

Massachusetts Anti-Vaping Curriculum Resource Guide

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Reviews completed by
members of the
Massachusetts Action
Coalition Anti-Vaping
Curriculum Committee

Document created by
Lighthouse Wellness
and Health Education
Consulting

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Introduction

In 2019, the Massachusetts Action Coalition received a two-year Innovations Fund award of \$25,000 from the National Campaign for Action to create a statewide, evidenced-based, adaptable, developmentally appropriate curriculum on the impact of vaping on student health and wellness for grades 6-12.

The Campaign for Action, an initiative of the AARP Foundation, AARP, and the Robert Wood Johnson Foundation, is comprised of Action Coalitions in 50 states and the District of Columbia and includes a wide range of health care professionals, consumer advocates, policy makers and the business, academic and philanthropic communities who are working together to reduce health disparities and improve the health and wellbeing of the US population in the 21st century. As a match for the Innovations award, the Massachusetts Action Coalition also received one year of funding from the National Libraries of Medicine.

To achieve the goals of these awards, the Action Coalition developed a partnership with the Massachusetts Association of School Superintendents and a collaboration with School Wellness Committees statewide to develop the structure, process, and outcomes for the work. The structure included a statewide Advisory Committee and a statewide Curriculum Development Committee.

The Advisory Committee is comprised of representatives from the Superintendents' Association, the Department of Elementary and Secondary Education, the Massachusetts Department of Public Health, the Massachusetts Health Council, the Massachusetts School Nurses Association, the Massachusetts Association of Public Health Nurses, school leadership including principals, counselors and schools resource officers, the Massachusetts Attorney General's Office, the Massachusetts PTA, Health Safety & Wellness Initiative, the Massachusetts General Hospital Center for Addictive Medicine, Collaborative Youth Program, the Massachusetts Association for Health, Physical Education, Recreation and Dance and the Department of Public Health Tobacco Cessation and Prevention Program. The Advisory Committee is co- chaired by the project director from the Massachusetts Action Coalition and a representative from the Massachusetts Association of School Superintendents.

The Curriculum Development Committee is composed of school wellness committee members, school nurses, faculty, and curriculum consultants. The committee is co-chaired by a representative of the Action Coalition and the Massachusetts Association of School Superintendents. The committee, with the guidance of experienced curriculum consultants, spent a year identifying, reviewing, and evaluating current national, state, and local anti-vaping programs and curriculum models. Utilizing specific criteria and national standards including the *CDC Characteristics of Effective Health Education Curricula*, the committee then synthesized the information to create the following comprehensive curriculum guide.

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Review Process

As shown above, members of the Curriculum Committee are a representative group of individuals with a variety of perspectives from K-12 educators, administrators, school counselors, school nurses, and community members. Their guidance and oversight were instrumental in ensuring that this guide, and the recommended curricula, would meet the diverse needs of schools. The Curriculum Committee identified existing anti-vaping curricula then researched, reviewed (and in many cases piloted), and vetted the curricula included in this guide.

Members of the Curriculum Committee utilized a Curriculum Review Form that was created by Lighthouse Wellness and Health Education Consulting based off the framework developed by the Committee. The review form criteria are aligned with key *Characteristics of Effective Health Education Curricula* from the Centers for Disease Control and Prevention (<https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>). A copy of the tool can be found in Appendix A.

Additional Resources

It should be noted that this guide focuses on *curricula* which included lessons and activities intended for classroom use. The Curriculum Committee recognizes that there are many other resources available to support anti-vaping initiatives in schools.

Project Here

In particular, the Curriculum Committee recommends *Project Here* (<https://projectherema.org/>) as a resource for educators. Many of the curricula included in this guide are also available through the *Project Here* website. The app portion of Project Here (Project Here Games) was a [national 2019 Parents' Choice Gold Award winner](#).

The Curriculum Committee recommends Project Here to be used in conjunction with or to supplement anti-vaping curriculum and to support other anti-vaping efforts in schools. An overview of Project Here, developed by the Curriculum Committee, is included in Appendix B. Appendix B also includes highlights from Project Here's evaluation report.

INDEPTH Program

An additional resource from the American Lung Association is the *INDEPTH program* (<https://www.lung.org/quit-smoking/helping-teens-quit/indepth>). While not designed to be a classroom curriculum, this is a valuable intervention resource. This intervention program is designed to be an alternative to “suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way” (INDEPTH, 2020). Trained facilitators are necessary to access and run the program. Members of the Curriculum Committee have used aspects of the program in the classroom as well as a tool to support students who are vaping or who are facing disciplinary consequences.

Review from the Committee:

“INDEPTH is a program that has been used successfully at Walpole High School to help students who self-identify as needing help to quit vaping or students who choose to enter this program to mitigate disciplinary consequences. The content is useful for all middle and high school teachers who teach health.”

More information from the Curriculum Committee review can be found in Appendix C.

iDECIDE

An additional noteworthy program (that was not reviewed by the Curriculum Committee but that was suggested by members of the Advisory Committee) is **iDECIDE (Drug Education Curriculum: Intervention, Diversion, and Education)**. This is the result of a collaborative effort between The Massachusetts General Hospital/Harvard Medical School, the Massachusetts Department of Public Health, and The Institute for Health and Recovery.

iDECIDE is a drug education curriculum aimed at providing behavioral support and psychoeducation for middle and high school students using substances. Importantly, this is a youth-centered, education-based program designed to support students using any substance, not just nicotine vaping. This program has been designed to serve as an alternative to suspension, expulsion, and other exclusionary practices for school-based substance use infractions and can also be used as a secondary prevention effort for youth at risk for escalation to problematic substance use. iDECIDE was created in response to a clear need voiced by school stakeholders across the Commonwealth and has been guided by both expert and student input and feedback.

The program incorporates information on the neurobiology of addiction and teen brain development, industry tactics, and psychosocial educational components to empower students to engage in healthy decision making. Curriculum is delivered through a combination of videos, guided discussion, structured activities, and on-your-own assignments. iDECIDE consists of four 1-hour modules that can be administered in a variety of configurations (four 1-hour meetings, two 2-hour meetings, one four-hour meeting) and can be administered in a group or individual format. Detailed manuals will be available for all available configurations. The current version of iDECIDE is intended for a high school-aged audience however, a middle school version is in development. Manuals and materials will also be available in Spanish.

Free trainings will be available statewide for any person interested in becoming an iDECIDE facilitator beginning in summer 2021. Website is forthcoming. To learn more, please reach out to Dr. Randi Schuster (Rschuster@mgh.harvard.edu) or idecide@mgh.harvard.edu.

Treatment Options

Appendix D on page 24 includes a list of resources for treatment of substance use & addiction.

Recommended Curriculum

The curricula included below have been vetted by the Curriculum Committee. A summary of recommended curricula at each grade level is included below. Next, brief overviews and recommendations of the curricula are included on pages 7-11, followed by an “At-A-Glance” table on pages 8-10 which provides information about key characteristics of each curriculum to support decision making regarding which curricula might best meet schools’ needs. Finally, the completed Curriculum Review Forms can be found in Appendix D beginning on page 22.

Summary Table of Recommended Curricula by Grade Level

<i>Elementary</i>	<i>Secondary</i>
<i>Botvin LifeSkills</i> (Botvin LifeSkills Training) <i>Catch My Breath</i> (CATCH.org) <i>Heads Up: E-Cigarettes a Dangerous Trend</i> (Scholastic)	<i>Botvin LifeSkills</i> (Botvin LifeSkills Training) <i>Catch My Breath</i> (CATCH.org) <i>Heads Up: E-Cigarettes a Dangerous Trend</i> (Scholastic) <i>The Real Cost of Vaping</i> (Scholastic) <i>Tobacco Prevention Toolkit</i> (Stanford Medicine) <i>Vaping: Know the Truth</i> (Everfi)

Curricula Overview & Recommendations

Elementary (Grades 3-5)
<p style="text-align: center;">Botvin LifeSkills Elementary Program, Botvin LifeSkills Training, Grades 3-6, 2017</p> <p>From the website:</p> <p>The Botvin LifeSkills Training Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p> <p>According to a study, published in the <i>Journal of Drug Education</i>, more elementary schools in the US choose to use the LST program over all other evidence-based prevention programs.</p> <p>This program is also aligned to CASEL’s social and emotional learning (SEL) competencies. To view all LST alignments, visit our website here.</p>

Committee Review

'The program is effective, but it is dry so very important that teachers not read as scripts but teach the concepts using ways to engage their learners. I advise using other curriculum resources to support the factual information (though not very engaging for youth) that is provided.'

Catch My Breath, CATCH.org, Grade 5, (2019)

From the [website](#):

"CATCH collaborated with researchers at Michael & Susan Dell Center for Healthy Living at The University of Texas Health Science Center at Houston (UTHealth) School of Public Health to create **CATCH My Breath**, a youth e-cigarette, JUUL, and vape prevention program specific to grades 5-12. The evidence-based program was shown to substantially reduce students' likelihood of vaping in the year following program implementation. Students also showed a significant increase in knowledge of the dangers of vaping and an increase in positive perceptions about choosing a vape-free lifestyle."

Committee Review

"CATCH My Breath was designed to be taught by teachers, tobacco prevention educators, counselors, nurses, and other public health advocates. The curriculum can be taught in various in-school subjects and youth-based organizations. The curriculum includes active student-centered learning facilitated by peer leaders. Recommend the program, free and well researched."

Heads Up: E-Cigarettes: A Dangerous Trend, Scholastic, Grades 4-6, (2019)

From the [website](#):

"Teens now use e-cigarettes more than any other nicotine-containing product. While e-cigarettes are less harmful than tobacco cigarettes for adult smokers, most versions pose a great risk to teens because they contain the same addictive nicotine found in cigarettes. One cartridge can contain as much nicotine as a pack of cigarettes. By sharing the article "E-Cigarettes: A Dangerous Trend" and teaching this lesson and activity, you'll help students learn why e-cigarettes aren't harmless."

Committee Review

"I like that this document has been adapted to a lower grade level (grade 4/5). There are not a lot of curriculums for the lower grade level. I find the Scholastic lessons to be informative and easy to administer but I would recommend adding more skills-based practice for refusal skills with this lesson."

Secondary (Grades 6-12)

Botvin LifeSkills Middle & High School Programs, Botvin LifeSkills Training, Grades 6-12, (2017)

From the [website](#):

The Botvin *LifeSkills Training* Middle School program is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today, *LifeSkills Training* is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development. In addition to helping kids

resist drug, alcohol, and tobacco use, the *LifeSkills Training* Middle School program also effectively supports the reduction of violence and other high-risk behaviors.

This program is aligned to the National Health Education standards and to CASEL's social and emotional learning (SEL) competencies. To view all LST alignments, [visit our website here](#).

From the [website](#):

The **Botvin LifeSkills Training (LST) High School program** is a highly interactive, skills-based program designed to promote positive health and personal development for youth in grades 9 or 10. A study in the *World Journal of Preventative Medicine* found that this program cuts drug abuse in half by helping adolescents navigate the challenges of their high school years and preparing them for the independence and responsibilities that they will encounter as young adults. The LST High School program uses developmentally appropriate, collaborative learning strategies to help students achieve competency in the skills that have been shown to prevent substance use, violence, and other health risk behaviors. *LifeSkills Training* is comprehensive, dynamic, and developmentally designed to promote mental health, social-emotional (SEL) skills and positive youth development.

Committee Review

'The program is effective, but it is dry so very important that teachers not read as scripts but teach the concepts using ways to engage their learners. I advise using other curriculum resources to support the factual information (though not very engaging for youth) that is provided.'

[Catch My Breath](#), CATCH.org, Grades 6, 7 / 8, 9-12, (2019 & 2020)

From the [website](#):

"CATCH collaborated with researchers at Michael & Susan Dell Center for Healthy Living at The University of Texas Health Science Center at Houston (UTHealth) School of Public Health to create **CATCH My Breath**, a youth e-cigarette, JUUL, and vape prevention program specific to grades 5-12. The evidence-based program was shown to substantially reduce students' likelihood of vaping in the year following program implementation. Students also showed a significant increase in knowledge of the dangers of vaping and an increase in positive perceptions about choosing a vape-free lifestyle."

Committee Review

"CATCH My Breath was designed to be taught by teachers, tobacco prevention educators, counselors, nurses, and other public health advocates. The curriculum can be taught in various in-school subjects and youth-based organizations. The curriculum includes active student-centered learning facilitated by peer leaders. Recommend the program, free and well researched."

[Heads Up: E-Cigarettes: A Dangerous Trend](#), Scholastic, Grades 6-12, (2019)

From the [website](#):

"Teens now use e-cigarettes more than any other nicotine-containing product. While e-cigarettes are less harmful than tobacco cigarettes for adult smokers, most versions pose a great risk to teens because they contain the same addictive nicotine found in cigarettes. One cartridge can contain as much nicotine as a pack of cigarettes. By sharing the article "E-Cigarettes: A Dangerous Trend" and teaching this lesson and activity, you'll help students learn why e-cigarettes aren't harmless."

Committee Review

"I find the Scholastic lessons to be informative and easy to administer but I would recommend adding more skills-based practice for refusal skills with this lesson."

The Real Cost of Vaping, Scholastic, Grades 6-8 & 9-12 (2019)

From the [website](#):

"As an educator, you can play an active role in fighting the teen vaping epidemic. FDA research suggests that when teachers talk about the health consequences of e-cigarettes and schools enforce anti-vaping policies, students may be less likely to vape. Use these resources to start an honest conversation with your class and help to change social norms at your school. With these cross-curricular resources from Scholastic and the FDA, students will analyze informational text, collect, and present data, and evaluate marketing messages. For independent student work, you can assign videos, student reading, and a digital tool at the [middle school](#) and [high school](#) student pages."

Committee Review

"The Real Cost of Vaping has great visuals, and the activities are meaningful and relevant to both age groups. This program does a good job teaching about nicotine addiction and how this contributes to the reasons why kids continue to vape, even after they learn about the risks. It is informative without being "preachy". The program is also available in Spanish."

NOTE: The content of the lessons is the same so if students have these lessons in 6-8, it would be redundant in 9-12.

Tobacco Prevention Toolkit, Stanford Medicine, 6-12, (2021)

From the [website](#):

"Whether you are a first timer or a returning user of the Toolkit, we have a plethora of curriculum organized and packaged in various ways to make it easy to start teaching your students.

This new and improved website layout allows you to find what you are looking for quickly while receiving an overview of that particular curriculum item.

See the entire Toolkit curriculum organized by teaching format by using the "Take and Teach" tab. Each curriculum format and item now have its own webpage with clearer descriptions. You can think of this tab as a list of *ingredients* that you can combine to create your own dish.

View our ready-to-use curriculums, organized by various categories with the "Curriculum Decision Maker" tab. You can think of this tab as *recipes* developed by our team, using the ingredients from the Take and Teach tab."

Committee Review

"Stanford provides a readymade curriculum and a plethora of resources in their tool kit to use to mix and match in your teaching. This is a great program, and it is easy to navigate to find the materials and the ease of readymade lessons."

Vaping: Know the Truth, Everfi, Grades 8-12 (2021)

From the [website](#):

“A prevention-forward digital course that gives students core knowledge around the dangers associated with using e-cigarettes and offers resources to help young people quit if they already vape.”

Committee Review

“I enjoy using Everfi programming because it can be used in a remote setting. This program puts a lot of ownership on students making choices and being in the know. I think having students go through the program and then use the information as talking points and discussions. I highly recommend the free program.”

NOTE: This was also piloted with 6th graders with success. Schools may be able to use this curriculum with 6th and 7th grade with modifications (even though the intended audience is grades 8-12).

Overview of Recommended Elementary (Grades 3-6) Curricula

Title	Publisher	Grade Levels	Program Cost	Program Length	NHES Alignment	CASEL SEL Alignment	Cross-Disciplinary Connections
Botvin LifeSkills	Botvin Lifeskills Training	3-6	\$235/ set (1 teacher guide & 30 student guides)	8 class sessions 30–45-minute class sessions	Based on review of scope and sequence : <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 4</i> (Communication skills) • <i>Standard 5</i> (Decision-Making) • <i>Standard 7</i> (Self-management) 	Based on SEL Alignment document : <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Aligns to Common Core standards as well as various other standards and frameworks. An overview can be found here .
Catch My Breath	CATCH.org	5-6	FREE (with sign up)	4 lessons 35 minutes each	Based on review of lesson objectives: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 4</i> (Communication skills) • <i>Standard 5</i> (Decision-Making) • <i>Standard 8</i> (Advocacy) 	Based on Program Overview: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Aligns to Common Core standards. More information can be found in the Program Overview (accessible with free account)
Heads Up: E-cigarettesA Dangerous Trend	Scholastic	4-6	FREE	1 lesson ~40-50 minutes	Based on review of lesson: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 3</i> (Accessing Information) 	Based on review of lesson: <ul style="list-style-type: none"> • <i>Responsible Decision-Making</i> 	Lesson plan includes alignment to: Common Core, NGSS, NSES standards

*The MA Department of Public Health Bureau of Substance Addiction Services and its funded substance misuse prevention grantees can offer support and guidance to schools/districts. Please contact Kathleen.Herr-Zaya@mass.gov or 617-650-7819 for more information.

Overview of Recommended Secondary (Grades 6-12) Curricula

Title	Publisher	Grade Levels	Program Cost	Program Length	NHES Alignment	CASEL SEL Alignment	Cross-Disciplinary Connections
Botvin LifeSkills	Botvin Lifeskills Training	6-8	\$295/ set for Level 1 (1 teacher guide & 30 student guides, CD & DVD) \$245 for booster sets	15 class sessions (Level 1) 10 class sessions (Level 2 - Booster) 5 class sessions (Level 3 - Booster) 30–45-minute class sessions	Based on NHES Alignment document : <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) • <i>Standard 4</i> (Communication skills) • <i>Standard 5</i> (Decision-Making) • <i>Standard 7</i> (Self-management) • <i>Standard 8</i> (Advocacy) 	Based on SEL Alignment document : <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Aligns to Common Core standards as well as various other standards and frameworks. An overview can be found here .
Botvin LifeSkills	Botvin Lifeskills Training	9 or 10	\$265/ set for Level 1 (1 teacher guide & 30 student guides)	10 class sessions 40–45-minute class sessions	Based on review of scope and sequence : <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) • <i>Standard 4</i> (Communication skills) • <i>Standard 5</i> (Decision-Making) • <i>Standard 7</i> (Self-management) 	Based on SEL Alignment document : <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Aligns to Common Core standards as well as various other standards and frameworks. An overview can be found here .
Catch My Breath	CATCH.org	6 7 / 8	FREE (with sign up)	4 lessons 35 minutes each	Based on review of lesson objectives: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) 	Based on Program Overview: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision</i> 	Aligns to Common Core standards. More information can be found in the

					<ul style="list-style-type: none"> • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 4</i> (Communication skills) • <i>Standard 5</i> (Decision-Making) • <i>Standard 8</i> (Advocacy) 	<ul style="list-style-type: none"> • <i>Making Social Awareness</i> • <i>Relationship skills</i> 	Program Overview (accessible with free account)
Catch My Breath	CATCH.org	9-12	FREE (with sign up)	4 lessons 35 minutes each	Based on review of lesson objectives: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) • <i>Standard 5</i> (Decision-Making) • <i>Standard 8</i> (Advocacy) 	Based on Program Overview: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Aligns to Common Core standards. More information can be found in the Program Overview (accessible with free account)
Heads Up: E-cigarettesA Dangerous Trend	Scholastic	6-12	FREE	1 lesson ~40-50 minutes	Based on review of lesson: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 3</i> (Accessing Information) 	Based on review of lesson: <ul style="list-style-type: none"> • <i>Responsible Decision-Making</i> 	Lesson plan includes alignment to: Common Core, NGSS, NES standards
The Real Cost of Vaping	Scholastic	6-8	FREE	3 lessons 40-50 minutes each (lesson lengths vary)	Not explicitly indicated in the lesson plans. Based on review of content: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) 	Not explicitly indicated in the lesson plans. Based on review of content: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	CCSS ELA, Math NGSS C3 Framework for Social Studies Standards

The Real Cost of Vaping	Scholastic	9-12	FREE	3 lessons 40-50 minutes each (lesson lengths vary)	Not explicitly indicated in the lesson plans. Based on review of content: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) 	Not explicitly indicated in the lesson plans. Based on review of content: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	CCSS ELA, Math NGSS C3 Framework for Social Studies Standards
Tobacco Prevention Toolkit	Stanford Medicine	6-12	FREE	Varies based on activities used. Materials can be searched by length of time (1 session, 5 sessions, 8 sessions & 10 sessions)	Based upon review of activities for e-cigarettes & vaping (and will vary depending on which activities are used): <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 3</i> (Accessing Information) • <i>Standard 4</i> (Communication skills) • <i>Standard 8</i> (Advocacy) 	Based on review of activities: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Social Awareness</i> • <i>Relationship skills</i> 	Connections will vary depending on activities chosen. Alignment to many different subjects (can search by academic subject for lessons that align with those areas).
Vaping: Know the Truth	Everfi	8-12	FREE (need to create an account)	4 modules; 30-40 minutes	Includes a standards alignment guide for grades 9-12: <ul style="list-style-type: none"> • <i>Standard 1</i> (Core Concepts) • <i>Standard 2</i> (Analyzing Influences) • <i>Standard 5</i> (Decision-Making) • <i>Standard 6</i> (Goal Setting) • <i>Standard 7</i> (Self-management) 	Not explicitly indicated in the lesson plans. Based on review of content: <ul style="list-style-type: none"> • <i>Self-awareness & Self-Management</i> • <i>Responsible Decision Making</i> • <i>Relationship Skill</i> 	Not explicitly indicated. Upon review, there are connections to science content.

*The MA Department of Public Health Bureau of Substance Addiction Services and its funded substance misuse prevention grantees can offer support and guidance to schools/districts. Please contact Kathleen.Herr-Zaya@mass.gov or 617-650-7819 for more information.

Appendix A: Curriculum Review Form

Vaping Curriculum Review Form

Title:
 Publisher:
 Year of Publication/Edition:
 Grade Levels:
 Link:

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate	
Accurate and current information included	
Has clear goals and intended outcomes	
Based on research or theory	
Increases perceptions of risk and harmfulness of vaping	
Addresses skills (aligned with the NHES and SEL Competencies)	
Self-Awareness and Self-Management Brain and Body	
Responsible Decision Making Analyzing Influences Assessing Information Media Literacy	
Relationship Skills Interpersonal Communication Social Norms	
Social Awareness Refusal Skills Advocacy	
At least one opportunity to practice any skills included in the curriculum	
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	
Instructional strategies are culturally inclusive and relevant	
Integrates with other academic subjects	

Overall Strengths and Negatives/Concerns**Curriculum Recommended?**☐ **YES** ☐ **NO**

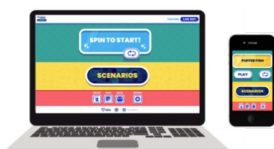
Appendix B: Project Here Overview & Evaluation Results

Project Here provides free resources to educators across Massachusetts to teach substance use prevention to middle school students (in grades 6-8) in order to empower students to make healthy decisions and promote social-emotional learning. All schools can [register](#) for access to Project Here's Online Toolkit, Project Here Games, and training and technical assistance on how to use Project Here's resources and best practices in substance use prevention.

Web-based app for middle school students – Project Here Games. The app can be used on phones, tablets, or computers -- individually, in small groups, or with a whole classroom all at once. Project Here Games' Teacher Guide is available [here](#). You can watch the trailer video for the app [here](#).

[Project Here Games](#) is an interactive and personalized experience which includes three main components:

1. **Mini-Games** allow students to build specific skills -- from deep breathing, to distinguishing myths from reality, to recognizing how different substances affect the brain.
2. **Quizzes** teach students about themselves and equip them with information to make healthy choices. They will learn to recognize the symptoms of depression, make a list of trusted adults in their lives, and think through ways to manage their own stress.
3. **Scenarios** ask students to apply their newfound knowledge and skills to real-life scenarios. They will see the consequences of different decisions and gain "stars" based on their results.



The [Online Toolkit](#) is a repository of research-based materials that are aligned with National Education Standards. These resources include links to many of the curricula included in this guide, lesson plans, posters, videos, teacher guides, and outreach materials that can be used in a range of classroom settings.

In May 2017, Attorney General Healey ([MA Office of the Attorney General-Project Here](#)) and the GE Foundation, along with Health Resources in Action, Herren Project, and Epicenter Experience, announced Project Here, an innovative public-private collaboration to make substance use prevention education available to every public middle school in Massachusetts. Project Here is a \$2 million initiative funded by the GE Foundation and the Massachusetts Attorney General's Office.

Highlights from Project Here's Evaluation Report

Teachers generally found the Toolkit to be extremely or moderately useful and more relevant or up to date than other substance use prevention programs; nearly 80% of teachers would recommend the Toolkit to a colleague.

Teachers and students had positive perceptions of Project Here Games and would recommend it to a peer.

- 95.2% of student respondents said they liked or somewhat liked using Project Here Games.

Teachers perceived that Project Here increased their capacity and confidence to teach students about substance use.

Teachers perceived that Project Here increased student awareness of substances.

- 77.8% of student respondents said they learned a lot or some from using Project Here Games.

Selected Quotes from the Evaluation:

"I think that Project Here Games is really engaging and good for kids. It tests their knowledge. 6th and 7th graders like interaction. Students said it wasn't boring. Some students even did it twice by choice. They are learning, engaged and it is fun."

"I love using the Games; they are short, sweet, online - everything that appeals to a kid."

"I loved it. I absolutely loved it. I incorporated activities and lessons from the Project Here Toolkit into what I was already teaching."

– Teacher Interviewee

Appendix C: Reviews of “The Real Cost of Vaping” Curriculum & “INDEPTH” program

“The Real Cost Campaign” Youth E-Cigarette Prevention Campaign’s stated mission is to “provide youth with science-based facts about tobacco products- so that they can make educated decisions about tobacco use”. It is designed for grades 6-12 divided into a grade 6-8 piece and a grade 9-12 piece, with much overlap of content. Given the current climate of teen-age vaping use, I would recommend that we create a one-year/reach all students with basic information course and then secondarily develop a more traditional multi-year sequential curriculum.

For students who are already vaping, some of whom are addicted, the IN-Depth curriculum, provided by the American Lung Association, is a program that is being piloted this year at Walpole High School by nurse Rachel Jackson. Students can participate by either self-identifying or by being referred as part of a consequence of a code of conduct violation. Students are seen either in a small group or on a 1 to 1 basis. Much of the content from the IN-Depth program contributes well to our curriculum development and separately from curriculum it is a good resource for school personnel to use to assist students who need help or request help quitting. The American Lung Association also provides information about a proven Teen Smoking and Vaping Cessation Program called N-O-T: Not On Tobacco. <https://www.lung.org/stop-smoking/helping-teens-quit/not-on-tobacco.html>

Within The Real Cost Campaign, they advertise an App called Become Smoke-free and I have been told by the Wellesley High School nurse that this App can be a successful tool for students who do not want the stigma of participating in an in-school setting. <https://teen.smokefree.gov/become-smokefree/quitstart-app>

Topic	Link or Hand-out
Two-sided summary poster about vaping	http://www.scholastic.com/teenvapingrisks/pdfs/VapingMisperceptions_infographic_highschool.pdf
Summary article for students, parents, and teachers	http://www.scholastic.com/youthvapingrisks/healthrisksofcigarettes_studentarticle_A.pdf (middle school) http://www.scholastic.com/youthvapingrisks/healthrisksofcigarettes_studentarticle_B.pdf (high school)
Facts about Vaping	https://e-cigarettes.surgeongeneral.gov/getthefacts.html
Fact or Fiction (E-Cig, Tobacco, Hookah, cigar, Smokeless Tobacco) and Know the Facts	Pp 25-39 INDEPTH, American Lung Association
Signs of Addiction	Page 44 INDEPTH, American Lung Association
Rates of Vaping Use Increasing	Teacher resource guide, page 7
Brain Development	
Teenage Brain Risks; vulnerable to volume of nicotine; can lead to impulsivity and mood disorders	Teacher resource guide, page 13-14, and 20-21
Chemicals Found in Vapes and Flavoring; vape is not just water	Teacher resource guide, page 15-19 Page 40 INDEPTH, American Lung Association
Best Practices for Talking to Youth	Teacher resource guide, page 22-25
Why kids start using nicotine and nicotine products	www.lung.org/assets/documents/stop-smoking/e-cigarettes-schools.pdf
Why kids continue to use these products	https://teen.smokefree.gov/quit-vaping/understand-your-vaping-triggers
Understanding nicotine and addiction	https://teen.smokefree.gov/the-risks-of-tobacco/nicotine-addiction https://www.quitcircle.com/how-to-quit/why-are-cigarettes-so-addictive (short video)

Understanding the effects of nicotine and tobacco products	Pages 30-36 INDEPTH, American Lung Association
Assess your own use of nicotine/tobacco product use and contributing triggers	Pages 41-44 INDEPTH, American Lung Association
Develop strategies to cope with the urge to use these products	Page 47 INDEPTH, American Lung Association
Develop your own vision of a healthy lifestyle	Page 18 INDEPTH, American Lung Association
Understand the process of changing your behaviors and what supports are needed	https://teen.smokefree.gov/quit-vaping/depression-vaping
Overcoming the obstacles of quitting	https://teen.smokefree.gov/quit-vaping/vaping-addiction-nicotine-withdrawal
How to deal with stress	https://teen.smokefree.gov/quit-vaping/anxiety-stress-vaping
Staying committed to quitting	https://teen.smokefree.gov/quit-vaping make a "Quit Kit" p18 INDEPTH, American Lung Association
Information for parents	https://ecigarettes.surgeongeneral.gov/documents/SGR_ECig_ParentTipSheet_508.pdf Teacher Resource Guide pp 9-12 https://www.cdc.gov/tobacco/basic_information/e-cigarettes/assets/OSH-One-Brain-PSA-30.mp3
Frequently Asked Questions from the CDC	https://ecigarettes.surgeongeneral.gov/documents/2016_SGR_ECig_FAQ_508.pdf
Relevant Activities	Link or Hand-out
The Real Health Consequences	https://www.scholastic.com/youthvapingrisks/lesson&activity1_highschool.pdf
Sizing Up E-Cigarette Marketing	https://www.scholastic.com/youthvapingrisks/lesson&activity3_highschool.pdf
My Tobacco Budget	Page 46 INDEPTH, American Lung Association
Videos coming in Feb 2020	http://www.scholastic.com/teenvapingrisks/

Appendix D: Treatment Options

We have provided some information regarding resources related to substance use treatment that may be useful. Any treatment options should be discussed with medical professionals.

Massachusetts Substance Use Helpline

The Helpline is the only statewide, public resource for finding substance use treatment, recovery, and problem gambling services. Helpline services are free and confidential. Our caring, trained Specialists will help you understand the treatment system and your options.

<https://helplinema.org/for-parents/>

ALA's school-based intervention program:

<https://www.lung.org/quitsmoking/helping-teens-quit/not-on-tobacco>

For online self-help resources:

<https://ma.mylifemyquit.org/index>

<https://truthinitiative.org/thisisquitting>

To inquire about clinical or clinical research services:

MGH Center for Addiction Medicine (Randi Schuster, Rschuster@mgh.harvard.edu, 617-643-6673)

[MGH ARMS Program](#)

[Boston Children's ASAP Program](#)

[BMC Catalyst Clinic](#)

Appendix E: Completed Curriculum Review Forms

Botvin Life Skills

Reviewer comments in italics.

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate <i>Elementary Scope and Sequence</i> <i>Middle Level Scope and Sequence</i> <i>High School Scope and Sequence</i>	Yes
Accurate and current information included	Yes
Has clear goals and intended outcomes <i>Spiral Curriculum -Same Units-Builds each year from prior knowledge and age appropriateness</i>	Yes
Based on research or theory <i>Botvin Lifeskills Awards Studies</i> <i>Highly Recommended for Substance Prevention</i>	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies)	Yes
<i>Self-Awareness and Self-Management</i> Brain and Body	Yes
<i>Responsible Decision Making</i> Analyzing Influences Assessing Information Media Literacy	Yes
<i>Relationship Skills</i> Interpersonal Communication	Yes
<i>Social Awareness</i> Refusal Skills Advocacy	Yes

At least one opportunity to practice any skills included in the curriculum <i>Throughout all the units The Vaping sheets provide various social scenarios for students to discuss and practice.</i>	Yes
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	Yes
Instructional strategies are culturally inclusive and relevant	Yes
Integrates with other academic subjects	Yes

Overall Strengths and Negatives/Concerns	
<p>The program is effective, but it is dry so very important that teachers not read as scripts but teach the concepts using ways to engage their learners. I advise using other curriculum resources to support the factual information that is provided.</p>	
Curriculum Recommended?	X YES

Catch My Breath

Reviewer comments in italics.

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate <i>Utilizes a peer-led teaching approach</i> <i>The target age 10-18 for students in elementary, middle, and high schools.</i>	Yes 5th to 12th grade
Accurate and current information included	Yes
Has clear goals and intended outcomes <i>Overview Video</i>	Yes
Based on research or theory <i>The evidence-based program was shown to substantially reduce students' likelihood of vaping in the year following program implementation</i>	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies) <i>CATCH My Breath and meets National and State Health Education Standards.</i>	Yes
Self-Awareness and Self-Management Brain and Body	Yes
Responsible Decision Making Analyzing Influences Assessing Information Media Literacy	Yes
Relationship Skills Interpersonal Communication Social Norms	Yes
Social Awareness Refusal Skills Advocacy	Yes
At least one opportunity to practice any skills included in the curriculum	Yes (many)
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	Yes
Instructional strategies are culturally inclusive and relevant	Yes
Integrates with other academic subjects <i>CATCH My Breath was designed to be taught by teachers, tobacco prevention</i>	Yes

educators, counselors, nurses, and other public health advocates. The curriculum can be taught in various in-school subjects and youth-based organizations. The curriculum includes active student-centered learning facilitated by peer leaders.

Overall Strengths and Negatives/Concerns

Recommend the program, free and well researched -all info below.

Curriculum Recommended? X YES

Heads Up

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate	Yes (Grade 4/5)
Accurate and current information included	Yes
Has clear goals and intended outcomes	Yes
Based on research or theory	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies)	Yes
Self-Awareness and Self-Management Brain and Body	Yes
Responsible Decision Making Analyzing Influences Assessing Information Media Literacy	Yes
Relationship Skills Interpersonal Communication Social Norms	
Social Awareness Refusal Skills Advocacy	Yes
At least one opportunity to practice any skills included in the curriculum	Possibly
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	Yes
Instructional strategies are culturally inclusive and relevant	Yes
Integrates with other academic subjects	Yes- gives ideas

Overall Strengths and Negatives/Concerns	
<p><i>I like that this document has been adapted to a lower grade level (grade 4/5). There are not a lot of curricula for the lower grade level. I find Scholastic's lessons to be informative and easy to administer but I would recommend adding more skills-based practice for refusal skills with this lesson.</i></p>	
Curriculum Recommended?	X YES

The Real Cost of Vaping

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate	Yes
Accurate and current information included	Yes
Has clear goals and intended outcomes	Yes
Based on research or theory	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies)	Yes
Self-Awareness and Self-Management Brain and Body	Yes
Responsible Decision Making Analyzing Influences Assessing Information Media Literacy	Yes
Relationship Skills Interpersonal Communication Social Norms	Yes
Social Awareness Refusal Skills Advocacy	Yes
At least one opportunity to practice any skills included in the curriculum	Yes
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	Yes
Instructional strategies are culturally inclusive and relevant	?*
Integrates with other academic subjects	Yes

Overall Strengths and Negatives/Concerns	
<p><i>Program is available in Spanish</i></p> <p><i>The Real Cost of Vaping has great visuals and the activities are meaningful and relevant to both age groups. This program does a good job teaching about nicotine addiction and how this contributes to the reasons why kids continue to vape, even after they learn about the risks. It is informative without being “preachy”.</i></p> <p><i>*Program is culturally sensitive in a basic way, but it will be the teacher’s responsibility to present all information and conduct discussions without cultural biases.</i></p>	
Curriculum Recommended?	X YES

Tobacco Prevention Toolkit

Reviewer comments in italics.

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate <i>Middle and High School-modifications to be Elementary</i>	Yes
Accurate and current information included <i>Theory-based and evidence-informed resources created by educators, parents, and researchers aimed at preventing middle and high school students' use of tobacco and nicotine. Obtain the latest evidence known about each tobacco product to ensure that the information presented in our curriculum is accurate.</i>	Yes
Has clear goals and intended outcomes <i>Goals of this Toolkit are for students to:</i> <ol style="list-style-type: none"> <i>1. Understand basic information about tobacco products, including e-cigarettes/vape pens, and the harm they cause</i> <i>2. Gain awareness of strategies manufacturers of tobacco, including e-cigarettes/vape pens, employ to increase use among adolescents through deceptive and creative marketing strategies</i> <i>3. Gain skills to refuse experimentation and use of tobacco</i> 	Yes
Based on research or theory <i>Theory-based and evidence-informed</i>	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies)	Yes
<p style="text-align: center;">Self-Awareness and Self-Management Brain and Body</p> <i>Students understand basic information about tobacco products, including e-cigarettes/vape pens, and the harm they cause</i>	Yes
<p style="text-align: center;">Responsible Decision-Making Analyzing Influences Assessing Information Media Literacy</p> <i>Students to gain awareness of strategies manufacturers of tobacco, including e-cigarettes/vape pens, employ to increase use among adolescents through deceptive and creative marketing strategies</i>	Yes

Relationship Skills Interpersonal Communication Social Norm <i>Discussions, Activities and Kahoot</i>	Yes
Social Awareness Refusal Skills Advocacy	Yes
At least one opportunity to practice any skills included in the curriculum <i>Yes practice and application of skills</i>	Yes
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors <i>Yes a lot of informative information is included. They identify the most important content areas that need to be included and delivery strategies that are engaging for youth.</i>	Yes
Instructional strategies are culturally inclusive and relevant <i>Conduct formative research to inform our curriculum, including holding a series of focus groups with students, health educators, tobacco prevention researchers, leaders within the California Department of Education's Tobacco Control Branch, and basic scientists focusing on tobacco, e-cigarettes, and addiction, to identify the most important content areas that need to be included (offered in Spanish too)</i>	Yes
Integrates with other academic subjects	Yes

Overall Strengths and Negatives/Concerns	
<p><i>Stanford provides a ready made curriculum and a plethora of resources in their tool kit to use to mix and match in your teaching.</i></p> <p><i>This is a great program and it is easy to navigate to find the materials and the ease of ready made lessons.</i></p>	
Curriculum Recommended?	X YES

Vaping: Know the Truth

Criteria for Review (based on <i>Characteristics of Effective Health Education</i> from CDC)	Met Criteria? (yes/no)
Age-appropriate	Yes
Accurate and current information included	Yes
Has clear goals and intended outcomes	Yes
Based on research or theory	Yes
Increases perceptions of risk and harmfulness of vaping	Yes
Addresses skills (aligned with the NHES and SEL Competencies)	Yes
Self-Awareness and Self-Management Brain and Body	Yes
Responsible Decision Making Analyzing Influences Assessing Information Media Literacy	Yes
Relationship Skills Interpersonal Communication Social Norms	Yes
Social Awareness Refusal Skills Advocacy	Yes
At least one opportunity to practice any skills included in the curriculum	Yes
Functional knowledge is included that is basic, accurate and directly contributes to health-promoting decisions and behaviors	Yes
Instructional strategies are culturally inclusive and relevant	Yes
Integrates with other academic subjects	Yes

Overall Strengths and Negatives/Concerns	
<p><i>I enjoy using Everfi programming because it can be used in a remote setting. This program puts a lot of ownership in students making choices and being in the know. I have students go through the program and then use the information as talking points and discussions. I highly recommend the free program.</i></p>	
Curriculum Recommended?	X YES