



# 4 STEPS TO SELECT A HEALTH CURRICULUM

## A GUIDE FOR RURAL COLORADO SCHOOLS

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## ABOUT THIS GUIDE

Selecting healthy education curricula can be a daunting process. We hope that this guide makes the process easier and helps your team choose curricula that suit your students' needs and addresses the health topics that are most pressing in your community.

This guide was created with the help of recommendations and resources from the following sources:

- Colorado Department of Education
- Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT)
- Our experience partnering with schools to implement evidence-based practices in school health

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### This guide was created by the Center for Rural School Health & Education



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**If you have questions about how to use this guide, contact Carla!**

# GETTING READY

## *Complete these tasks before Meeting 1*

- Review this guide.** Read through this guide to learn what the process entails, and work with your superintendent or principal to designate a person to lead the process.
- Gather information about your budget.** How much do you have to spend? Consider the cost of the curriculum, training, and supplemental resources. Some curricula have recurring costs, such as subscription fees, student handbooks, or ongoing professional development, so you will want to know what the district can support upfront as well as on an annual basis. Additionally, you may have money in your budget to support the selection process, such as providing committee member stipends or purchasing curriculum materials to review.
- Identify members of the curriculum committee.** Work with your principal or superintendent to identify members of the curriculum selection committee. Consider including those who bring a diversity of perspectives and backgrounds (e.g., race, ethnicity, ability, socio-economic status, gender identity, sexual orientation, religious affiliation) as well as a variety of expertise or roles (e.g., teachers, parents, health professionals, students). Members of your committee generally need to have availability to attend all meetings and complete work outside of meetings.
- Set a meeting schedule.** Selecting a health curriculum may take several months, so start the process well before a decision needs to be made. Ideally meetings will take place during the school year so staff, students, and families can be involved. This guide lends itself to four meetings conducted over a four month period, though alternative schedules are possible.
- Prepare for meetings.** Consider these tips as you plan your meetings:
  - Send calendar invites and meeting reminders to ensure good attendance
  - Articulate the goal and provide an agenda for each meeting (you can use the meeting outline, such as that on page 5, to create your agenda)
  - Set up the room to facilitate collaboration (e.g., seats around a table)
  - Designate a note taker
  - Create a structure to ensure tasks are completed between meetings
  - Take time to celebrate throughout the process



**FOCUS THE SEARCH**

# COMMITTEE MEETING 1

Use student health priorities and other criteria to focus your selection process

## 1) Set the group up for success

Review committee member roles and responsibilities and group norms. Discuss the committee's purpose, the process you will follow, and the timeline for achieving your goals.

### Materials:

- Comprehensive Health and Wellness Plan
- Healthy Kids Colorado Survey Report
- Colorado Comprehensive Health Education Standards
- After Meeting 1

## 2) Learn more about health education

- ▶ **CDE Comprehensive Health Education Standards:** Preview the *Colorado Comprehensive Health Education Standards* (pp. 10-17), or examine them in depth at: <https://www.cde.state.co.us/cohealth/statestandards>
- ▶ **Essential Health Skills:** Explore the health skills that are part of a comprehensive approach to health education: Analyzing influences, Accessing Information, Interpersonal communication, Decision-making, Goal setting, Self-management, and Advocacy. To learn more, view the Health Skill Guides available from RMC Health: <https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/health-education/>.
- ▶ **Characteristics of an Effective Health Education Curriculum:** Review the Centers for Disease Control and Prevention's recommendations for health curriculum: <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>

## 3) Identify student health priorities

Use your CHWP and Healthy Kids Colorado Survey data to select 1-2 health priority areas to focus your curriculum search.

- ▶ What health problems were identified in your CHWP?
- ▶ What key data trends are emerging in Healthy Kids Colorado Survey?
- ▶ What other health problems or priorities do you know about from your community?

Write down your health priorities to reference throughout the process.

## 4) Prepare to collect more information

Review the tasks on page 6, *After Meeting 1*. Designate a person to complete each section by the next meeting.

# AFTER MEETING 1

Complete these tasks before Meeting 2

## 1) Talk to key decision-makers in your school about their plans for health education.

*Guiding questions for administrators/teachers:*

What is the plan for how health education will be taught in our school district? (Consider the following in your response: grade levels, schedule, length of lessons, who will teach, etc.)

What should the health education selection committee know and consider during the decision-making process?

## 2) Get more info about current health curricula in the school

List health-related curricula, programs, and frameworks (e.g., PE curriculum, PBIS, Trauma-Informed School) currently being used in the district.

Curriculum / Framework	Grades	Instructor/s	Notes



# REVIEW CURRICULA



## COMMITTEE MEETING 2

*Prioritize curricula that meet your criteria*

### 1) Identify the scope of this committee's work

Share what key decision-makers said about the district's plans for health education (*After Meeting 1, Section 1, p. 6*). If you have funds available to support the purchase of a curriculum, provide that information as well.

#### **Materials:**

- *After Meeting 1*
- *Health Curriculum Summaries*
- *Colorado Comprehensive Health Education Standards*
- *After Meeting 2*
- *Curriculum Overview*

### 2) Learn what health-related programs and curricula are already in place

Review the health-related curricula, programs, and frameworks that are currently being used in the district (*After Meeting 1, Section 2, p. 6*).

### 3) Review curriculum summaries

Revisit the health priorities from Meeting 1. Use *Appendix B: Health Curriculum Summaries* (p. 28) to explore options and determine which curricula best address your health priorities.

### 4) Prioritize options

Select 4-6 curricula per grade level to examine in depth.

### 5) Prepare to analyze options

Designate 1-2 committee members to review each curriculum. Provide members a copy of *After Meeting 2* (p. 9) and *Curriculum Overview* (p. 10). Clarify tasks that need to be completed for the next meeting.

## AFTER MEETING 2

*Complete these tasks before Meeting 3*

### **1) Request sample copies**

Contact publishers to request preview copies of the curriculum (see *Curriculum Summary* for contact information). *Note: Although many companies provide sample lessons online, we recommend you get sample copies sent to you. Having the materials in hand will give you a better sense about the curriculum and what it's like to use it.*

### **2) Indicate health education standards addressed in the curriculum**

Identify the standards addressed in each curriculum by highlighting them on the *Comprehensive Health Education Standards* (Appendix A, p. 20).

### **3) Complete Curriculum Overview**

Prepare the *Curriculum Overview* (p. 10) to present to other committee members.

# CURRICULUM OVERVIEW

*Complete one curriculum review form for each curriculum you are considering*

Title: \_\_\_\_\_

**1. What materials did you review?** (e.g., grades, lessons, teacher guides, student materials)

**2. What are the strengths or benefits of this curriculum?**

**3. What are the weaknesses or concerns with this curriculum?**



**GET INPUT**

## COMMITTEE MEETING 3

*Select curricula to present to students and community*

### 1) Discuss curricula

Review sample materials. Use the completed *Curriculum Overview* (p. 10) and *Curriculum Summary* to guide a discussion of each curriculum.

#### **Materials:**

- *Curriculum Overview*
- *Curriculum Summaries*
- *Curriculum Rating Forms*
- *After Meeting 3*

### 2) Identify committee's preferences

Have committee members complete a *Curriculum Rating Form* (p. 14) for each curriculum that is under consideration. You may complete one form as a committee for each curriculum, or have members complete the forms individually and average the scores to come up with a group rating. Discuss results to determine the group's top 2-3 preferences.

### 3) Gather more information and input

Consider what information the committee needs to make a final decision.

- Do you need more information about the curriculum itself?
- Do you want to pilot a few sample lessons?
- Have you heard from the principal, school nurse, counselor, students, and teachers?
- Would input from families help?

As a committee, discuss your remaining questions and identify stakeholders whose input will help you answer them. Use *After Meeting 3* (p. 13) to create your plan. Then, designate members of the committee to lead these efforts.

# AFTER MEETING 3

*Complete these tasks before Meeting 4*

## 1) Contact publishers

Reach out to publishers to inquire further about the curriculum and get answers to the committee's questions.

## 2) Solicit input from administrators, teachers, students and families

Students, families, teachers, and administrators will have important opinions to share about your top choices. Reach out to a broad range of students and families from different backgrounds and ask them to share their thoughts. Some ways to do this are:

- Pilot sample lessons and follow up with teachers and students
- Discuss curriculum samples during a listening session
- Encourage staff, families, or students to preview curriculum samples and complete *Curriculum Rating Forms* (p. 14)

## 3) Organize information

Use the *Community Input Summary Report* (p. 15) to organize the information you collect. Prepare to share it with committee members.

# CURRICULUM RATING FORM

Title of curriculum: \_\_\_\_\_

Indicate the extent to which you agree with each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
<b><i>The curriculum is a good fit for our school's...</i></b>						
1. Health priorities. <i>(e.g., health problems in the CHWP, HKCS data)</i>	1	2	3	4	5	-
2. Culture. <i>(e.g., examples connect with students and reflect diversity of student body, activities are accessible to families)</i>	1	2	3	4	5	-
3. Structure. <i>(e.g. lesson type, instructional time, training opportunities, assessment practices, integration with other content areas)</i>	1	2	3	4	5	-
<b><i>The curriculum includes...</i></b>						
4. Opportunities for students to learn and practice the essential health skills. <i>(e.g., communication, decision-making, goal setting, self-management)</i>	1	2	3	4	5	-
5. Strategies to engage students and personalize content. <i>(e.g., sharing personal thoughts, feelings, and opinions; developing critical thinking skills)</i>	1	2	3	4	5	-
7. Examples, materials, and information that are culturally inclusive. <i>(e.g., race, ethnicity, religion, sexual orientation, physical ability)</i>	1	2	3	4	5	-
8. Information that is accurate, relevant, and applicable to students' lives.	1	2	3	4	5	-
9. Opportunities for students to examine social pressures and influences. <i>(e.g., peer pressure, media)</i>	1	2	3	4	5	-

*Based on the CDC's Characteristics of an Effective Health Education Curriculum, conversations with the Colorado Department of Education, and our experience working in rural schools to implement health and wellness initiatives.*

## COMMENTS:

# COMMUNITY INPUT SUMMARY REPORT

*This page provides information about what students and community members thought about the proposed health curricula*

**Health education curricula we got community input on:**

**How we collected input (methods and dates):**

**Who participated?**

**How many?**

- |   |       |
|---|-------|
| <input type="checkbox"/> Students       | _____ |
| <input type="checkbox"/> Administrators | _____ |
| <input type="checkbox"/> Teachers       | _____ |
| <input type="checkbox"/> Families       | _____ |
| <input type="checkbox"/> Other: _____   | _____ |

**What did they say?**

*(Include quotes, trends, themes, or other findings that emerged through your community input efforts.)*

**Other concerns or comments raised:**





**MAKE A SELECTION**

# COMMITTEE MEETING 4

*Review input and make a final selection*

## 1) Discuss information and community input

Share what you learned since the last meeting. If you do not have enough information, continue to reach out until your questions are resolved.

- ▶ Was there consensus among staff, students, and families regarding their preferences and opinions? Why or why not?
- ▶ Which curriculum do you think would be most well received by the community as a whole? Why?

### **Materials:**

- *Community Input Summary Report(s)*
- *Sample curriculum materials*
- *Curriculum Summaries*
- *Curriculum Overviews*
- *Curriculum Rating Forms*
- *After Meeting 4*

## 2) Choose a curriculum

Review materials and artifacts from this process to inform a decision of which curriculum (or curricula) to implement. Consider and discuss the following to inform your decision:

- Health priorities
- Sample materials from the curriculum
- Curriculum Summary
- Curriculum Overview
- Curriculum Rating Form(s)
- Community Input Summary Report(s)

## 3) Plan the roll-out of the new curriculum

Once you select a curriculum (or curricula), determine who will take the lead on sharing the curriculum with stakeholders, ordering materials, and scheduling trainings (See *After Meeting 4*, p. 18)

## 4) Celebrate the work of the group and plan next steps

Take time to honor and celebrate the contributions and efforts of all involved in the process. Consider scheduling a meeting to reconvene in the future to ensure things are moving in the right direction with health education in the school district.

## AFTER MEETING 4

*Complete these tasks after you select your curriculum*

### **1) Share the committee's decision with stakeholders**

Let the school community know which curriculum was selected, especially those who provided input during the decision-making process. Share how the committee made the decision. Consider informing families about what they can expect from the new health curriculum and offering opportunities to preview materials and ask questions.

### **2) Order materials**

Once you decide on a start date, communicate with teachers and order the materials you need.

### **3) Provide teacher training and support**

Work with administrators and teachers to schedule the initial training. Budget and plan for ongoing training and support each year.

### **4) Revisit health curriculum needs down the road**

Evaluate the effectiveness of the health curriculum by continuing to communicate with teachers, administrators, students, and families on the health curriculum, and consider revisiting this process in the future as the needs and priorities of this school evolve and new curricula are developed.

**APPENDIX A:  
COLORADO COMPREHENSIVE  
HEALTH EDUCATION STANDARDS**

# COLORADO COMPREHENSIVE HEALTH EDUCATION STANDARDS

Alcohol, Tobacco, & Other Drugs	21
Health Promotion, Disease Prevention, & Health Maintenance	22
Healthy Eating	23
Healthy Relationships, Sexual And Reproductive Health	24
Healthy, Violence-Free Relationships	25
Mental, Emotional, & Social Well-Being	26
Safety, Injury Prevention & Treatment	27

## ALCOHOL, TOBACCO, & OTHER DRUGS

*Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs*

Grade	Grade Level Expectation
HS	The impact of individuals' use or nonuse of alcohol or other drugs
	Analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, and other drugs
	Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs
	Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free
8	Analyze influences that impact individuals' use or nonuse of alcohol, tobacco, and other drugs
	Access valid sources of information about alcohol, tobacco, and other drugs
	Demonstrate decision-making skills to be alcohol, tobacco and drug-free
7	Analyze the consequences of using alcohol, tobacco, and other drugs
6	Analyze the factors that influence a person's decision to use or not to use alcohol and tobacco
	Demonstrate the ability to avoid alcohol, tobacco, and other drugs
5	Access valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs
4	Identify positive and negative uses for medicines
	Demonstrate the ability to use interpersonal communication skills to avoid using tobacco
3	Examine the dangers of using tobacco products or being exposed to second-hand smoke
2	Identify the dangers of using tobacco products and being exposed to second-hand smoke
	Identify safe and proper use of household products

## HEALTH PROMOTION, DISEASE PREVENTION, & HEALTH MAINTENANCE

<i>Apply knowledge and skills related to health promotion, disease prevention, and health maintenance</i>	
<b>Grade</b>	<b>Grade Level Expectation</b>
<b>HS</b>	Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly
<b>8</b>	Promote and enhance health through disease prevention
<b>6</b>	Analyze how positive health behaviors can benefit people throughout their life span
<b>5</b>	Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness
<b>4</b>	Comprehend concepts, and identify strategies to prevent the transmission of disease
<b>3</b>	Explain that the dimensions of wellness are interrelated and impact personal health
<b>2</b>	Recognize basic childhood chronic diseases
<b>1</b>	Demonstrate health enhancing behaviors to prevent unintentional injury or illness
<b>K</b>	Explain how personal hygiene and cleanliness affect wellness
<b>PK</b>	Develop self-management skills and personal hygiene skills to promote healthy habits

## HEALTHY EATING

<i>Apply knowledge and skills to engage in lifelong healthy eating</i>	
Grade	Grade Level Expectation
HS	Analyze the benefits of a healthy diet and the consequences of an unhealthy diet
	Analyze how family, peers, media, culture, and technology influence healthy eating choices
	Demonstrate ways to take responsibility for healthy eating
7	Analyze factors that influence healthy eating behaviors
	Demonstrate the ability to make healthy food choices in a variety of settings
6	Access valid and reliable information, products, and services to enhance healthy eating behaviors
5	Demonstrate the ability to engage in healthy eating behaviors
4	Demonstrate the ability to set a goal in order to enhance personal nutrition status
	Examine the connection between food intake and physical health
3	Demonstrate the ability to make and communicate appropriate food choices
2	Identify eating and drinking behaviors that contribute to maintaining good health
1	Eating a variety of foods from the different food groups is vital to promote good health
K	Identify the major food groups and the benefits of eating a variety of foods



## HEALTHY RELATIONSHIPS, SEXUAL AND REPRODUCTIVE HEALTH

<i>Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health</i>	
Grade	Grade Level Expectation
<b>HS</b>	Use a decision-making process to make healthy decisions about relationships and sexual health
	Support others in making positive and healthful choices about sexual activity
<b>8</b>	Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active
	Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy
	Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs)
<b>7</b>	Compare and contrast healthy and unhealthy relationships (family, peer, and dating)
	Analyze the internal and external factors that influence sexual decision-making and activity
	Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)
<b>6</b>	Access valid and reliable information regarding qualities of healthy family and peer relationships
	Comprehend the relationship between feelings and actions
<b>5</b>	Explain the structure, function, and major parts of the human reproductive system
	Describe the physical, social, and emotional changes that occur at puberty

## HEALTHY, VIOLENCE-FREE RELATIONSHIPS

### *Apply knowledge and skills that promote healthy, violence-free relationships*

Grade	Grade Level Expectation
HS	Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence
	Analyze the underlying causes of self-harming behavior and harming others, and identify steps involved in seeking help
	Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them
	Access valid information and resources that provide information about sexual assault and violence
	Demonstrate verbal and nonverbal communication skills and strategies to prevent violence
8	Analyze the factors that influence violent and nonviolent behavior
	Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior
6	Demonstrate self-management skills to reduce violence and actively participate in violence prevention
5	Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying
4	Demonstrate skills necessary to prevent a conflict from escalating to violence
3	Describe pro-social behaviors that enhance healthy interactions with others
2	Explain why bullying is harmful and how to respond appropriately
K	Identify the importance of respecting the personal space and boundaries of self and others

## MENTAL, EMOTIONAL, & SOCIAL WELL-BEING

<i>Utilize knowledge and skills to enhance mental, emotional, and social well-being</i>	
Grade	Grade Level Expectation
<b>HS</b>	Analyze the interrelationship of physical, mental, emotional, and social health
	Set goals, and monitor progress on attaining goals for future success
	Advocate to improve or maintain positive mental and emotional health for self and others
<b>8</b>	Access valid school and community resources to help with mental and emotional health concerns
	Internal and external factors influence mental and emotional health
<b>7</b>	Demonstrate effective communication skills to express feelings appropriately
	Develop self-management skills to prevent and manage stress
<b>6</b>	Understand how to be mentally and emotionally healthy
<b>5</b>	Analyze internal and external factors that influence mental and emotional health
<b>4</b>	Identify positive behaviors that support healthy relationships
	Comprehend concepts related to stress and stress management
<b>3</b>	Utilize knowledge and skills to treat self and others with care and respect
	Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others
<b>1</b>	Demonstrate how to express emotions in healthy ways
	Identify parents, guardians, and other trusted adults as resources for information about health
<b>K</b>	Exhibit understanding that one's actions impact others

## SAFETY, INJURY PREVENTION, & TREATMENT

### Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade	Grade Level Expectation
HS	Understand the risks and safety factors that may affect participation in physical activity
	Demonstrate knowledge of safety and emergency response procedures
	Advocate for changes in the home, school, or community that would increase safety
7	Implement safety procedures in the utilization of space and equipment
	Demonstrate safety procedures for a variety of situations
6	Demonstrate knowledge of safe practices in a physical activity setting
	Demonstrate ways to advocate for safety, and prevent unintentional injuries
5	Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation
	Demonstrate basic first aid and safety procedures
4	Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity
3	Identify ways to prevent injuries at home, in school, and in the community
2	Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement
	Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation
1	Develop movement control for safe participation in games and sports
	Demonstrate strategies to avoid hazards in the home and community
K	Explain safe behavior as a pedestrian and with motor vehicles
	Effective communication skills in unsafe situations
PK	Apply safe practices, rules, and procedures
	Identify ways to be safe while at play

**APPENDIX B:  
HEALTH CURRICULUM  
SUMMARIES**

# HEALTH CURRICULUM SUMMARIES

There are a lot of health education curricula out there, so this collection of summaries is not exhaustive. That being said, it's a great start!

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3Rs

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Botvin Lifeskills

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CATCH: Coordinated Approach To Child Health

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¡Cúdate!

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Elevatus

---

Five For Life Program

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FLASH

---

Get Real

---

Great Body Shop

---

Health Promotion Wave

---

Health Smart

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Lions Quest

---

Making Proud Choices!

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Olweus Bullying Prevention

---

OPEN: Online Physical Education Network

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Paths Program

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Positive Action

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Positive Prevention Plus

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Second Step

---

Sources of Strength

---

SPARK

---

Too Good Programs

---

Zones of Regulation

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<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs ✓ <b>Healthy, violence-free relationships</b> ✓ <b>Personal and social behavior</b> ✓ <b>Sexual and reproductive health</b> Physical activity Mental, emotional, and social well-being Healthy eating ✓ <b>Health promotion and disease prevention</b> Injury prevention
✓ indicates inclusion	
<b>Lesson Duration</b>	40 min in K-5, 50 min in 6-12
<b>Lesson Delivery Format</b>	Educators can choose which lessons/topics to use; lessons can be taught as a stand-alone class or integrated into other curricula
<b>Materials</b>	All curriculum is <a href="#">free and available</a> to be sorted by grade, type, topic, and language.
<b>Distance Learning</b>	Educators can sign up to access <a href="#">The 3RS Google Classrooms</a>
<b>Parent/Family/Community component?</b>	Provides resources for parents and caregivers
<b>Training Available?</b>	Half-day, full-day, and multi-day trainings are available for an additional cost
<b>Cost Considerations</b>	Free
<b>Evidence of Effectiveness</b>	Follows the <a href="#">National Sexuality Education Standards</a> .
<b>Website</b>	<a href="https://3rs.org/3rs-curriculum/">https://3rs.org/3rs-curriculum/</a>
<b>Contact</b>	Nora Gelperin 202-419-0420 <a href="mailto:nora@advocatesforyouth.org">nora@advocatesforyouth.org</a>

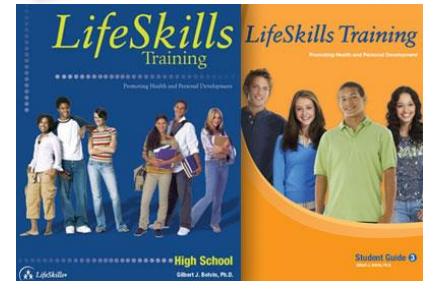
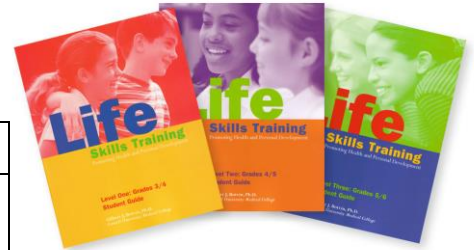
**What we like about it:**

This curriculum is free, age-level appropriate, and is a great way to build knowledge over successive years.

Notes:

# Botvin LifeSkills

National Health Promotion Associates



<b>Grade Levels</b>	3-12
<b>CDE Health Standards Included</b>	<ul style="list-style-type: none"> <li>✓ <b>Alcohol, tobacco, and other drugs</b></li> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b></li> </ul> <p>Sexual and reproductive health Physical activity Mental, emotional, and social well-being Healthy eating Health promotion and disease prevention Injury prevention</p>
✓ indicates inclusion	
<b>Lesson Duration</b>	30-45 min
<b>Lesson Delivery Format</b>	Lessons are sequential and can be integrated into other content areas.
<b>Materials</b>	Teachers manual, student guides, and supplemental videos. <a href="https://www.lifeskillstraining.com/sample-request/">https://www.lifeskillstraining.com/sample-request/</a>
<b>Distance learning</b>	Specific programming for distance learning is available. <a href="https://www.lifeskillstraining.com/remote/">https://www.lifeskillstraining.com/remote/</a>
<b>Parent/Family/Community component?</b>	Parent workshops for those with students in grades 6-9; seven sessions, available in English and Spanish.
<b>Training Available?</b>	Yes, both online or on-site options available.
<b>Cost Considerations</b>	Teacher guide - \$85 per level Student guides (10 pack) - \$50-60
<b>Evidence of Effectiveness</b>	Based on more than 40 years of peer reviewed scientific research. Is the top research-based substance abuse prevention program in the United States.
<b>Website</b>	<a href="https://www.lifeskillstraining.com/">https://www.lifeskillstraining.com/</a>
<b>Contact</b>	National Health Promotion Associates 914-421-2525 1-800-293-4969 <a href="mailto:lstinfo@nhpamail.com">lstinfo@nhpamail.com</a>

**What we like about it:**  
New remote learning site is easy to use, interactive, and highly relevant to MS students.

Notes:



# CATCH: Coordinated Approach to Child Health

CATCH

<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships Personal and social behavior Sexual and reproductive health ✓ <b>Physical activity</b> Mental, emotional, and social well-being ✓ <b>Healthy eating</b> Health promotion and disease prevention Injury prevention
✓ indicates inclusion	
<b>Lesson Duration</b>	Unclear
<b>Lesson Delivery Format</b>	Stand-alone physical education curriculum
<b>Materials</b>	Online access, physical hard copy, or both - teaching curriculum. Equipment packages are available for an extra cost.
<b>Distance learning</b>	Not specifically designed for online learning, but does have <a href="#">Health at Home</a> , tips for parents and distance learning.
<b>Parent/Family/Community component?</b>	Yes
<b>Training Available?</b>	<a href="#">Training options</a> from one to three days available for an extra cost.
<b>Cost Considerations</b>	Online access (depending on how many years) \$99 - \$200. Elementary Kit - \$225, MS Kit - \$250-650. K-5 equipment - \$3500, MS equipment \$2395.
<b>Evidence of Effectiveness</b>	CATCH is one of the <a href="#">coordinated school health programs</a> selected by the CDC as part of their "Whole School, Whole Community, Whole Child" (WSCC) model.
<b>Website</b>	<a href="https://catchinfo.org/">https://catchinfo.org/</a>
<b>Contact</b>	CATCH 1-888-741-3298 <a href="mailto:info@catchinfo.org">info@catchinfo.org</a>



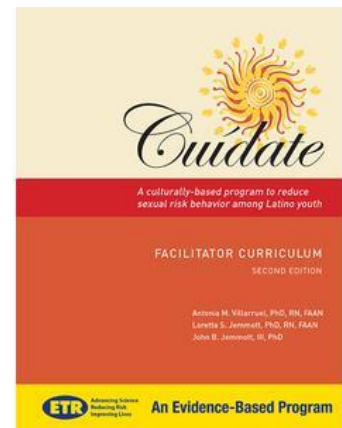
**What we like about it:**  
The curriculum is based on the WSCC model.

Notes:

# ¡Cuidate!

ETR

<b>Grade Levels</b>	7-12
<b>CDE Health Standards Included</b>	<p>Alcohol, tobacco, and other drugs</p> <ul style="list-style-type: none"> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b></li> <li>✓ <b>Sexual and reproductive health</b></li> </ul> <p>Physical activity Mental, emotional, and social well-being Healthy eating</p> <ul style="list-style-type: none"> <li>✓ <b>Health promotion and disease prevention</b></li> </ul> <p>Injury prevention</p>
✓ indicates inclusion	
<b>Lesson Duration</b>	60 min
<b>Lesson Delivery Format</b>	Stand-alone program
<b>Materials</b>	Facilitator curriculum, activity set, curriculum DVDs, and music CD. Samples available online at <a href="https://pages.etr.org/cuidate">https://pages.etr.org/cuidate</a>
<b>Distance learning</b>	Not specifically designed for distance learning
<b>Parent/Family/Community component?</b>	No
<b>Training Available?</b>	Available, but not required for implementation
<b>Cost Considerations</b>	English curriculum is \$265 and Spanish curriculum is \$165.
<b>Evidence of Effectiveness</b>	Curriculum based on social cognitive theory and the theories of reasoned action and planned behavior.
<b>Website</b>	<a href="https://www.etr.org/ebi/programs/cuidate/">https://www.etr.org/ebi/programs/cuidate/</a>
<b>Contact</b>	Email: <a href="mailto:customerservice@etr.org">customerservice@etr.org</a> Program support form: <a href="https://www.etr.org/ebi/about-us/program-support-help-request/">https://www.etr.org/ebi/about-us/program-support-help-request/</a>



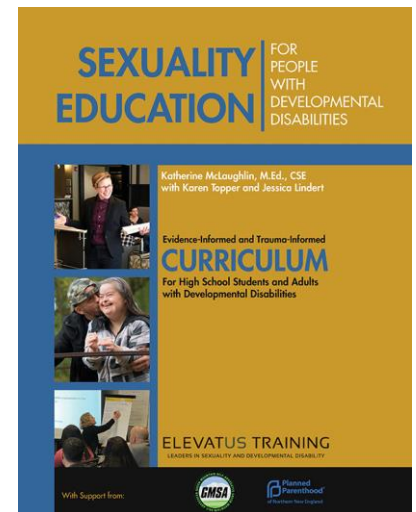
**What we like about it:**  
Culturally based curriculum designed specifically for Latinx youth.

Notes:

# Elevatus

Elevatus Training, LLC.

<b>Grade Levels</b>	HS to Adult
<b>CDE Health Standards Included</b>	<p>Alcohol, tobacco, and other drugs</p> <ul style="list-style-type: none"> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b></li> <li>✓ <b>Sexual and reproductive health</b></li> </ul> <p>Physical activity Mental, emotional, and social well-being Healthy eating</p> <ul style="list-style-type: none"> <li>✓ <b>Health promotion and disease prevention</b></li> </ul> <p>Injury prevention</p>
✓ indicates inclusion	
<b>Lesson Duration</b>	NA
<b>Lesson Delivery Format</b>	Depends which of the three curricula is being used.
<b>Materials</b>	Self-study course for parents, self-study course for staff/professionals, and sexual <a href="#">education curriculum</a> .
<b>Distance learning</b>	Lessons not specifically designed for online learning
<b>Parent/Family/Community component?</b>	Yes, with self-study online course specifically for parents.
<b>Training Available?</b>	Yes, live online trainings.
<b>Cost Considerations</b>	Curriculum is \$299, parent course is \$47-97, and staff/professionals' course is \$397.
<b>Evidence of Effectiveness</b>	Unable to find information.
<b>Website</b>	<a href="https://www.elevatustraining.com/">https://www.elevatustraining.com/</a>
<b>Contact</b>	<p>Elevatus Training, LLC. 603-399-5777 Contact form for additional information: <a href="https://www.elevatustraining.com/contact-us/">https://www.elevatustraining.com/contact-us/</a></p>



**What we like about it:**  
Specifically designed sexual education program for people with developmental disabilities.

Notes:

# Five for Life Program

Focused Fitness



<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships Personal and social behavior Sexual and reproductive health
✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ <b>Physical activity</b> Mental, emotional, and social well-being</li> <li>✓ <b>Healthy eating</b> Health promotion and disease prevention Injury prevention</li> </ul>
<b>Lesson Duration</b>	Unclear
<b>Lesson Delivery Format</b>	Stand-alone physical education curriculum
<b>Materials</b>	Curriculum includes a manual (500+ pages and 19 instructional units) and online access to printable teaching materials. Can request free samples
<b>Distance learning</b>	Not specifically designed for distance learning
<b>Parent/Family/Community component?</b>	Yes
<b>Training Available?</b>	Yes
<b>Cost Considerations</b>	E-curriculum is \$144 and complete curriculum kit is \$750
<b>Evidence of Effectiveness</b>	Evidence-based curriculum aligned with SHAPE America National Standards for k-12 Physical Education. <a href="#">Research studies</a>
<b>Website</b>	<a href="http://www.focusedfitness.org/curriculum/five-for-life">www.focusedfitness.org/curriculum/five-for-life</a>
<b>Contact</b>	Focused Fitness 509-327-3181 <a href="https://www.focusedfitness.org/contact">https://www.focusedfitness.org/contact</a>

**What we like about it:**  
Nutrition Curriculum and Fitness Curriculum (circuit training) are available as separate purchases, but also are part of complete teacher kits.

Notes:



<b>Grade Levels</b>	4-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	Alcohol, tobacco, and other drugs ✓ <b>Healthy, violence-free relationships</b> ✓ <b>Personal and social behavior</b> ✓ <b>Sexual and reproductive health</b> Physical activity ✓ <b>Mental, emotional, and social well-being</b> Healthy eating ✓ <b>Health promotion and disease prevention</b> Injury prevention
<b>Lesson Duration</b>	30 min
<b>Lesson Delivery Format</b>	Stand alone program that can be integrated into other health curriculum.
<b>Materials</b>	Digital license allows teachers to directly print the lessons and materials they need. Print binders of curriculum are also available. <a href="#">Sample lessons</a>
<b>Distance learning</b>	Not specifically designed for distance learning, but online lessons are available
<b>Parent/Family/Community component?</b>	FLASH includes a strong family involvement component to further increase protective factors for students.
<b>Training Available?</b>	Recommended, but not required for implementation. Trainings are available for an additional cost.
<b>Cost Considerations</b>	FLASH grades 4-6 is FREE, <a href="#">digital access is cheaper than print</a> and depends upon the number of licenses and years purchased.
<b>Evidence of Effectiveness</b>	FLASH is based on the theory of planned behavior and is aligned to the <a href="#">National Health Education Standards</a> and the Health Education Curriculum Analysis Tool (HECAT).
<b>Website</b>	<a href="https://www.etr.org/flash/">https://www.etr.org/flash/</a>
<b>Contact</b>	King County Public Health <a href="mailto:FLASH@kingcounty.gov">FLASH@kingcounty.gov</a>

**What we like about it:**  
FLASH uses a strong family involvement component and provides substantial teacher support.

Notes:

# Get Real

ETR

<b>Grade Levels</b>	6-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<p>Alcohol, tobacco, and other drugs</p> <ul style="list-style-type: none"> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b></li> <li>✓ <b>Sexual and reproductive health</b></li> </ul> <p>Physical activity</p> <ul style="list-style-type: none"> <li>✓ <b>Mental, emotional, and social well-being</b></li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>✓ <b>Health promotion and disease prevention</b></li> </ul> <p>Injury prevention</p>
<b>Lesson Duration</b>	45 min
<b>Lesson Delivery Format</b>	MS curriculum consists of sequential lessons taught across grade levels and integrated into other health curriculum. HS curriculum is a stand-alone program.
<b>Materials</b>	Curriculum, activity cards, posters, protection method kit, stickers, 30 workbooks per grade level. Samples available online at <a href="https://www.etr.org/ebi/programs/get-real/">https://www.etr.org/ebi/programs/get-real/</a>
<b>Distance learning</b>	Not specifically designed for distance learning
<b>Parent/Family/Community component?</b>	Yes, parents have several resources available to help understand and talk with their children about sexual health.
<b>Training Available?</b>	Yes, both online self-guided courses, virtual, and in-person training options.
<b>Cost Considerations</b>	MS (grades 6-8) is \$549 total and HS (only one grade level) is \$299.
<b>Evidence of Effectiveness</b>	Aligned to the <a href="#">National Health Education Standards</a> . The program is based on behavior/determinant/intervention logic model.
<b>Website</b>	<a href="https://www.getrealeducation.org/">https://www.getrealeducation.org/</a>
<b>Contact</b>	Get Real Education 617-616-1676 <a href="mailto:training@pplm.org">training@pplm.org</a>



**What we like about it:**  
The comprehensive content and alignment to the Health Education Curriculum Analysis Tool (HECAT).

Notes:

# The Great Body Shop

The Children's Health Market

<b>Grade Levels</b>	PreK - 8
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ Alcohol, tobacco, and other drugs</li> <li>✓ Healthy, violence-free relationships</li> <li>✓ Personal and social behavior</li> <li>✓ Sexual and reproductive health</li> <li>✓ Physical activity</li> <li>✓ Mental, emotional, and social well-being</li> <li>✓ Healthy eating</li> <li>✓ Health promotion and disease prevention</li> <li>✓ Injury prevention</li> </ul>
<b>Lesson Duration</b>	45 min.
<b>Lesson Delivery Format</b>	Student receive magazines each month that are used in the health lessons. Lesson plans, assessments, puppets, and music are part of the health curriculum.
<b>Materials</b>	Student magazines, puppets, music, games, posters, teacher guide, lesson plans, and family connection materials
<b>Distance Learning</b>	Not specifically designed for online learning
<b>Parent/Family/Community component?</b>	Family component includes family bulletins, child/family extension activities, and online family portal for each classroom
<b>Training Available?</b>	Half-day or full-day in person training for an additional cost.
<b>Cost Considerations</b>	Each student subscription is \$7/year. Teacher's Guide is \$45. Student subscriptions must be renewed each year. Teacher guide can be used for five years before renewal.
<b>Evidence of Effectiveness</b>	Aligned to the National Health Education Standards and has been independently evaluated and recognized as a promising practice.
<b>Website</b>	<a href="https://www.thegreatbodyshop.net/">https://www.thegreatbodyshop.net/</a>
<b>Contact</b>	Instructional Support Department 800-782-7077 x1003 <a href="mailto:info@TheGreatBodyShop.net">info@TheGreatBodyShop.net</a>

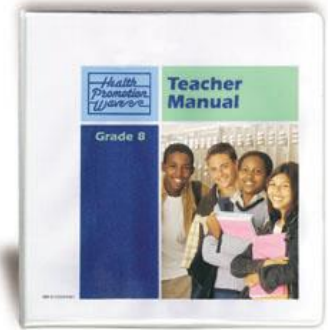


**What we like about it:**  
Engaging format, updated regularly, and lessons can easily be integrated into other content areas.

Notes:

# Health Promotion Wave

Health Wave, Inc.



<b>Grade Levels</b>	PreK-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ Alcohol, tobacco, and other drugs</li> <li>✓ Healthy, violence-free relationships</li> <li>✓ Personal and social behavior</li> <li>✓ Sexual and reproductive health</li> <li>✓ Physical activity</li> <li>✓ Mental, emotional, and social well-being</li> <li>✓ Healthy eating</li> <li>✓ Health promotion and disease prevention</li> <li>✓ Injury prevention</li> </ul>
<b>Lesson Duration</b>	20-40 min
<b>Lesson Delivery Format</b>	Cross-curricular activities are included
<b>Materials</b>	Uses reproducible blackline masters instead of student workbooks; options for supplemental materials include games, posters, literature, game cards, technology, etc. <a href="#">View sample lessons</a>
<b>Distance learning</b>	All materials from traditional print curriculum are available at <a href="http://www.healthwaveinc.com/options.html">www.healthwaveinc.com/options.html</a>
<b>Parent/Family/Community component?</b>	Parent letters and activities are included for grades K-5. Parent Connection Series, used in grades 6-12, includes booklets to encourage communication between teens and parents.
<b>Training Available?</b>	Unclear
<b>Cost Considerations</b>	\$299 – 1800 per grade level (depending upon which curriculum chosen)
<b>Evidence of Effectiveness</b>	Grounded in educational and behavioral theory; has demonstrated statistically significant increases in health knowledge and skills in an evaluation conducted by Triere Research Group
<b>Website</b>	<a href="http://www.healthwaveinc.com/index.html">http://www.healthwaveinc.com/index.html</a>
<b>Contact</b>	Health Wave Customer Service 1-800-374-7953 <a href="mailto:hpwinfo@healthwaveinc.com">hpwinfo@healthwaveinc.com</a>

**What we like about it:**  
Skills and knowledge taught in the early grades are reinforced and built upon in the later grades; student and parent materials are available in Spanish.

Notes:



# Health Smart

ETR

<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ Alcohol, tobacco, and other drugs</li> <li>✓ Healthy, violence-free relationships</li> <li>✓ Personal and social behavior</li> <li>✓ Sexual and reproductive health</li> <li>✓ Physical activity</li> <li>✓ Mental, emotional, and social well-being</li> <li>✓ Healthy eating</li> <li>✓ Health promotion and disease prevention</li> <li>✓ Injury prevention</li> </ul>
<b>Lesson Duration</b>	45-60 min
<b>Lesson Delivery Format</b>	Lessons don't have to be taught in a specific order. Lesson planning tool available to assist with planning.
<b>Materials</b>	Print and online editions are available. View sample lessons at: <a href="https://www.etr.org/healthsmart/about-healthsmart/sample-lessons/">https://www.etr.org/healthsmart/about-healthsmart/sample-lessons/</a>
<b>Distance learning</b>	Lessons available in <a href="#">virtual format</a>
<b>Parent/Family/Community component?</b>	Family component includes activities such as engaging in family talks about health topics and family surveys.
<b>Training Available?</b>	Yes. By request; 2-day trainings with one booster
<b>Cost Considerations</b>	Digital class sets are \$130-190 depending on grade level; high school complete set is \$999; printed student handbooks are 5 for \$15
<b>Evidence of Effectiveness</b>	We did not find empirical testing of this curriculum in our review. However, the curriculum is grounded in educational and behavioral theory.
<b>Website</b>	<a href="http://www.etr.org/healthsmart/">www.etr.org/healthsmart/</a>
<b>Contact</b>	John Henry Ledwith (831) 438-4080 x204 <a href="mailto:jhl@etr.org">jhl@etr.org</a>



**What we like about it:**  
Lesson planning tool helps determine what modules to teach with available time. Also, it doesn't have to be taught in any order specifically.

Notes:

# Lions Quest

Lions Clubs International



<b>Grade Levels</b>	PreK-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ <b>Alcohol, tobacco, and other drugs</b></li> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b> <ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Physical activity</li> </ul> </li> <li>✓ <b>Mental, emotional, and social well-being</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Health promotion and disease prevention</li> <li>Injury prevention</li> </ul> </li> </ul>
<b>Lesson Duration</b>	30-45 min
<b>Lesson Delivery Format</b>	Stand-alone program
<b>Materials</b>	Facilitator resource guide, service-learning curriculum manual, digital resources, universal program guide. Samples available online at [insert website]
<b>Distance learning</b>	Lessons aren't specifically designed for online learning, but there are <a href="#">resources</a> for parents and caregivers to use at home.
<b>Parent/Family/Community component?</b>	Yes
<b>Training Available?</b>	One day training for up to 40 people is \$2,700
<b>Cost Considerations</b>	Curriculum kit is \$150 per grade level and 30 copies of grade specific workbooks are \$120
<b>Evidence of Effectiveness</b>	Research and reports regarding effectiveness of SEL curriculum available at <a href="https://www.lions-quest.org/evaluation-reports/">https://www.lions-quest.org/evaluation-reports/</a>
<b>Website</b>	<a href="https://www.lions-quest.org/">https://www.lions-quest.org/</a>
<b>Contact</b>	Lions Clubs International Foundation 1-844-567-8378 <a href="mailto:lionsquest@lionsclubs.org">lionsquest@lionsclubs.org</a>

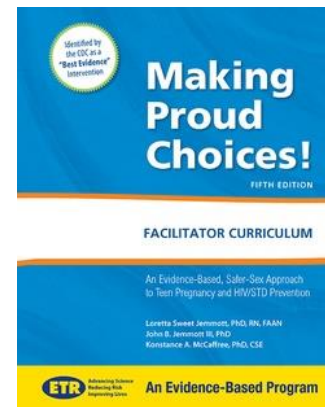
**What we like about it:**  
Optional sustainability and implementation coaching available to teachers after initial training.

Notes:

# Making Proud Choices!

ETR

<b>Grade Levels</b>	6-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships Personal and social behavior ✓ <b>Sexual and reproductive health</b> Physical activity Mental, emotional, and social well-being Healthy eating ✓ <b>Health promotion and disease prevention</b> Injury prevention
✓ <i>indicates inclusion</i>	
<b>Lesson Duration</b>	60 min
<b>Lesson Delivery Format</b>	Series of lessons can be taught by classroom teachers or family life educators.
<b>Materials</b>	Facilitator curriculum, activity set, curriculum DVDs, and student workbooks. Optional LGBTQ supplement is also available. Sample lessons available <a href="https://www.etr.org/ebi/programs/making-proud-choices/">https://www.etr.org/ebi/programs/making-proud-choices/</a>
<b>Distance learning</b>	Not specifically designed for online learning
<b>Parent/Family/Community component?</b>	Not mentioned
<b>Training Available?</b>	Live virtual training is available through ETR's <a href="#">Professional Learning Services</a>
<b>Cost Considerations</b>	School kit is \$648, with option to purchase additional student workbooks for \$90 (total of 30).
<b>Evidence of Effectiveness</b>	Was shown to be effective in a randomized control trial
<b>Website</b>	<a href="https://www.etr.org/ebi/programs/making-proud-choices/">https://www.etr.org/ebi/programs/making-proud-choices/</a>
<b>Contact</b>	ETR <a href="mailto:customerservice@etr.org">customerservice@etr.org</a> <a href="https://www.etr.org/ebi/about-us/program-support-help-request/">https://www.etr.org/ebi/about-us/program-support-help-request/</a>

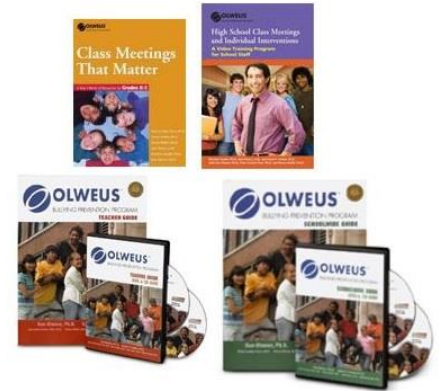


**What we like about it:**  
Uses a family and community approach to illustrate the impact of individual decisions.

Notes:

# Olweus Bullying Prevention

Clemson University



<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<p>Alcohol, tobacco, and other drugs</p> <ul style="list-style-type: none"> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b></li> </ul> <p>Sexual and reproductive health Physical activity</p> <ul style="list-style-type: none"> <li>✓ <b>Mental, emotional, and social well-being</b></li> </ul> <p>Healthy eating Health promotion and disease prevention Injury prevention</p>
<b>Lesson Duration</b>	N/A
<b>Lesson Delivery Format</b>	Comprehensive school wide framework, lessons designed to be delivered during class meetings
<b>Materials</b>	School-wide guide and teaching guides for implementing framework, plus classroom curriculum guides
<b>Distance learning</b>	Not specifically designed for distance learning
<b>Parent/Family/Community component?</b>	Involves parents and community in school-wide implementation efforts and events; resources for parent meetings
<b>Training Available?</b>	Training and technical assistance are available for additional cost; virtual training is also an option
<b>Cost Considerations</b>	Estimated cost for a typical school of 500 students is \$2512.50 to implement the framework; classroom curriculum guides \$63-\$215 each
<b>Evidence of Effectiveness</b>	Over 40 years of research documented and has been recognized as the most extensively studied bullying prevention program of its kind
<b>Website</b>	<a href="https://olweus.sites.clemson.edu/index.php">https://olweus.sites.clemson.edu/index.php</a>
<b>Contact</b>	Kevin Schroeder, Colorado Sales Manager 1-800-328-9000 ext. 4644 <a href="mailto:kschroeder@hazeldenbettyford.org">kschroeder@hazeldenbettyford.org</a>

**What we like about it:**  
Addresses bullying through a school-wide, comprehensive framework designed to create a safe and positive school climate.

Notes:

# OPEN – Online Physical Education Network

US Games and BSN Sports

<b>Grade Levels</b>	PreK-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships Personal and social behavior Sexual and reproductive health
✓ indicates inclusion	<ul style="list-style-type: none"> <li>✓ <b>Physical activity</b></li> <li>✓ <b>Mental, emotional, and social well-being</b></li> </ul> Healthy eating Health promotion and disease prevention Injury prevention
<b>Lesson Duration</b>	Variety of options
<b>Lesson Delivery Format</b>	Easy to follow lesson plans, options to include equipment or not, divided into appropriate grade level groupings. Modules are divided into topics with numerous lessons available in PDF or Word. Assessments and planning tools are also available for teachers.
<b>Materials</b>	All materials are online and available for download as a word or pdf document
<b>Distance learning</b>	Lessons available for use at home and during distance learning
<b>Parent/Family/Community component?</b>	Includes family activities
<b>Training Available?</b>	Variety of <a href="#">online professional development</a> opportunities
<b>Cost Considerations</b>	FREE
<b>Evidence of Effectiveness</b>	OPEN is a backward designed curriculum project that targets <a href="#">SHAPE America's National Standards</a> and Grade-Level Outcomes
<b>Website</b>	<a href="https://openphysed.org/">https://openphysed.org/</a>
<b>Contact</b>	US Games 1-800-327-0484 <a href="https://openphysed.org/about/contact-open">https://openphysed.org/about/contact-open</a>



**What we like about it:**  
Free resource that features a variety of activities aligned to PE standards. Newly included SEL curriculum is helpful!

Notes:

# Paths Program

Paths Program Holding, LLC

<b>Grade Levels</b>	K-8
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships <ul style="list-style-type: none"> <li>✓ <b>Personal and social behavior</b> Sexual and reproductive health Physical activity</li> <li>✓ <b>Mental, emotional, and social well-being</b> Healthy eating Health promotion and disease prevention Injury prevention</li> </ul>
✓ indicates inclusion	
<b>Lesson Duration</b>	30-60 min
<b>Lesson Delivery Format</b>	Can be integrated into Language Arts or taught as a stand-alone program. Correlated to the Common Core English Language Arts Standards and American School Counselor Association Standards.
<b>Materials</b>	Curriculum manual, feeling faces cards, novels (older grades), posters, family communication, stickers, counselor materials, optional lessons, and evaluation kit. Program samples available at: <a href="https://pathsprogram.com/preview-the-program">https://pathsprogram.com/preview-the-program</a>
<b>Distance learning</b>	Not specifically designed for distance learning
<b>Parent/Family/Community component?</b>	Family communication materials are included
<b>Training Available?</b>	Yes. Online training included with program purchase; on-site training available for additional cost.
<b>Cost Considerations</b>	\$439 – 899 per grade level
<b>Evidence of Effectiveness</b>	Numerous <a href="#">research studies</a> regarding effectiveness for improving student SEL
<b>Website</b>	<a href="https://pathsprogram.com/">https://pathsprogram.com/</a>
<b>Contact</b>	Paths Program 1-877-717-2847 <a href="mailto:info@pathsprogram.com">info@pathsprogram.com</a>



**What we like about it:**  
Addresses the major areas of social-emotional learning for both students and teachers.

Notes:

# Positive Action

Positive Action, Inc.



<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>	<ul style="list-style-type: none"> <li>✓ Alcohol, tobacco, and other drugs</li> <li>✓ Healthy, violence-free relationships</li> <li>✓ Personal and social behavior               <ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Physical activity</li> </ul> </li> <li>✓ Mental, emotional, and social well-being</li> <li>✓ Healthy eating</li> <li>✓ Health promotion and disease prevention</li> <li>✓ Injury prevention</li> </ul>
✓ indicates inclusion	
<b>Lesson Duration</b>	10-15 min
<b>Lesson Delivery Format</b>	Lessons are <a href="#">aligned to language arts standards</a> and designed to be delivered at the start of each day
<b>Materials</b>	Lessons, activity booklets, story activity sheets, visual aids, posters, and journals. Separate specific kits related to bullying, drug education, school climate, community involvement, and conflict resolution.
<b>Distance learning</b>	Not specifically designed for distance learning, but <a href="#">support</a> is provided for adapting lessons for a virtual setting
<b>Parent/Family/Community component?</b>	Uses parent engagement strategies
<b>Training Available?</b>	Options include online webinar, on-site orientation, and on-site training of trainers available.
<b>Cost Considerations</b>	Complete kits are \$400 per grade, with options for refresher kits and 3-year subscriptions. Trainings are an additional cost.
<b>Evidence of Effectiveness</b>	<a href="#">Numerous studies and publications</a> tied to positive student outcomes, including 2 randomized-controlled trials
<b>Website</b>	<a href="https://www.positiveaction.net/">https://www.positiveaction.net/</a>
<b>Contact</b>	Positive Action, Inc. 208-733-1328 <a href="mailto:info@positiveaction.net">info@positiveaction.net</a>



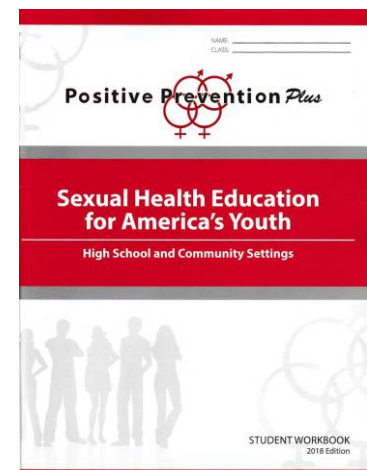
**What we like about it:**  
Engaging and diverse curriculum that is linked to numerous positive outcomes. Instructor App is in the works.

Notes:

# Positive Prevention Plus

Positive Prevention Plus

<b>Grade Levels</b>	4-12
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs ✓ <b>Healthy, violence-free relationships</b> ✓ <b>Personal and social behavior</b> ✓ <b>Sexual and reproductive health</b> Physical activity Mental, emotional, and social well-being Healthy eating ✓ <b>Health promotion and disease prevention</b> Injury prevention
✓ indicates inclusion	
<b>Lesson Duration</b>	45 min
<b>Lesson Delivery Format</b>	Stand-alone program
<b>Materials</b>	Teacher curriculum, 30 student workbooks, and one set of heavyweight color-coded activity cards.
<b>Distance learning</b>	Distance learning lessons are available for MS and HS
<b>Parent/Family/Community component?</b>	Parent materials in Spanish and English and assignments to be completed with a trusted adult
<b>Training Available?</b>	Two-day trainings available in California. <a href="#">Workshop handouts</a> available for free.
<b>Cost Considerations</b>	MS and HS are \$509 each with upper elementary costing \$329.
<b>Evidence of Effectiveness</b>	Curriculum is compliant with California Healthy Youth Act and <a href="#">aligned with Common Core standards</a> .
<b>Website</b>	<a href="https://www.positivepreventionplus.com/">https://www.positivepreventionplus.com/</a>
<b>Contact</b>	Contact form: <a href="http://www.positivepreventionplus.com/contact">www.positivepreventionplus.com/contact</a>



**What we like about it:**  
 Has options for traditional or online learning and has a program for Special Education populations.

Notes:



# Second Step

Committee for Children



<b>Grade Levels</b>	PreK-8
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<p>Alcohol, tobacco, and other drugs</p> <ul style="list-style-type: none"> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b> <ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Physical activity</li> </ul> </li> <li>✓ <b>Mental, emotional, and social well-being</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Health promotion and disease prevention</li> <li>Injury prevention</li> </ul> </li> </ul>
<b>Lesson Duration</b>	30-60 min
<b>Lesson Delivery Format</b>	Stand alone program that is <a href="#">aligned to WSCC and state standards</a>
<b>Materials</b>	Training materials, family information, admin resources, implementation of games, activities and media, includes puppets. Also available in Spanish. Sample lessons: <a href="https://www.secondstep.org/sample-lessons">https://www.secondstep.org/sample-lessons</a>
<b>Distance learning</b>	Supports for teaching in a remote or hybrid environment are available
<b>Parent/Family/Community component?</b>	Includes home connection activities
<b>Training Available?</b>	Training and ongoing support included with purchase: <a href="https://www.secondstep.org/help/second-step-training">https://www.secondstep.org/help/second-step-training</a>
<b>Cost Considerations</b>	<a href="#">Bundling</a> the SEL and Bullying programs costs \$3419. Individual grades, single or multi-year licenses are also available.
<b>Evidence of Effectiveness</b>	Evidence-based curriculum with over 15 years of <a href="#">research and studies</a> involving the Second Step program
<b>Website</b>	<a href="https://www.secondstep.org/">https://www.secondstep.org/</a>
<b>Contact</b>	Committee for Children Fax: 206-343-1445 <a href="mailto:orders@cfchildren.org">orders@cfchildren.org</a>

**What we like about it:**  
Fun, age-appropriate, and entertaining lessons for students. Ongoing training and support provided for teachers.

Notes:

# Sources of Strength

Sources of Strength

**SOURCES  
OF STRENGTH**



SPREAD HOPE, HELP AND STRENGTH

<b>Grade Levels</b>	3-12
<b>CDE Health Standards Included</b>	<ul style="list-style-type: none"> <li>✓ Alcohol, tobacco, and other drugs</li> <li>✓ Healthy, violence-free relationships</li> <li>✓ Personal and social behavior               <ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Physical activity</li> </ul> </li> <li>✓ Mental, emotional, and social well-being               <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Health promotion and disease prevention</li> <li>Injury prevention</li> </ul> </li> </ul>
✓ indicates inclusion	
<b>Lesson Duration</b>	30 min
<b>Lesson Delivery Format</b>	12 lessons in grades 3-5. MS/HS programs are usually implemented as a school-wide program using trained peer leaders and relational connections to change peer social norms.
<b>Materials</b>	<a href="#">Sample elementary lesson</a> Separate materials for Peer Leaders and Adult Advisors are also available.
<b>Distance Learning</b>	New content for distance learning is being updated and added
<b>Parent/Family/Community component?</b>	Sources of Strength can be expanded to include families and community partners through trainings and other activities
<b>Training Available?</b>	Separate Adult Advisor and Peer Leader trainings are available virtually for fall 2020
<b>Cost Considerations</b>	Adult Advisory, Peer Leader trainings and training materials cost depends on the size of the group.
<b>Evidence of Effectiveness</b>	One of the most rigorously evaluated upstream prevention programs in the world. Has qualified for SAMHSA's National Registry of Evidence-based Programs and Practices since 2012.
<b>Website</b>	<a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a>
<b>Contact</b>	Jaymie Sheehan <a href="mailto:jaymie@sourcesofstrength.org">jaymie@sourcesofstrength.org</a> or Cody Sletten <a href="mailto:cody@sourcesofstrength.org">cody@sourcesofstrength.org</a>

**What we like about it:**  
Empowers youth as leaders. The activities and resources provided for remote or socially distance learning are fun and educational.

Notes:

# SPARK

SPARK



<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>  ✓ indicates inclusion	<p>Alcohol, tobacco, and other drugs          Healthy, violence-free relationships          Personal and social behavior          Sexual and reproductive health</p> <p>✓ <b>Physical activity</b>          Mental, emotional, and social well-being          Healthy eating          Health promotion and disease prevention          Injury prevention</p>
<b>Lesson Duration</b>	Varies
<b>Lesson Delivery Format</b>	Stand-alone physical education program
<b>Materials</b>	Three options: 3-year digital subscription, print manual with music CD, or SPARKfolio box with all units and topics printed and organized. Equipment packages available for each level of curriculum.
<b>Distance Learning</b>	New remote learning option with school or individual license
<b>Parent/Family/Community component?</b>	Yes
<b>Training Available?</b>	Yes
<b>Cost Considerations</b>	Depending upon package selection - \$99 - \$399 for curriculum. Equipment packages - \$2000 - \$10,000. Online training - \$39.95
<b>Evidence of Effectiveness</b>	SPARK is the <a href="#">most published</a> study ever on K-8 physical education.
<b>Website</b>	<a href="https://sparkpe.org/">https://sparkpe.org/</a>
<b>Contact</b>	SPARK 1-833-737-7275 <a href="https://sparkpe.org/contact">https://sparkpe.org/contact</a>

**What we like about it:**  
 Free access to over 50 webinars and tutorials about teaching physical education.

Notes:

# Too Good Programs

Mendez Foundation



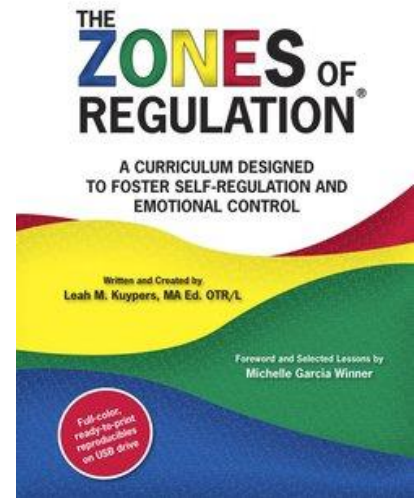
<b>Grade Levels</b>	K-12
<b>CDE Health Standards Included</b>	<ul style="list-style-type: none"> <li>✓ <b>Alcohol, tobacco, and other drugs</b></li> <li>✓ <b>Healthy, violence-free relationships</b></li> <li>✓ <b>Personal and social behavior</b> <ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Physical activity</li> </ul> </li> <li>✓ <b>Mental, emotional, and social well-being</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Health promotion and disease prevention</li> <li>Injury prevention</li> </ul> </li> </ul>
✓ indicates inclusion	
<b>Lesson Duration</b>	30-50 min
<b>Lesson Delivery Format</b>	Ten stand-alone lessons along with cross-curricular ideas for implementation in other content areas
<b>Materials</b>	Each kit includes a teacher's manual, home workouts, lesson extenders, and evaluation instruments. Kits also include a starter pack of student workbooks, game materials, role play scripts, and other activity materials
<b>Distance Learning</b>	Includes suggestions for delivery adaptations and recommendations for remote learning
<b>Parent/Family/Community component?</b>	Strategies for building family and school connectedness and activities for students and caregivers to complete together
<b>Training Available?</b>	On-site and training of trainers available
<b>Cost Considerations</b>	Each grade level kit costs between \$100 – 300. Additional student workbooks available in packs per grade level.
<b>Evidence of Effectiveness</b>	Each of the <i>Too Good</i> programs has undergone rigorous, independent evaluation studies to measure their effects on students' skills, attitudes, intentions, and behaviors
<b>Website</b>	<a href="https://toogoodprograms.org/">https://toogoodprograms.org/</a>
<b>Contact</b>	C.E. Mendez Foundation, Inc. 1-800-750-0986 <a href="mailto:info@mendezfoundation.org">info@mendezfoundation.org</a>

**What we like about it:**  
Lessons and activities allow students to apply the strategies and skills directly to their lives.

Notes:

# The Zones of Regulation

Kuypers Consulting, Inc.



<b>Grade Levels</b>	K-6
<b>CDE Health Standards Included</b>	Alcohol, tobacco, and other drugs Healthy, violence-free relationships <ul style="list-style-type: none"> <li>✓ <b>Personal and social behavior</b> Sexual and reproductive health Physical activity</li> <li>✓ <b>Mental, emotional, and social well-being</b> Healthy eating Health promotion and disease prevention Injury prevention</li> </ul>
✓ indicates inclusion	
<b>Lesson Duration</b>	N/A
<b>Lesson Delivery Format</b>	<u>School-wide systematic</u> , cognitive behavioral approach used to teach students self-regulation and help understand their emotions.
<b>Materials</b>	The Zones of Regulation book, posters, games, extension pack of games, and two apps
<b>Distance Learning</b>	Resources available to support using the zones in a remote learning environment
<b>Parent/Family/Community component?</b>	Yes
<b>Training Available?</b>	Live webinar (half or full-day options) and on-site trainings available.
<b>Cost Considerations</b>	Book \$54.99, poster set \$29.99, game \$54.99, additional material also available. Webinar training depends upon the number of participants (\$95 - \$4600).
<b>Evidence of Effectiveness</b>	Based on evidence
<b>Website</b>	<a href="https://zonesofregulation.com/index.html">https://zonesofregulation.com/index.html</a>
<b>Contact</b>	Kuypers Consulting, Inc. 312-952-4361 <a href="mailto:info@zonesofregulation.com">info@zonesofregulation.com</a>

**What we like about it:**  
Focused on helping students acquire self-regulation skills.

Notes: