



4-H BUILDING HEALTH ADVOCACY SKILLS



Building youth advocacy and leadership around health allows youth to have a voice in creating meaningful and sustainable change in their communities. This project requires that youth have a foundational understanding of basic nutrition and physical activity. In conjunction with UCCE health and nutrition programs, this project encourages youth to build on their knowledge to become teachers, public speakers and advocates for healthy living in their communities. Youth use these skills to become agents of positive change and engaged citizens by:

- Exploring the role of individual behaviors, social, and environmental influences on food choice and physical activity.
- Engaging in citizen science data collection, analysis and problem solving.
- Educating decision-makers on issues that impact their community.

Starting Out <i>Beginner</i>	Learning More <i>Intermediate</i>	Exploring Depth <i>Advanced</i>
<ul style="list-style-type: none"> • Track nutrition and log physical activity minutes for 1 week. • Ask your friends about their favorite foods; see if you can come up with healthier versions that use less added fat, sugar and sodium. • Learn about behavioral economics and choice architecture in school cafeterias (see Smarter Lunchrooms Movement). • Go on a walking fieldtrip. List things you encountered that make it easy to be healthy or difficult to be healthy. • Write a letter to your mayor or city council members about what you found on your walk. 	<ul style="list-style-type: none"> • Research community advocacy or a famous community advocate. • Develop a survey to get feedback from other youth about a specific health or wellness issue (drinking water access, safe routes to school, time for physical activity, school menu, etc.). • Take pictures of places in your school/community where you don't feel healthy or valued. • Ask the Principal how to join your school or district wellness committee. • Explore the survey data and photo documentation with the wellness committee and brainstorm potential solutions. 	<ul style="list-style-type: none"> • Identify something in your community you want to change to make healthy choices easier (lighting in a local park, signs in the cafeteria). • Decide what data you need to collect to make your case for the change (opinion surveys, assessments, photos, etc.), collect and analyze your data. • Develop a presentation about what you want and why you think it is important. • Present research to decision-makers that have the power to create the change you seek (Principal, School Board, City Council, etc.). • Write a letter to the editor for your local newspaper advocating for the change.

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.



Expand Your Experiences!

Healthy Living

- Work with your cafeteria manager at school to develop creative names for menu items (i.e. x-ray vision carrots, California fresh burrito, etc.).
- Teach your parents about behavioral economics and show them examples at the grocery store.

Science, Technology, Engineering, and Mathematics

- Create a map that shows a 1-mile radius around your school; plot all of the fast-food outlets and places to buy fresh fruit or vegetables.
- Survey your friends to find their favorite sugary drinks. Calculate how much sugar is in each drink and how long they would need to exercise to burn off those excess calories.
- Work with an adult to conduct a plate-waste study in your cafeteria to calculate how much food is being thrown out.

Citizenship

- Organize a healthy canned food drive at your school; donate the food to the local food pantry.
- Organize a school garden work day to start or reinvigorate your school garden.
- Send photos and a story to a local newspaper about barriers to health and wellness in your community and/or things that youth are doing to create healthier spaces.

Leadership

- Display your map, photos or presentation at Presentation Day, Food & Arts Celebration, club meetings or other approved public speaking spaces.
- Talk to your cafeteria manager about becoming a salad bar ambassador and teaching students how to use the salad bar to create delicious food.
- Teach others in your 4-H club about community advocacy and any successful changes you have made.
- Create a list of local decision-makers from your cafeteria manager to your mayor.

Resources

- Walkability & Bikeability Checklists www.walkbiketoschool.org/get-set/event-ideas/walkability-bikeability-checklists#download
- Safe Routes to School www.saferoutesinfo.org
- National Nutrition Month Resources www.eatright.org/food/resources/national-nutrition-month
- Empowering Youth with Nutrition and Physical Activity <https://www.fns.usda.gov/tn/empowering-youth-nutrition-physical-activity>
- UC Davis CRC Putting Youth on the Map interact.regionalchange.ucdavis.edu/youth/
- Find your elected officials act.commoncause.org/site/PageServer?pagename=sunlight_advocacy_list_page
- National School Boards Assoc. <http://www.nsba.org/>

Connections & Events

Presentation Day: Teach others about community advocacy by sharing how you identified a problem, collected data, and developed a solution.

National Nutrition Month (March): Contact your Public Health Department to see what events being planned for Nutrition Month and how you can help.

Parent Nights at school: Display your photos or presentation at Open House night to educate parents and families about health and wellness advocacy.

Contact your UC Cooperative Extension Office to determine additional opportunities available.

Curriculum

Smarter Lunchrooms Movement
<http://smarterlunchrooms.org/>

YA4-H!
<http://oregon.4h.oregonstate.edu/projects/ya4-h/curriculum>

Photovoice – Snapshots & Stories
<https://ucsdcommunityhealth.org/wp-content/uploads/2015/09/Snapshots-Stories-Photovoice-Resource-Guide.pdf>

Mapping
interact.regionalchange.ucdavis.edu/youth/resources.html

4-H Record Book

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit <http://ucanr.edu/orb/>

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



FOR FUTURE INFORMATION

To order or obtain ANR publications and other products, visit the ANR Communication Services online catalog at <http://anrcatalog.ucanr.edu/> or phone 1-800-994-8849. You can also place orders by mail or request a printed catalog of our products from

University of California
Agriculture and Natural Resources
Communication Services
2801 Second Street
Davis, CA 95618
Telephone 1-800-994-8849
E-mail: anrcatalog@ucanr.edu

©2018 The Regents of the University of California. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Publication 8602

ISBN-13: 978-1-62711-032-7

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a protected veteran or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 [USERRA]), as well as state military and naval service.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's equal employment opportunity policies may be directed to: John Sims, Affirmative Action Contact and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1397. Email: jsims@ucanr.edu. Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.



An electronic copy of this publication can be found at the ANR Communication Services catalog website, <http://anrcatalog.ucanr.edu/>. This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by ANR Associate Editor for Human and Community–Youth Development Lynn Schmitt-McQuitty.

California 4-H Project Sheet Series Authors

JOHN BORBA, 4-H Youth Development Advisor, UC Cooperative Extension, Kern County; CLAUDIA DIAZ, 4-H Youth Development Advisor, UC Cooperative Extension, Riverside and San Bernardino counties; MARCEL HOROWITZ, Healthy Youth, Families, and Communities Advisor, UC Cooperative Extension, Yolo County; ANNE IACCOPUCCI, 4-H Healthy Living Coordinator, California State 4-H Office; SHANNON KLISCH; UC CalFresh Community Education Supervisor, UC Cooperative Extension, San Luis Obispo County; KENDRA LEWIS, 4-H Evaluation Coordinator, California State 4-H Office; KATHERINE SOULE, Youth, Families, and Communities Advisor and Director of UC Cooperative Extension, San Luis Obispo and Santa Barbara Counties; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma counties.

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals