their emotions and behaviors</p>	<ol style="list-style-type: none"> <li>1. Youth will develop self-awareness</li> <li>2. Demonstrate the ability to access external supports such as: <i>mentor, faith community, peers, activity, groups, counselor, etc.</i></li> <li>3. Positively manage stress/stressors</li> </ol>	<p>General common measures will address similar items.</p>	





<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Establish and maintain healthy relationships	<ol style="list-style-type: none"> <li>1. Resolve interpersonal conflicts using conflict resolution skills</li> <li>2. Form and maintain positive relationships</li> <li>3. Demonstrate civility and empathy toward others</li> <li>4. Resist inappropriate/negative social pressure</li> <li>5. Practice positive communication skills such as: <i>listening, speaking clearly, articulating ideas, starting conversations, etc.</i></li> </ol>	Citizenship will address similar items.	

## 4-H Healthy Living Common Measures, 8<sup>th</sup>-12<sup>th</sup> Gr.

Outcome	Indicators	Items	Items Adapted from:
<p>Choose food consistent with the Dietary Guidelines*</p>	<p>1. Youth will consume more healthy foods such as: <i>vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds</i></p> <p>2. Consume less unhealthy foods such as: <i>sodium, solid fats, added sugars, and refined grains</i></p> <p>3. Follow healthy eating patterns such as: <i>eating breakfast, eating as a family, making healthy snack choices, etc.</i></p>	<p>A. By participating in a 4-H Healthy Living Program, I learned about (strongly disagree, disagree, agree, strongly agree, N/A)<sup>1</sup></p> <ul style="list-style-type: none"> <li>• The foods that I should eat every day.</li> <li>• What makes up a balanced diet.</li> <li>• Why it is important for me to eat a healthy diet.</li> <li>• How to make healthful food choices.</li> <li>• How many calories I need to eat each day</li> <li>• The importance of fruits and vegetables in my diet</li> <li>• The importance of whole grains in my diet</li> </ul> <p>B. By participating in a 4-H Healthy Living Program, I now take the following actions (strongly disagree, disagree, agree, strongly agree, N/A)<sup>1</sup></p> <ul style="list-style-type: none"> <li>• I think about what foods my body needs during the day</li> <li>• I make food choices based on what I know my body needs</li> <li>• I make healthful food choices whenever I can</li> <li>• I match my food intake to the number of calories I need to eat each day</li> <li>• I eat more fruits and vegetables</li> <li>• I eat more whole grains</li> <li>• I eat less junk foods</li> <li>• I drink less soda</li> <li>• I drink more water</li> <li>• I encourage my family to eat meals together</li> </ul> <p>C. My family eats at least one meal a day together. (Yes, No)<sup>2</sup></p>	<p>1. 2012 <i>Healthy Living Evaluation - Nutrition. (2012)</i></p> <p>2. Adapted from PROJECT EAT: Correlates of fruit and vegetable intake among adolescents: Findings from Project EAT (Neumark-Sztainer, Wall, Perry, Story, 2003)</p>

## 4-H Healthy Living Common Measures, 8<sup>th</sup> -12<sup>th</sup> Gr.

Outcome	Indicators	Items	Items Adapted from:
<p>Choose food consistent with the Dietary Guidelines*</p>	<p>1. Youth will consume more healthy foods such as: <i>vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds</i></p> <p>2. Consume less unhealthy foods such as: <i>sodium, solid fats, added sugars, and refined grains</i></p> <p>3. Follow healthy eating patterns such as: <i>eating breakfast, eating as a family, making healthy snack choices, etc.</i></p>	<p>A. By participating in a 4-H Healthy Living Program, I learned about (strongly disagree, disagree, agree, strongly agree, N/A)<sup>1</sup></p> <ul style="list-style-type: none"> <li>• The foods that I should eat every day.</li> <li>• What makes up a balanced diet.</li> <li>• Why it is important for me to eat a healthy diet.</li> <li>• How to make healthful food choices.</li> <li>• How many calories I need to eat each day</li> <li>• The importance of fruits and vegetables in my diet</li> <li>• The importance of whole grains in my diet</li> </ul> <p>B. By participating in a 4-H Healthy Living Program, I now take the following actions (strongly disagree, disagree, agree, strongly agree, N/A)<sup>1</sup></p> <ul style="list-style-type: none"> <li>• I think about what foods my body needs during the day</li> <li>• I make food choices based on what I know my body needs</li> <li>• I make healthful food choices whenever I can</li> <li>• I match my food intake to the number of calories I need to eat each day</li> <li>• I eat more fruits and vegetables</li> <li>• I eat more whole grains</li> <li>• I eat less junk foods</li> <li>• I drink less soda</li> <li>• I drink more water</li> <li>• I encourage my family to eat meals together</li> </ul> <p>C. My family eats at least one meal a day together. (Yes, No)<sup>2</sup></p>	<p>1. 2012 Healthy Living Evaluation – Nutrition. (2012)</p> <p>2. Adapted from PROJECT EAT: Correlates of fruit and vegetable intake among adolescents: Findings from Project EAT (Neumark-Sztainer, Wall, Perry, Story, 2003)</p>



<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
<p>Improve physical activity practices*</p>	<ol style="list-style-type: none"> <li>1. Youth will</li> <li>2. Understand the benefits of PA</li> <li>3. Engage in 60 minutes or more of PA</li> <li>4. Reduce sedentary activity</li> <li>5. Balance food intake and PA</li> </ol>	<p>A. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.) (0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days)</p> <p>B. On an average school day, how many hours do you watch TV? (I do not watch TV on an average school day, less than 1 hour per day, 1 hour per day, 2 hours per day, 3 hours per day, 4 hours per day, 5 hours or more per day)</p> <p>C. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook, or other social networking tools, and the Internet.)( I do not play video or computer games or use a computer for something that is not school work, less than 1 hour per day, 1 hour per day, 2 hours per day, 3 hours per day, 4 hours per day, 5 or more hours per day)</p>	<p>Centers for Disease Control's 2013 Middle School Youth Risk Behavior Survey:</p> <p>2013 Middle School Youth Risk Behavior Survey. (2013)</p>

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Assess and regulate their emotions and behaviors	<ol style="list-style-type: none"> <li>1. Youth will Increase self-awareness</li> <li>2. Decrease aggressive behaviors</li> <li>3. Ability to access external support such as: <i>mentor, faith community, peers, activity, groups, counselor, etc.</i></li> <li>4. Positively manage stress/stressors</li> <li>5. Contribute to their families, schools, and communities</li> <li>6. such as: <i>putting forth best effort, helping others, etc.</i></li> </ol>	General common measures will address similar items.	
Establish and maintain healthy relationships	<ol style="list-style-type: none"> <li>1. Youth will Resolve interpersonal conflicts using conflict resolution skills</li> <li>2. Form and maintain positive relationships</li> <li>3. Demonstrate civility and empathy toward others</li> <li>4. Resist inappropriate/negative social pressure</li> <li>5. Practice positive communication skills</li> <li>7. such as: <i>listening, speaking clearly, articulating ideas, starting conversations, etc.</i></li> </ol>	General common measures will address similar items.	

<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Assess and regulate their emotions and behaviors	<ol style="list-style-type: none"> <li>1. Youth will Increase self-awareness</li> <li>2. Decrease aggressive behaviors</li> <li>3. Ability to access external support <i>such as: mentor, faith community, peers, activity, groups, counselor, etc.</i></li> <li>4. Positively manage stress/stressors</li> <li>5. Contribute to their families, schools, and communities</li> <li>6. <i>such as: putting forth best effort, helping others, etc.</i></li> </ol>	General common measures will address similar items.	
Establish and maintain healthy relationships	<ol style="list-style-type: none"> <li>1. Youth will Resolve interpersonal conflicts using conflict resolution skills</li> <li>2. Form and maintain positive relationships</li> <li>3. Demonstrate civility and empathy toward others</li> <li>4. Resist inappropriate/negative social pressure</li> <li>5. Practice positive communication skills</li> <li>7. <i>such as: listening, speaking clearly, articulating ideas, starting conversations, etc.</i></li> </ol>	General common measures will address similar items.	





<b>Outcome</b>	<b>Indicators</b>	<b>Items</b>	<b>Items Adapted from:</b>
Avoid and prevent negative risk behaviors	<ol style="list-style-type: none"> <li>1. Practice injury prevention behaviors such as: seatbelt use, helmet use, distraction-free driving, ATV use, bicycle, shooting sports safety, etc.</li> <li>2. Prevent and reduce ATOD use such as: practicing refusal skills, intervening to prevent use/abuse, etc.</li> <li>3. Understand the consequences of risk behaviors</li> <li>4. Advocate for avoiding risk behaviors among peers</li> </ol>	<ul style="list-style-type: none"> <li>• When you ride an All-Terrain Vehicle (ATV), how often do you wear a helmet?<sup>1</sup></li> <li>• When you use a firearm, how often do you follow safety rules?<sup>1</sup></li> <li>• When you ride a bicycle, how often do you wear a helmet?<sup>2</sup></li> <li>• When you rollerblade or ride a skateboard, how often do you wear a helmet?<sup>2</sup></li> <li>• How often do you wear a seat belt when riding in a car?<sup>2</sup></li> <li>• Have you ever ridden in a car driven by someone who had been drinking alcohol?<sup>2</sup></li> </ul>	<ol style="list-style-type: none"> <li>1. New item developed by the team</li> <li>2. 2013 Middle School Youth Risk Behavior Survey (2013)</li> </ol>
Avoid and prevent negative risk behaviors	<ol style="list-style-type: none"> <li>1. Additional Risk Prevention Items</li> </ol>	<ul style="list-style-type: none"> <li>• When I cook food I am safe and careful</li> <li>• If I am sick, I ask an adult before taking medicine</li> <li>• I wear reflective clothing when walking after dark</li> <li>• I use a pedestrian crossing when crossing the road</li> <li>• I tell my friends when I think they are going to do something unsafe</li> <li>• I avoid using substances that could harm me</li> </ul>	New Items Developed by the Team

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