



# Oklahoma Association of Youth Services

The  
Oklahoma Association of  
Youth Services

Healthy Kids/Healthy  
Communities

FY 2023 June Report

Powered by the Tobacco  
Settlement Endowment  
Trust's Healthy Futures  
Initiative

**Oklahoma Association of Youth Services  
Healthy Kids/Healthy Communities  
Quarterly Report March1-June 30, 2023**

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## EXECUTIVE SUMMARY

### Executive Summary: End of Fiscal Year Report (2023)

#### *Oklahoma Association of Youth Services - Healthy Kids/Healthy Communities Initiative*

As we conclude the fiscal year 2023, we are pleased to present the Executive Summary for the Oklahoma Association of Youth Services' (OAYS) Healthy Kids/Healthy Communities initiative. This program aims to improve the health and well-being of children and youth in the third through eighth grades by delivering comprehensive tobacco prevention, nutrition, healthy living, character education, life-skills education, and exercise/activity programs to children and youth across Oklahoma. The successful implementation of these initiatives was made possible through the diligent efforts of our dedicated team and the generous support of our stakeholders, and the funding, support, and belief of the Tobacco Settlement Endowment Trust (TSET).

Our desire to the initiative's continuous improvement and learning exemplifies OAYS' commitment to ensuring the Healthy Futures Initiative remains adaptive, impactful, and responsive to the evolving needs of children and youth in grades three through eight and to the communities in which they live and thrive. In collaboration with the external evaluator, and by leveraging the insights gained from the developed outcome metrics, OAYS will refine strategies, enhance program delivery, and strengthen its positive influence on the lives of young individuals across Oklahoma. This unwavering dedication to learning and growth will propel the initiative toward a brighter future, empowering children, and youth to thrive and become active community contributors.

- I. **Hiring and Training of Adult Leaders:** At the heart of the Healthy Kids/Healthy Communities Initiative's success lies the internal/external recruitment, hiring, and training of adult leaders. Our organization took significant strides in identifying qualified individuals with the necessary expertise, passion, and commitment to impact the lives of young children and youth positively. Rigorous training sessions were conducted to equip these leaders with the required skills and knowledge to deliver the various program components effectively.

The initial OAYS-led training took place May 2-8, 2023, at the Downtown Sheraton and included all new hires and backup staff for the entire week of training and the participating agencies executive director for a two-day training at the culminating sessions week's end. The primary focus for the weeklong training was Search Institute's 40 Developmental Assets framework, which hinges on eight domains (four internal and four external). Our commitment to this framework is to empower and foster the holistic development of children and youth in grades three through eight, ultimately equipping them with resistance skills while supporting and encouraging prosocial behaviors.

This evidence-based model encompasses both external and internal assets, aiming to cultivate a positive environment supporting young individuals' growth and well-being.

*External Assets:*

1. **Support:** In the Healthy Kids/Healthy Communities Initiative context, providing a supportive network is essential for the children and youth's development. This includes families, schools, and communities collaborating to create a nurturing environment where children feel valued and cared for. Establishing these connections enhances children and youth's resilience and encourages them to navigate challenges confidently.
2. **Empowerment:** Empowering children and youth involves opportunities to make decisions and contribute meaningfully to their communities. Encouraging their active involvement in the initiative's activities will foster a sense of ownership and responsibility, allowing them to develop leadership skills and a positive self-concept.
3. **Boundaries and Expectations:** Clearly defined boundaries and expectations are essential guidelines for healthy development. The initiative will instill self-discipline and accountability in the children and youth by setting appropriate limits and communicating high expectations, leading to responsible decision-making, and expected improved outcomes.
4. **Constructive Use of Time:** Providing structured and engaging activities will optimize the children and youth's use of their free time. The initiative offers a diverse range of extracurricular opportunities, promoting skill-building, social interaction, and the exploration of new interests.

*Internal Assets:*

5. **Commitment to Learning:** The Healthy Kids/Healthy Communities Initiative promotes a culture of curiosity and engagement. Fostering a passion for lifelong learning will inspire children and youth to seek knowledge and become self-directed learners, enhancing their academic and personal growth.
6. **Positive Values:** Instilling a sense of ethics, integrity, and empathy is vital in shaping the character of young individuals. Encouraging kindness, respect, and compassion will help children and youth make positive choices and build strong relationships.
7. **Social Competencies:** Nurturing social competencies equips children and youth with essential interpersonal skills. Effective communication, conflict

resolution, and teamwork will enable them to build positive and meaningful connections, creating a supportive social network.

8. **Positive Identity:** Helping children and youth develop a positive sense of self is crucial in fostering resilience and well-being. By celebrating their unique qualities and strengths, the initiative can promote self-confidence and a healthy self-image.

## II. Delivery of Comprehensive Programs:

1. **Tobacco Prevention:** Our initiative strongly emphasizes tobacco prevention, aiming to reduce the prevalence of tobacco use among children and youth. Through interactive workshops, informational sessions, and engaging activities, we endeavor to instill an understanding of the dangers of tobacco and encouraged a tobacco-free lifestyle.
2. **Nutrition and Healthy Living:** Promoting healthy eating habits and active lifestyles, our nutrition and healthy living programs focuses on providing children and youth with essential knowledge about nutrition, portion control, and balanced diets. We aim to cultivate healthy habits that will lead to long-term well-being.
3. **Character Education:** Recognizing the importance of character development in young minds, our character education programs foster values such as responsibility, respect, empathy, and integrity. We aim to instill positive behaviors support within participants.
4. **Botvin LifeSkills:** The Botvin LifeSkills program aims to equip children with crucial life skills, including decision-making, communication, coping strategies, and resisting negative influences. These skills are vital for personal growth and resilience.
5. **Exercise for Children and Youth:** Physical activity is essential for a healthy lifestyle. Our exercise programs are designed to make fitness fun and enjoyable for children and youth, promoting regular physical activity as an integral part of their routine.

## III. Data

During the fourth quarter of the 2023 fiscal year, the Oklahoma Association of Youth Services (OAYS) reviewed initial data submitted by contracted Youth Services Agencies participating in the Healthy Kids/Healthy Communities Initiative. The evaluation strategy primarily focused on broad-based observation and the assessment of program reach, aiming to measure the initiative's effectiveness in impacting the target population of children and youth in grades three through eight.

1. **Initial Impact and Outcomes:** Throughout the fourth quarter of the fiscal year, we closely monitored outcomes of the Healthy Kids/Healthy Communities Initiative. Preliminary data suggests that the program has made significant strides in positively impacting the lives of the participating children and youth. Key outcomes include:
  - a. Increased awareness of the harmful effects of tobacco usage and a reported decrease in experimentation with tobacco products among program participants.
  - b. Many participants, through self-reporting, demonstrated a desire for improved nutrition habits and a preference for healthier food choices.
  - c. Positive changes in character traits, as reported by activity leaders, included increased empathy, respect, and responsible behavior.
  - d. Enhanced life skills, by children and youth evidenced by the demonstration of improved decision-making abilities, and better coping strategies.
  - e. A noted upturn in physical activity levels, with children exercising beyond school hours through summer activities at some participating Youth Services Agencies.
  
2. **Broad-Based Observation:** A broad-based observation approach was employed to gain a holistic understanding of the initiative's impact. Trained staff, utilizing standardized observation protocols at the program's sites, captured diverse aspects of the initiative's implementation. These quality and effectiveness of activities, adult-leader interactions, participant engagement, and overall program atmosphere was the primary focus of the implementation phase of the initiative.

OAYS staff utilized preset association protocols developed in tandem with licensing board required guidelines provided valuable insights into the adult participants' experiences and revealed the strengths and areas for improvement in adult-based CEU delivery. Additionally, these observations served as a basis for identifying successful program components and best practices that can be replicated.

Participants in the initial training week received stellar training in the Search Institute's 40 Developmental Assets Framework. "Many participants stated that this was best training they have ever received." Participants included direct service staff, agency executive directors, and backup personnel to support the project in the instances of employee attrition.



72 agency leaders, program staff, and selected agency staff participated in 40 Developmental Assets training from May 8-12, 2023. Search Institute's 40 Developmental Assets serves as the evidence-based framework that all program activities "plug" into.

Pictured left: Dr. Peter Messiah, Executive Director/CEO of the Oklahoma Association of Youth Services helps participants make the connection on the last day of training. Also pictured is a national presenter from Search Institute.

3. **Focus on Reach:** An essential aspect of the evaluation during the fourth quarter was assessing the initiative's reach. Accurate data on the number of children and youth served in grades three through eight were collected through program registration records and attendance logs. Sign-in sheets and evaluations were utilized as a metric for adult participation and training success. These protocols allowed OAYS to determine the initiative's level of penetration within the target population, their adult leaders, and to understand the extent to which it achieved its initial objectives in terms of reach.
4. **Results:** The fourth quarter evaluation yielded promising results for the Healthy Kids/Healthy Communities Initiative:
  1. **Number of Adults Trained:** During this period, 72 adult leaders were trained to deliver the program's various components effectively.

These adult leaders play a crucial role in shaping the experiences of the children and youth involved.

- 2. Number of Children and Youth Receiving Services:** Throughout the fourth quarter, the initiative successfully reached and provided services to 4,698 children and youth in grades three through eight. This demonstrated the initiative's ability to engage a substantial portion of the target demographic.



Children from Pushmataha-McCurtain County participate in guided physical activities enjoying the curriculum and related manipulatives enjoyed by the supplemental support provided by TSET.

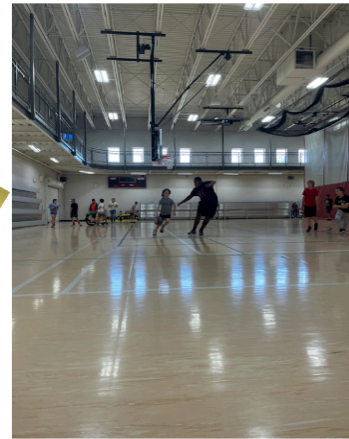


### 3. Low-Population Counties

Number of Children and Youth Receiving Services in counties with populations of 50,000 or less was significant. One metric identified the number participants in counties with populations of 50,000 or less comprised a majority, 4632 participants of the overall reported number (item two of this section). It is anticipated that these numbers will increase as some participating agencies have not yet hired staff. Once positions are fully filled, increase in numbers within this metric are expected.



Frontline Youth and Family Services (McClain, Garvin) provided staff training following the May 2-8, 2023, training week (Pictured Left). Children and Youth (pictured bottom left and bottom right) enjoyed guided activities that taught the importance of exercise and movement.



County	March	April	May	June
Bryan	0	0	100	151
Cherokee, Sequoyah	0	0	9	61
Osage, Nowata	44	33	28	34
McClain, Garvin	45	769	0	47
Okmulgee, Okfuskee	0	0	19	129
McCurtain, Pushmataha	47	84	75	431
Caddo, Chickasha, Cotton	553	641	268	0
Jackson, Altus, Beckham, Washita, Kiowa, Tillman, Greer, Harmon	88	0	51	114
Woodward, Ellis	0	0	5	30
Woods, Alfalfa, Harper	0	0	30	154

The fourth-quarter evaluation showcased the strengths of the Healthy Kids/Healthy Communities Initiative in utilizing broad-based observation and focusing on reach. The Initial metrics captured valuable insights into the program's implementation

and its impact on the participants. Moving forward, metrics will be expanded to encompass:

**Primary Prevention Metrics:** Primary prevention is a whole-group approach to prevention activities that is suitable for providing general consistent messaging and for garnering program/initiative support. Metrics established for primary prevention activities for the Healthy Kids/Healthy Communities Initiative focused on the reach of the dissemination of general education/capacity building within the constructs of the key areas targeted by the initiative, including but not limited to preventing/eliminating tobacco use, promoting improvements in nutrition habits, increasing the understanding of character development/education, promoting life skills acquisition and increasing the awareness of the importance of physical activity. The primary prevention programs aim to intervene before health effects occur by promoting healthy behaviors and reducing risk factors.

*Metrics:*

1. **Participation Rates:** The number of children and youth participating in health fairs, schoolwide activities, non-instructional activities.
2. **Contacts:** Number of one-time contacts (handing out information, community development, and health-promotions related activities).
3. **Community Education:** The number of participations in community education for children and youth, or for adults who interact with children and youth within the targeted age-range.

**Secondary Prevention Metrics:**

Secondary metrics complement the primary metrics and provide additional insights into the program's broader impact, generally for smaller or more defined groups/classes. These metrics may include participation rates, behavioral change, knowledge improvement, tobacco usage, performance, self-esteem measures, social connectedness, and the development of leadership abilities. The secondary prevention programs aim to identify diseases in their earliest stages through regular screenings and health check-ups.

*Metrics:*

1. **Participation Rates:** The number of children and youth participating in health and nutrition workshops, physical exercise classes, and character education sessions.
2. **Behavioral Change:** Observed and self-reported changes in health-related behaviors, such as reported improved dietary habits, increased physical activity, and adoption of positive life skills.

3. **Knowledge Improvement:** Observed increase in participants' knowledge about healthy lifestyles, LifeSkills, character education, developmental assets, and tobacco prevention.
4. **Tobacco Usage:** Self-reported attitude toward tobacco use among participants before and after primary prevention interventions.
5. **Self-Esteem Measures/Social Connectedness:** Adult leaders utilize observation skills to note increase in self-esteem including but not limited to social interactions, demeanor, cadence, expressive/non expressive, appropriate interactions with peers, and appropriate interactions with adults.
6. **Leadership Skills Development:** Participants are measured on their leadership skills including communication, teamwork, and decision-making. Measurement was made through observation by and redirection/coaching from the adult leader.

**Tertiary Prevention:** Tertiary prevention is for one-on-one or small-group opportunities for children and youth displaying indicated need for more intensive interventions/support. The metrics used capture more nuanced changes and ripple effects resulting from the initiative. These may include community engagement levels, parental involvement, and the long-term behavioral changes observed beyond the immediate program timeframe.

*Metrics:*

1. **Participation Rates:** The number of children and youth participating in individual counseling/prevention support, In-Step diversionary classes, individual health, and nutrition learning opportunities, individually guided physical exercise classes, and character education sessions. Measurement of success may include updates on treatment plans depending on the intervention(s) used.
2. **Behavioral Change:** Observed and self-reported changes in health-related behaviors, such as reported improved dietary habits, increased physical activity, and adoption of positive life skills. Measurement of success may include updates on treatment plans depending on the intervention(s) used.
3. **Knowledge Improvement:** Observed increase in participants' knowledge about healthy lifestyles, LifeSkills, character education, developmental assets, and tobacco use/prevention. Measurement of success may include updates on treatment plans depending on the intervention(s) used.

4. **Tobacco Usage:** Self-reported attitude toward tobacco use among participants before and after primary prevention interventions. Measurement of success may include updates on treatment plans depending on the intervention(s) used.

The significant number of children and youth initially reached in grades three through eight reaffirms the initiative's success in providing services and fostering a positive environment for their development. However, there is room for improvement. As we move forward, the findings from this evaluation will inform program refinements and the development of strategies to enhance evaluation to better measure impact and to expand reach. OAYS remains committed to optimizing the Healthy Futures Initiative to empower the next generation of responsible, healthy, and engaged citizens across Oklahoma.

#### IV. **Challenges:**

Although there were challenges faced during the implementation of youth services programs by agencies participating in the Oklahoma Association of Youth Services *Healthy Kids/Healthy Communities* initiative, the committed support from the TSET staff and board have proven invaluable. Despite an aggressive timeline for recruiting, training, and implementation, our member agencies have demonstrated remarkable resilience and determination in successfully meeting these challenges.

- **Accelerated Timeline:** The accelerated nature of our implementation timeline posed significant obstacles. Agencies were tasked with swiftly recruiting and training personnel while simultaneously executing the program. Despite these hurdles, the commitment and collaborative spirit of our member agencies prevailed. Their dedication has ensured the smooth execution of the youth services programs, resulting in positive initial outcomes for program participants.
- **Delayed Meeting with External Evaluator:** One challenge encountered was a delayed meeting with the external evaluator. While this posed a setback to data collection and evaluation efforts, a preliminary data collection exercise showcased promising results. This snapshot of progress underlines the potential of the programs to drive meaningful impact in the lives of the children and youth served. Looking forward, OAYS remains optimistic about their partnership with the external evaluator. Regular and consistent meetings with them will yield an anticipated robust data collection and comprehensive metrics. This data will be instrumental in gauging the true extent of program's successes and identifying areas where redirection and additional support might be needed. Evaluation is crucial for refining our approach and maximizing the benefits offered to the children and youth impacted by the program's services.
- **Limited Funding for Service Providers:** In the face of challenges related to hiring and retention, compounded by an original budget allocation of

\$37,500 per FTE, OAYS is pleased to acknowledge the invaluable support extended by the Board of the Tobacco Settlement Endowment Trust. Their generous consideration and subsequent approval of supplemental funds have played a pivotal role in effectively addressing this critical issue. This support will enable participating agencies to enhance compensation packages, implement retention strategies, and ultimately overcome the hurdles associated with attracting and retaining qualified personnel. OAYS expresses sincere gratitude to the Board for their steadfast commitment, which has significantly contributed to organizational ability to build a skilled and dedicated workforce, poised for continued success.

**V. Moving Forward:**

After the initial data collection phase, the Oklahoma Association of Youth Services (OAYS) recognized the importance of gaining deeper insights into the outcomes and impact of the Healthy Kids/Healthy Communities initiative. To achieve this goal, OAYS leadership will collaborate closely with the external evaluator assigned to the initiative, TSET leadership, and participating agencies leadership and staff to facilitate the:

1. **Understanding of the Need for Outcome Metrics:** The initial data collection provided valuable insights into the progress and effectiveness of the initiative. However, to better assess the long-term impact and success of the initiative, it is essential to develop a comprehensive set of outcome metrics. These metrics will help us measure the desired changes and improvements in the lives of the participating children and youth.
2. **Collaboration with the External Evaluator:** OAYS acknowledges the significance of working alongside an external evaluator with program evaluation and outcome measurement expertise. This collaboration will ensure objectivity, data integrity, and adherence to best practices in evaluation methodology.
3. **Continued Collaboration with Participating Agency Leadership and Staff:** OAYS will offer regular virtual collaboration opportunities to allow participating YSA staff to idea share and to ask guiding questions from OAYS leadership. It is our hope that this will encourage thought sharing to improve program metrics that, in turn, will lead to a more robust program delivery.
4. **Data Collection and Analysis:** In conjunction with the external evaluator, OAYS will employ various data collection methods, such as surveys, focus groups, interviews, and program records analysis, to gather the necessary data for the identified outcome metrics. Rigorous data analysis will be conducted to interpret the results accurately and draw meaningful conclusions about the initiative's effectiveness.

## VI. **Continuous Improvement and Learning:**

OAYS is committed to fostering a culture of continuous improvement and learning. The insights gained from a developed outcome metrics will inform program enhancements, refine strategies, and strengthen the impact of the Healthy Futures initiative.

1. **Data Analysis and Reflection:** Upon receiving outcome metrics, OAYS will comprehensively analyze the data. This analysis will involve key stakeholders, including the OAYS Strategic Development Committee, the external evaluator, project leaders, and ultimately TSET leadership, to ensure a multi-perspective view of the results. The team will engage in reflective discussions to understand the implications of the data and identify areas of success and improvement opportunities.
2. **Identifying Strengths and Best Practices:** The insights gained from the outcome metrics will allow OAYS to identify successful program components and best practices that have led to positive outcomes for the participating children and youth. These strengths will be acknowledged and celebrated, serving as models to replicate in other aspects and areas of the initiative.
3. **Identifying Areas for Improvement:** Evaluation strategies will help the initiative identify areas that require improvement or optimization. These areas may include specific program activities, delivery methods, participant engagement, or community outreach strategies. OAYS will use this information to address challenges proactively.
4. **Program Enhancements and Refinements:** Utilizing knowledge from the data analysis, OAYS will proceed to implement program changes as needed congruent with the *Successful Futures* guidelines. These improvements will be evidence-based and designed to amplify the program's positive impact. OAY will work closely with initiative stakeholders to ensure these changes are informed by expertise and stakeholder feedback.
5. **Capacity Building and Training:** Continuous improvement requires ongoing capacity building and training. OAYS will invest in the professional development of contracted program staff, providing them with the tools and resources to effectively implement initiative strategies. This commitment to continuous learning will empower the contracted providers to deliver the best experience for participating children and youth.
6. **Collaboration and Stakeholder Engagement:** OAYS recognizes the importance of collaboration and stakeholder engagement in its continuous improvement efforts. The organization will actively seek

feedback from parents, educators, community members, and children. This inclusive approach will ensure that the initiative is responsive to the community's needs.

7. **Monitoring and Evaluation:** To track the effectiveness of the enhancements and refinements, OAYS will utilize a continuous monitoring and evaluation process. This will involve periodic check-ins, data collection, and feedback loops to gauge progress and make necessary adjustments.

## VI. Program Curriculum

The implementation of the Oklahoma Association of Youth Services (OAYS) physical activity and nutrition curriculum supports children and youth's overall health and well-being. It is an amalgamation of best-practices and evidence-based research that is utilized as a foundational framework for the OAYS Healthy Kids Initiative. The general curriculum is encompassed within the Association's six-pronged foundations for Healthy Kids that identify interconnected areas that inform a comprehensive approach to developing a healthier future for Oklahoma's children and youth, grades 3-8. The curriculum can translate to adulthood through intentional learning opportunities. These areas are easily aligned with the MyPlate.gov framework and are therefore can be easily integrated into Oklahoma Department of Education grades 3-8 core curriculum. Multiple Intelligences and other accommodating strategies are utilized to address cognitive needs (If a participant is not ready or more advanced to address grade-level concepts). Because of the design of the Association and member agencies, it is believed that the curriculum is replicable to those agencies that did not sign a memorandum of understanding, and there is precedence with other association-developed curricula.

The following is a list of core age-related and program-specific topics with a breakdown for 3rd to 8th-grade students:

1. **Making the Connection:** *How Emotions Affect Your Health (Grades 3-8)*  
**Core Competencies:** *Social-Emotional Learning and Healthy Living*

Participants will learn how their emotional health affects their physical health and vice-versa. The number of physical ailments that have a mental component will be discussed. Factors such as stress, anxiety, and depression related to physical activity, nutrition, and overall health will be explored. The lessons discuss how improvements in psychological functioning can mitigate and prevent the symptoms of many diseases. Participants will come away with the message that emotional health promotes physical health, and a healthy body leads to a healthier, happier mind. In addition, meditation will also be explored.

2. **Healthy Eating & Exercise: *Putting It All Together (Grades 7-8)***  
**Core Competencies:** *Active Living, Movement Competence, and Healthy Living*

Obesity now affects 17% of all school-age children in the United States—triple the rate from a generation ago. The curriculum follows the USDA's latest Dietary Guidelines. It introduces the new MyPlate concept—a brand-new graphic representation of the five food groups. It visually helps children and youth understand the importance of appropriate portions and nutrient-rich food choices. Participants will learn many easy-to-follow strategies for life-long health, such as making at least half of their plate fruits and vegetables, cutting down on salt, drinking more water, and making exercise a daily habit. The program emphasizes that a healthy diet should not mean cutting calories. Instead, it is centered around making the most beneficial food choices while avoiding excess salt, sugar, and fats.

3. **Nutrition, Health & Exercise: *Eating Healthier, Living Better Grades (3–6)***  
**Core Competencies:** *Active Living, Movement Competence, and Healthy Living*

This comprehensive curriculum offers participants the basics for avoiding obesity and maintaining a healthy lifestyle. The curriculum conforms with the newest USDA Dietary Guidelines for Americans, released in January 2011. Participants learn about MyPlate, the latest visual representation of what, and how much, we should eat in one sitting. The program identifies the five food groups (fruits, grains, vegetables, protein, and dairy) and shares valuable details about how children and youth can make nutrient-rich choices for each food group. Aside from reviewing MyPlate strategies, the curriculum teaches participants tips for eating smarter, selecting smaller portions, exercising more, and understanding essential nutrition and food labeling information.

The curriculum will also teach children and youth how to choose the right food portions for their body type and metabolism. This is critical nationwide; children and youth have become accustomed to eating "supersized." This is a significant factor in the obesity epidemic affecting children and youth today. The curriculum explores how their peers suffer from weight-related health problems — diabetes, high blood pressure, high cholesterol, depression, and even heart disease. This curriculum section aims to teach children how to correctly measure food portions using everyday, easy-to-understand analogies. For example, a protein portion should be about the same size as the palm of your hand; a portion of baked potato is about the size of a computer mouse. The curriculum teaches participants the difference between supersized portions and nutritionally correct portions. It also gives children and youth practical tips on eating healthy portions,



checking labels, ordering small or medium sizes at restaurants, taking home leftovers from restaurants, sharing meals with friends, and starting with smaller amounts on dinner plates.

#### **4. Healthy Choices, Healthy Me Grades (3–6)**

**Core Competencies:** *Active Living, Movement Competence, and Healthy Living*

The curriculum helps participants understand the severe health hazards of obesity and explores options for healthier eating and exercise. The curriculum discusses how substantial portion sizes, fat-filled diets, too much TV/video games, and not enough exercise are common choices for a growing number of today's children and youth. The curriculum further explores ways young people and parents can learn to change their lifestyles. The curriculum also delves into stemming the tide of obesity. And strategic, straightforward ways to get healthier.

#### **5. Ten Reasons to Get in Shape (Grades 3 – 6)**

**Core Competencies:** *Social-Emotional Learning Skills, Active Living, Movement Competence, and Healthy Living*

The curriculum provides up-to-date information in an engaging and kid-friendly format that teaches children and youth why physical fitness is essential to a healthy lifestyle. Participants will learn how regular exercise improves mood, builds strong muscles and dense bones, develops healthy lungs and heart, improves sleep and concentration, speeds recovery from common illnesses, helps control weight, and enhances total physical and emotional health. Participants will understand that a physically strong and fit body feels good and is the foundation for a long, healthy, happy, and more productive life. The curriculum emphasizes that exercise is fun, and the payoff is a body that feels great.

Participating YSAs in the Oklahoma Association of Youth Services' Healthy Kids/Healthy Communities initiative was greatly enhanced by the allocation of an extra \$5000 per agency, made possible through the generous support of the Tobacco Settlement Endowment Trust (TSET). This additional funding empowered YSAs to acquire specialized curriculum tailored to address the unique needs and characteristics of their respective communities. By harnessing TSET's generosity, YSAs can amplify the impact of the initiative, fostering healthier lifestyles among the children and youth they serve across Oklahoma (Appendix B).

## **Conclusion**

The Oklahoma Association of Youth Services' Healthy Kids/Healthy Communities Initiative has achieved significant progress in its mission to improve the health and well-being of children and youth in the third through eighth grades. The concerted efforts of our dedicated Youth Services Agencies, our adult leaders, and the enthusiastic participation of children and youth have contributed to the positive outcomes. As we move forward, we are committed to further refining, expanding, and evaluating our programs to better serve the children and youth of Oklahoma.

The commitment from OAYS leadership and our contracting agencies to develop primary, secondary, and tertiary outcome metrics marks a significant step towards gauging the success of the Healthy Kids/Healthy Communities Initiative. By adopting a data-driven approach and assessing the program's outcomes comprehensively, OAYS aims to enhance the positive influence of the initiative on the lives of children and youth. Through this evaluation process, OAYS remains dedicated to empowering the next generation with the tools and resources they need for a healthy, successful, and promising future.

Also, it is our belief that the implementation of Search Institute's 40 Developmental Assets framework within the Oklahoma Association of Youth Services' Healthy Kids/Healthy Communities initiative will be a transformative step toward holistic youth development. By incorporating external assets like support, empowerment, boundaries and expectations, and constructive use of time, along with internal assets of commitment to learning, positive values, social competencies, and positive identity, the initiative aims to create an environment that nurtures the well-rounded growth of children and youth in grades three through eight. By leveraging the power of these assets, the initiative endeavors to cultivate a generation of responsible, resilient, and empowered individuals who will contribute positively to their communities and shape a brighter future for themselves and Oklahoma.

Providing cutting-edge professional development and continuous support to our contracting agencies is paramount to program success. The OAYS office is devoted to improving the lives of children, youth, and families in all 77 counties across the state. The Healthy Futures initiative has, so far, proven to play a significant role in realizing this aspiration by strengthening our prevention safety net through common language, goals, and idea sharing and strategy alignment.

We extend our heartfelt gratitude to all our stakeholders, partners, and sponsors and our partnership with the Tobacco Settlement Endowment Trust, all of whom have been instrumental in making the realization and implementation of this initiative a resounding success. Together, we continue to build a healthier, happier, and more vibrant future for the children and communities of Oklahoma.

**Appendix A: Current List of Participating Youth Services Agencies:**

<b>Agency</b>	<b>Location</b>	<b>Service Areas (County)</b>
Choctaw/Pushmataha County Youth Services, Inc. (2)	101 West Jefferson, Hugo, OK 74743	Choctaw, Pushmataha, McCurtain
Crossroads YFS	1333 West Main, Norman, OK 73069	Cleveland
Frontline YFS	902 NW 32 <sup>nd</sup> , Newcastle, OK 73065	McClain, Garvin
Great Plains YFS	901 South Broadway Hobart, Oklahoma 73651	Beckham, Greer, Harmon, Kiowa, Tillman, Washita, Jackson
Le Flore County Youth and Family Services	510 N Broadway St, Poteau, OK 74953	Haskell, LeFlore
Logan Community Services	4710 S Division Street, Guthrie, OK 73044	Logan
Marie Detty YFS	317 C Avenue, Lawton, Oklahoma 73502	Comanche, Stephens, Jefferson
Mid-Del YFS	2840 Linda Ln, Del City, OK 73115	Oklahoma
Muskogee Co. Council of Youth Services	4009 Eufaula Avenue, Muskogee, OK 74403	Muskogee, Wagoner
Northwest YFS	620 Flynn, Alva, Oklahoma 73717	Alfalfa, Woods
Okmulgee/Okfuskee County YFS	1950 N. Okmulgee Ave., Okmulgee, OK 74447	Okmulgee, Okfuskee
Panhandle Youth Services for Children	405 S. Main, Guymon, Ok 73942	Texas, Cimmaron, Beaver
People Inc.	205 S J T Stites St, Sallisaw, OK 74955	Adair, Sequoyah, Cherokee
Rogers County YFS	1810 North Sioux, Claremore, OK 75017	Rogers
Southwest YFS (2)	198 East Almar, Chickasha, OK 73023	Caddo, Grady, Cotton
Tri-City YFS	14625 NE 23 <sup>rd</sup> Street Choctaw, OK 73020	Choctaw/Nicoma Park, Harrah, Jones, and Luther School District
YFS of Bryan County	1105 Lynwood, Durant, Oklahoma 74702	Bryan
Youth Services of Creek County	1025 E Grayson Ave, Sapulpa, OK 74067	Creek
Youth and Family Resource Center	326 W 11th St, Shawnee, OK 74801	Grant, Garfield, Major
Youth and Family Services, Inc.	7565 East Highway 66, El Reno, OK 73036	Blaine, Canadian, Kingfisher
YFS of Washington County	2200 SE Washington Avenue Bartlesville, Oklahoma 74006	Nowata, Washington
Western Plains YFS	202639 E County Rd 42, Woodward, OK 73801	Harper, Ellis, Woodward

## Appendix B: Site-based Purchased Curriculum

Agency	Curriculum
Alva	<p><b>Move This World Curriculum Summary:</b></p> <p><b>Self-Awareness</b>-Identifying emotions, expressing emotions, Mindfulness, Self-confidence, Respect for self, Recognizing strengths.</p> <p><b>Self-Management</b>- Managing emotions, Coping skills, Resilience, Stress management, Anger management, Impulse control, Self-motivation.</p> <p><b>Social Awareness</b>- Empathy, Discovering differences, Diversity appreciation, Civic engagement, Respect for others.</p> <p><b>Relationship Skills</b>-Conflict Resolution, Active listening, Cooperation, Teamwork, Communication</p> <p><b>Responsible Decision Making</b>-Identifying problems, solving problems, Analyzing situations, Goal setting, Leadership skills.</p> <p><b>CATCH K-8<sup>th</sup></b> Evidence based comprehensive Health, Physical Education and SEL curriculum that cover nation and state-level health standards.</p>
Bartlesville	<p><b>Positive Action</b> Positive Action Positive Action’s Social-Emotional Learning (SEL) curriculum in your school, you create a better learning environment that helps students learn to process their emotions. Positive Action SEL runs from Pre-K to grade 12. It teaches students to understand, validate, and control their emotions and create healthier relationships for life.</p> <p><b>SPARK Physical Education Curriculum</b> SPARK PE curriculum is an evidence-based program that strives to foster environmental and behavioral change in children. Physical activity guides and equipment sets provide physical activity opportunities for children and youth within the target range.</p>
Chickasha	<p><b>SPARK Physical Education Curriculum</b> SPARK PE curriculum is an evidence-based program that strives to foster environmental and behavioral change in children. Physical activity guides and equipment sets provide physical activity opportunities for children and youth within the target range.</p> <p><b>The Change Co.</b> "My Personal Health Journal" is a tool to enhance the work being done in the classroom. Numerous studies have been done on the benefits of interactive journaling as a clinical tool to improve mental health and change behaviors/habits. With the guided journal we will be providing to the students, we will be able to teach our programs through different mediums - discussion and writing. We know that each student is different, with varied learning styles. Not only will the students have interactive verbal content and activities in the classroom, but will be able to incorporate goal setting, visual reminders, and</p>

	<p>track their progress through their own personal journal. With guided prompts that focus on physical activity, managing stress, healthy relationships, mindful eating and a reflections section, this tool is the perfect complement to the content we will be discussing.</p>
Choctaw	<p><b>Positive Action Positive Action’s Social-Emotional Learning (SEL)</b>  This curriculum teaches students to understand, validate, and control their emotions and create healthier relationships for life.</p> <p>The supplemental drug education kit provides in-depth learning regarding the effects of tobacco, alcohol, and drugs as they relate to each to the unit concepts. It also teaches the importance and results of drug-free living.</p> <p>The Catch SEL uses movement and cultural learning to support kids’ physical and mental health.</p>
Claremore	<p><b>The SPARK PE</b>  This curriculum is an evidence-based program that strives to foster environmental and behavioral change in children. Physical activity guides and equipment sets provide physical activity opportunities for children and youth within the target range.</p> <p><b>The Change Co.</b>  “My Personal Health Journal” is a tool to enhance the work being done in the classroom. Numerous studies have been done on the benefits of interactive journaling as a clinical tool to improve mental health and change behaviors/habits. With the guided journal we will be providing to the students, we will be able to teach our programs through different mediums - discussion and writing. We know that each student is different, with varied learning styles. Not only will the students have interactive verbal content and activities in the classroom, but will be able to incorporate goal setting, visual reminders, and track their progress through their own personal journal. With guided prompts that focus on physical activity, managing stress, healthy relationships, mindful eating and a reflections section, this tool is the perfect complement to the content we will be discussing.</p> <p><b>Positive Action Social-Emotional Learning (SEL)</b> helps students learn to process their emotions. It teaches students to understand, validate, and control their emotions and create healthier relationships for life.</p>
Durant	<p><b>Catch My Breath</b>  CATCH My Breath is a peer-reviewed, evidence-based youth vaping prevention program developed by The University of Texas Health Science Center at Houston (UTHealth) School of Public Health. The program provides up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of e-cigarettes, including JUUL devices. CATCH My Breath utilizes a peer-led teaching approach and meets National and State Health Education Standards.</p> <p><b>Life Management Skills</b></p>

	<p>This curriculum is filled with fun, innovative, and informative reproducible activity handouts and is organized in a logical manner, designed for specific well-defined purposes, and is activity-based allowing for extensive client involvement. The handouts are adaptable and have a broad usage enabling therapists, social workers, nurses, teachers, psychologists, counselors, and other professionals to focus on specific goals with their specified population. Some of the topics in the book include anger management, communication: verbal and nonverbal, coping skills, parenting, steps to recovery, grief/loss, stress management, and more.</p> <p><b>Life Skills and Mental Health Series</b>  The Mental Health &amp; Life Skills Workbook Series Include Mental Health Assessment Tools, Therapy Worksheets and Mental Health Worksheets. Mental health concerns include psychiatric disorders and other problems with mental and social well-being such as problems with adjustment, anxiety, depression, coping, behavior, communication, conflict management and more.</p>
<p>El Reno</p>	<p><b>Rainbow Days</b></p> <p><b>Curriculum-Based Support Group (CBSG® ) Program Training</b> – Developed in 1982, Rainbow Days’ evidence-based Curriculum-Based Support Group (<i>CBSG®</i>) Program is based on Resilience &amp; Protective Factor Research and Social Emotional Learning (SEL) principles and is an effective antidote designed to increase resilience in children and youth who experience adversity, trauma and toxic stress through the development of healthy social, emotional and coping skills in a caring support group setting</p> <p><b>All Stars Prevention Curriculum</b>  All Stars Core is a research-based program and is listed in the National Registry of Effective Prevention Programs by SAMHSA (Substance Abuse and Mental Health Services Administration) and as a promising program by the US Department of Education. All Stars Core meets the National Health Education outcome standards and the requirements of research- and outcome-based prevention programming with 21st Century Learning Centers.  The primary goal with every All Stars program is to delay the onset of risky behaviors. In other words, we want to keep kids from starting to participate in risky behaviors as long as possible.  Targeted behaviors include:</p> <ul style="list-style-type: none"> <li>• Alcohol use</li> <li>• Tobacco use, including smoking, vaping, and smokeless tobacco use</li> <li>• Marijuana use</li> <li>• Opioid use</li> </ul>

	<ul style="list-style-type: none"> <li>• Inhalant use</li> <li>• Fighting and bullying</li> <li>• Early sexual activity (All Stars is not a sex education program and does not address contraception of safe sex)</li> </ul> <p>All Stars Core targets the five strategies research has shown to have the greatest impact on delaying the onset of risky behaviors with middle school age students:</p> <ul style="list-style-type: none"> <li>• Building idealism and a belief in the future</li> <li>• Establishing positive norms</li> <li>• Establishing personal commitments to avoid risky behaviors</li> <li>• Promoting bonding to positive peers and a positive adult</li> <li>• Promoting positive parent/adult attention</li> </ul>
<p>Guymon</p>	<p><b>Positive Action Positive Action Social-Emotional Learning (SEL)</b>  This curriculum teaches students to understand, validate, and control their emotions and create healthier relationships for life.</p> <p><b>MSPP, now known as the Model Smoking Prevention Program</b>  This curriculum is an evidence-based, comprehensive program proven to help prevent kids from using cigarettes, tobacco, and alternative tobacco products such as snuff, e-cigarettes, and hookahs.</p>
<p>Hobart</p>	<p><b>Spark Physical Education</b>  SPARK PE is a researched-based curriculum that provides well-rounded PE lessons. These lessons include health-related fitness, skill development, and social development for all students. The lessons are planned and organized so that you can see the learning objectives and lesson activities at a glance.</p> <p><b>Search Institute 40 Developmental Assets</b>  Manipulatives for enhancing the Search Institute 40 Developmental Assets research-based What Kids Need to succeed framework. Project staff will utilize these teaching tools to:</p> <ul style="list-style-type: none"> <li>• Work with children and youth within the target population.</li> <li>• Educate parents on the framework and build ideas on how to surround their children with assets.</li> <li>• Build bridges between schools and other vested community stakeholders and the project’s goals and objectives.</li> </ul> <p>The basic premise behind Search Institute’s Assets Framework is that the more assets an individual possesses, the less likely they are to fall into risk categories and the more likely their prosocial behaviors will increase.</p>

<p>Hugo</p>	<p><b>Positive Action Middle School (PA)</b></p> <p>PA is a school-based social emotional learning program that is used to increase positive behavior, reduce negative behaviors, and improve social and emotional learning. PA includes school-wide climate change and a detailed curriculum with lessons 2-4 times a week, there are approximately eighty-two (82) 15–20-minute lessons per grade. Lessons for each grade level are scripted and age appropriate. All materials necessary to teach the lesson are provided.</p> <p><b>Spark Middle School Physical Education</b></p> <p>SPARK PE is a researched-based curriculum that provides well-rounded PE lessons. These lessons include health-related fitness, skill development, and social development for all students. The lessons are planned and organized so that you can see the learning objectives and lesson activities at a glance.</p> <p><b>Secondary Drug Lesson</b></p> <p>The supplemental drug education kits provide in-depth learning regarding the effects of tobacco, alcohol, and drugs as they relate to each of the unit concepts. They also teach the importance and results of drug-free living (success and happiness). The Secondary Drug lessons use a play, "Escape from the Shadow," to teach the negative effects of drug use.</p> <p><b>GameDay Nutrition &amp; Activity Solutions</b></p> <p>Is a comprehensive, easy-to-use program designed to meet critical health and nutrition standards, while also incorporating MyPlate activities. Lessons are grade-specific and address topics such as food groups, serving sizes, healthy eating, physical activity, and safe food handling. Lessons include tips on healthy snacks, the importance of breakfast, ensuring correct portions, understanding, and reading food labels, and healthy recipe ideas.</p> <p><b>Shape Up Healthy Heart</b></p> <p>Shape Up Healthy Heart is a health and wellness curriculum, and resources focus on the mind, body, and emotions of students. The program encompasses the whole child, helping students learn how to approach situations and solve problems they often face in life through engaging lessons. The curriculum uses an approach based on self-esteem and self-discovery, along with health and wellness, to help students flourish in every aspect of their lives. Students use all five senses as they learn how to effectively communicate, collaborate, and problem solve.</p> <p><b>SPARK MS Curriculum Equipment</b></p> <p>The equipment is perfectly tailored to match the SPARK Middle School Physical Education curriculum. Equipment packs include a variety of options.</p>
<p>Lawton</p>	<p><b>SPARK Physical Education</b></p> <p>A researched-based curriculum that provides well-rounded PE lessons. These lessons include health-related fitness, skill development, and social development for all</p>



	<p>students. The lessons are planned and organized so that you can see the learning objectives and lesson activities at a glance.</p> <p><b>DBT Skills in Schools</b>  Skills Training for Emotional Problem Solving for Adolescents. (DBT STEPS A). This is used in middle schools. It teaches mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness.</p> <p><b>Healthy Bodies</b>  This is adaptable for any age. It addresses body image, eating, fitness, and weight concerns</p>
Mid-Del	<p><b>Spark Physical Education</b>  SPARK PE is a researched-based curriculum that provides well-rounded PE lessons. These lessons include health-related fitness, skill development, and social development for all students. The lessons are planned and organized so that you can see the learning objectives and lesson activities at a glance.</p> <p><b>Positive Action</b>  Is a school-based social emotional learning program that is used to increase positive behavior, reduce negative behaviors, and improve social and emotional learning. PA includes school-wide climate change and a detailed curriculum with lessons 2-4 times a week, there are approximately eighty-two (82) 15–20-minute lessons per grade. Lessons for each grade level are scripted and age appropriate. All materials necessary to teach the lesson are provided.</p>

Muskogee	<p><b>Atlantic Education</b></p> <p><b>Student Success Skills</b></p> <ul style="list-style-type: none"> <li>• Grades 2-12</li> <li>• Helps students develop academic, social, and self-management skills to succeed in school.</li> </ul> <p><b>Parent Success Skills</b></p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Helps parents understand their child’s behavior. Teaches parents communication skills to build optimism through encouragement and refocusing.</li> </ul> <p><b>The social thinking is the zones of regulation curriculum:</b></p> <ul style="list-style-type: none"> <li>• Grades K-12</li> <li>• Teaches strategies for managing emotions and sensory needs. Helps kids identify how they are feeling in the moment.</li> </ul> <p><b>Love and Logic for educators</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Teaches "low stress classrooms" techniques designed to create effective learning environments for students. Staff will learn to create classroom and school environments that stimulate responsible behavior and high levels of academic achievement.</li> </ul> <p><b>Love and Logic for Parents</b></p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Helps parents create home environments that stimulate responsibility, resiliency, and academic achievement. Teaches character and responsibility through modeling and the application of logical consequences.</li> </ul> <p><b>OLWEUS Bullying Prevention</b></p> <ul style="list-style-type: none"> <li>• Grades K-10</li> <li>• The goals of the program are to reduce existing bullying problems among students, to prevent the development of new bullying problems to achieve better peer relations at school</li> </ul> <p><b>Leadership skills</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Seeks to nurture appropriate social and emotional behaviors by teaching conflict-resolution and leadership skills. Is endorsed by the Office of Juvenile Justice and Delinquency Prevention as the country’s top program of its kind.</li> </ul> <p><b>CBT Toolbox for Children &amp; Adolescents</b></p> <ul style="list-style-type: none"> <li>• Grades 2-12</li> <li>• Tools and worksheets for kids struggling with trauma, autism, depression, ADHD, anxiety, and conduct issues. Helps kids learn how to cope and overcome day-to-day struggles.</li> </ul> <p><b>DBT Skills in Schools</b></p> <ul style="list-style-type: none"> <li>• Grades 6-12</li> </ul>
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	<ul style="list-style-type: none"> <li>• Skills training for emotional problem solving. Helps adolescents manage difficult emotions, cope with stress, and make better decisions.</li> </ul> <p>Learning to breathe</p> <ul style="list-style-type: none"> <li>• Grades 6-12</li> </ul> <p>Teaches mindfulness based on the developmental needs of adolescents to help them understand their thoughts and feelings and manage distressing emotions. Students will learn mindfulness meditation skills that help them improve emotion regulation, reduce stress, improve overall performance, and develop their attention.</p> <p><b>Catch my Breath</b></p> <ul style="list-style-type: none"> <li>• Grades 5-8</li> <li>• Staff</li> <li>• This is the only evidence-based youth nicotine vaping prevention program that has been proven to substantially reduce students’ likelihood of vaping. Educates students on the science and consequences of vaping. Teaches students how to say ‘no’ to being offered vapes.</li> </ul>
Newcastle	<p><b>DBT Skills in Schools</b></p> <p>DBT Skills Training for Emotional Problem Solving is a program for developing students' emotion management, interpersonal, and decision-making skills. Students may face numerous social, developmental, and academic pressures, such as peer rejection, low self-confidence, confusion about self, impulsive behavior, involvement in drugs and alcohol, and issues related to intimacy and sexual relationships. Although schools often do not offer courses on coping with stress and decision-making, adolescents' needs for such skills continue to grow (Rathus &amp; Miller, 2015). DBT STEPS curriculum was developed to meet this need. It teaches practical skills for regulating emotions, reducing impulsive behaviors, solving problems, and building and repairing interpersonal relationships. This Curriculum is used in the lesson hour of our After School Program.</p> <p><b>CATCH Kids Club 5-8 Physical Activity Curriculum</b></p> <p>The <a href="http://CATCH.org">CATCH.org</a> Kids Club (CKC) Activity Curriculum for Grades 5-8 includes a selection of the most popular age-appropriate games and physical activities, along with instructional materials and video guides. The CKC Physical Activity Curriculum also has sections on</p>

	<p>adaptations for inclusion of youth with physical disabilities and SEL integration. This curriculum is used during the PE hour of the After School Program</p> <p><b>CATCH Kids Club K-5 Physical Activity Curriculum</b> -The <a href="http://CATCH.org">CATCH.org</a> Kids Club (CKC) Activity Curriculum for Grades K-5 includes a selection of the most popular age-appropriate games and physical activities, along with instructional materials and video guides. The CKC Physical Activity Curriculum also has sections on adaptations for inclusion of youth with physical disabilities and SEL integration. This curriculum is used during the PE hour of the After School Program</p> <p><b>CATCH Kids Club Healthy Habits &amp; Nutrition Lessons (K-5)</b> The CATCH Kids Club (CKC) Healthy Habits &amp; Nutrition Lessons (K-5) feature over 40 interactive lessons organized into seven themes related to physical activity, nutrition, and screen-time reduction. A variety of teaching strategies are used including movement activities, individual practice, educational games, goal setting, and hands-on snack preparation. The Basic Concepts theme was designed to be taught first, with the remaining six themes to be taught in any sequence. The CKC curriculum can be taught in any out-of-school time setting. This curriculum is used during the Lesson hour of our After School Program as well as a class in the Newcastle Elementary Virtual Academy.</p> <p><b>Positive Action Elementary Starter Bundle</b> Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. There are 6 units: Self- Concept, Positive actions for mind and body, managing yourself responsibly, treating others as you would like to be treated, telling yourself the truth, and improving yourself continually. This curriculum will be used in a leadership class in the Paul's Valley Middle School.</p>
Norman	<p><b>Botvin LifeSkills</b> Botvin research validated substance abuse prevention program proven to reduce the risk of alcohol, tobacco, drug abuse and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.</p> <p><b>Positive Promotions the Dangers of Smoking and Vaping</b> Covers healthy things kids can do rather than vaping. The activity book engages youth grade 3-5 in activities that educate on the dangers and health problems it can cause.</p>
Okmulgee	<p><b>DBT Skills in Schools</b></p> <ul style="list-style-type: none"> <li>• Grades 6-12</li> <li>• Skills training for emotional problem solving. Helps adolescents manage difficult emotions, cope with stress, and make better decisions.</li> </ul> <p>Learning to breathe</p> <ul style="list-style-type: none"> <li>• Grades 6-12</li> </ul> <p>Teaches mindfulness based on the developmental needs of adolescents to help them understand their thoughts and feelings and manage distressing emotions. Students will</p>

	<p>learn mindfulness meditation skills that help them improve emotion regulation, reduce stress, improve overall performance, and develop their attention.</p> <p><b>DBT Problem Solving</b> The problem-solving skill can be very useful once we have determined that a problem has arisen, and it's our problem to solve. Sometimes we experience unpleasant emotions about the actions of others or situations that we cannot change. This skill specifically helps us to collect the facts and take steps to solve a problem for which we can change.</p> <p><b>Catch Global</b> This curriculum provides foundational health literacy, nutrition &amp; physical activity, physical health &amp; hygiene, mental health&amp; wellness, substance misuse prevention, and staying safe.</p>
Sallisaw	<p><b>Westminster Tech Healthy Living Curriculum</b> This curriculum helps educators teach students the core concepts of living a healthy lifestyle. Each of the 11 is a stand-alone unit with over 10 hours of instruction. Students use dynamic, interactive PowerPoints to assess their knowledge and learn critical behaviors related to health and nutrition.</p> <p><b>Catch Global</b> This curriculum provides foundational health literacy, nutrition &amp; physical activity, physical health &amp; hygiene, mental health&amp; wellness, substance misuse prevention, and staying safe.</p>
Sapulpa	<p><b>Dairy Council of CA.</b> This curriculum focuses on teaching children how to have a healthy lifestyle, including the importance of physical activity and healthy food choices to promote over all well-being.</p> <p><b>Princeton Health Press (Botvin LifeSkills Curriculum)</b> Botvin research validated substance abuse prevention program proven to reduce the risk of alcohol, tobacco, drug abuse and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors (student handbooks).</p>
Shawnee	<p><b>Princeton Health Press (Botvin LifeSkills Curriculum)</b> Botvin research validated substance abuse prevention program proven to reduce the risk of alcohol, tobacco, drug abuse and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors (student handbooks).</p>
Woodward	<p><b>Move This World</b> Empowers Your Students with Social Emotional Learning Activities, Lessons. Social Emotional Learning Curriculum</p> <p><b>Course For Vaping</b> This course on vaping prevention will teach you, from a medical and public health perspective, about the health risks of vaping and e-cigarettes and the approaches</p>

used to prevent their misuse. It provides practical insight into the most prevalent health outcomes of vaping and the recommended strategies to prevent vaping, such as policy formation and updates, and also will describe the role of vaping in smoking cessation.

**Search Institute 40 Developmental Assets**

Manipulatives for enhancing the Search Institute 40 Developmental Assets research-based What Kids Need to succeed framework. Project staff will utilize these teaching tools to:

- Work with children and youth within the target population.
- Educate parents on the framework and build ideas on how to surround their children with assets.
- Build bridges between schools and other vested community stakeholders and the project’s goals and objectives.

The basic premise behind Search Institute’s Assets Framework is that the more assets an individual possesses, the less likely they are to fall into risk categories and the more likely their prosocial behaviors will increase.