



ESTEEM

Dear Educator,

The Esteem curriculum will take your students on an illuminating journey to help them develop the life skills needed to become successful, healthy adults. This valuable program is evidence-based, medically accurate, proven effective, and adheres to the Texas Health TEKS.



5th Ages 10-11



6th Ages 11-12



7th Ages 12-13



8th Ages 13-14



9th + 14 and up

THE ESTEEM JOURNEY

- Is a Facilitator Friendly Curriculum
- Promotes Risky Behavior Avoidance
- Develops Healthy Relationships
- Offers Education Components for Parent Involvement
- Contains Up to Date Family and Criminal Law Lessons
- Focuses on Academic and Career Goal Setting
- Uses Interactive Scenarios and Games

DESIGNED FOR

- Public Schools
- Community Organizations
- Church Youth Groups
- Non-Profits and Social Services for High-Risk Youth
- Pregnancy Resource Centers



(903) 758-2762
esteemjourney.com

Each 100-page workbook acts as an interactive personal journal to help students work through important life decisions. Parent/Guardian worksheets are sent home with every lesson or can be downloaded from the website.

ESTEEM is a peer-reviewed curriculum that teaches the same core topics throughout all five grade/levels while appropriately increasing the maturity level of the content each year.

TOPICS INCLUDE:

Lesson 1: Personal health - eleven body systems

Lesson 2: Physical health and hygiene - health literacy, communicable/non-communicable disease

Lesson 3: Healthy eating & physical activity - major nutrients, food labels, physical basics

Lesson 4: Healthy eating, dietary choices, injury prevention, first aid, CPR

Lesson 5: Goals - career choices, internal/external factors, success sequence, distractions, overcoming obstacles

Lesson 6: Communication, emotional intelligence, conflict resolution steps, apology/timeout steps

Lesson 7: Mental health, brain development, depression, refusal skills, resiliency, personal boundaries

Lesson 8: Relationships, friends, dating, end unhealthy relationships, positive peer influence, bullying

Lesson 9: Substance/addiction, vaping, opioids, fentanyl, brain development, treatment, peer influence

Lesson 10: Puberty, emotional/physical changes, brain/human/fetal development, reproduction

Lesson 11: Teen pregnancy, abstinence, STIs, emotional consequences, avoidance-benefits, family support

Lesson 12: Laws, abuse/reporting, gangs, weapons, trafficking, safety plan, family/dating violence

Lesson 13: Media influence, social media, sexting, pornography, cyberbullying, online trafficking

Lesson 14: Goals review, dating/marriage, benefits of waiting, success sequence, character contracts



ESTEEM consists of optimal health messages created by a coalition of dedicated people, including science teachers, coaches, counselors, nurses, doctors, SHAC members, topic experts, parents and even students. Health is not just the absence of disease, it is complete physical, mental and social wellbeing in order for students to focus on their academic and personal goals.

The ESTEEM curriculum may be particularly useful for schools in Texas serving students from diverse backgrounds. Positive changes were most noticeable for the African American and Hispanic students using ESTEEM.

Creative Education, 2011. Vol.2, No.3, 193-198, Copyright © 2011 SciRes. DOI:10.4236/ce.2011.23027,

ESTEEM and FACTS: Creative Ways to Teach Healthy Lifestyles to Youth from Diverse Backgrounds

Tary J. Tobin - College of Education, University of Oregon Eugene, Eugene, USA. Email: ttobin@uoregon.edu, Received June 8th, 2011; revised June 27th, 2011; accepted July 7th, 2011.

Success Sequence: If youth adopt these behaviors, in sequence, they risk only a 3% chance of living in poverty as adults: 1) Graduate, 2) Work full-time, and 3) Marry before having children.

"Only 9% of young men and women from lower-income families who follow the sequence are poor in their late twenties and early thirties compared to 31% who do not follow this sequence." - Murray, C. (1984). Losing Ground: American Social Policy, 1950-1980. NY: Basic Books; Wang, W., Wilcox, B., (2017). The Millennial Success Sequence. Washington, DC: American Enterprise Institute; Wang, W., Wilcox, B., (2017). Marriage Matters. Washington, DC: American Enterprise Institute.

Teachers who are certified to deliver the ESTEEM program help youth make important decisions in relationships and life by encouraging well-being through primary prevention strategies. In addition, areas in the program related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Through the training process we equip the teacher to recognize signs of discomfort with instruction in these areas, students will be referred to the appropriate resource, identified ahead of the implementation, for additional help and support.

**To find out more and preview the workbooks, visit EsteemJourney.com
or contact Tonya@EsteemJourney.com | (903) 758-2762**





ESTEEM

Steps for Successful School Implementation

Compliant with -TX education code 28.004; amended with H.B. No. 1525 & SB 9.

1. Introduce program to superintendent, curriculum director, lead counselor/nurse.
2. Board resolution to direct School Health Advisory Council (SHAC) to recommend a curriculum.
3. Present program/curriculum to the SHAC.
4. Meet with campus principals - review sample implementation plans.
5. Hold **two** public meetings for parents/guardians and others to review the ESTEEM materials. *(Program staff can be there in person or virtually)*
6. School board adoption of the program recommended by the SHAC. *(Staff can attend in person or virtually)*
7. District to purchase leader kits for each teacher and workbooks for each student.
8. ESTEEM certification training. *(1-day)*
9. School sends out required parent permission forms with an invitation to a Parent Preview Night. *(Note: "6 Step Plan" recommended utilizing the parent portal, email, and/or text messages with incentives for returning a form.)*
10. Parent Preview Night with FREE resource packet, *Continuing Conversations* packet and student books to purchase. *(Optional - Build a Parent Tab on the school website with Parent resources & Continuing Conversations to download.)*
11. Anonymous and voluntary pre and post surveys *(Optional-feedback benefit.)*
12. Facilitators/teachers deliver 14 lessons *(recommended within a 4mo. period).*

School Legislation Requirements

ESTEEM Alignment

Bill / Code	Date	Short Description
HB 3908	Sept. 1, 2023	Fentanyl and drug poisoning education
Code 37.0832	Jan. 31, 2023	Bullying prevention
Code 38.351	April 14 th 2021	Components of mental health
SB 279	May 26, 2021	Suicide prev. info on ID cards (In each workbook to take home)
SB 9	Aug. 31, 2021	Child abuse, family violence, dating violence, sex trafficking
SB 123	Sept. 1, 2021	Social and emotional character traits – all 30 traits
HB 1525 28.004 Title 2	Sept. 1, 2021	Human sexuality instruction – all steps of transparency and implementation

TX 2020 Health TEKS 100%

TX Law on Abortion HB 1280 Aug. 25, 2022 – *stated in the workbook – Lesson 2, reproduction and consequences of teen pregnancy*

SAMPLE Implementation Ideas

Delivery subjects: Health - Social Studies – Geography - Science - Study period - PE

**Health TEKS Mandatory for ALL students K-8th, and HS if credit required*

Goal: Find a class that all students attend during the school year.

Many districts deliver: Once a week for 14 weeks or twice a week for 7 wks.

***Approved outside agencies can be trained to deliver specific lessons AFTER being trained**

Example staffing – areas of expertise.

Booklet A (Students take home to parents after course completion on campus)

COACH/PE - Lesson 1: Personal health- (11) body systems (Reproductive system is covered in Lesson 10**)

COACH/PE - Lesson 2: Physical health and hygiene-health literacy, communicable and non-communicable disease

COACH/PE - Lesson 3: Healthy eating & physical activity- major nutrients, food label, physical basics

COACH/PE - Lesson 4: Healthy eating- risk and protective factors, dietary choices, injury prevention, first aid, CPR

COUNSELOR - Lesson 5: Goals - goal setting steps, career choices, internal/external factors, success sequence, distractions, bumps in the road, overcoming obstacles

COUNSELOR - Lesson 6: Communication, emotional intelligence, reactive - inactive- proactive decisions, conflict resolution steps, give a proper apology, timeout steps

COUNSELOR - Lesson 7: Mental health, personality, brain development, choices and consequences, depression, suicide, self-harm, bullying, anxiety, refusal skills, resiliency, personal boundaries,

COUNSELOR - Lesson 8: Relationships, friends, dating, end unhealthy relationships, positive peer influence, bullying.

SRO - Lesson 9: Substance / addiction, drugs, alcohol, tobacco, opioids/fentanyl, brain development, over the counter, prescription drugs, addiction, treatment, peer influence, fetal development, and substances

Booklet B – Parents/guardians give Permission (Take home to parents after completion)

AGENCY/NURSE - Lesson 10: Puberty, emotional, physical changes, brain development, human development, reproduction, fetal development, abstinence, success sequence

AGENCY/NURSE - Lesson 11: Pregnancy / STDs, abstinence, teen pregnancy, STDs, emotional consequences, avoidance- benefits, consequences – parent, child and society, prenatal care, family relationships

AGENCY/SRO - Lesson 12: Laws, paternity, child support, rights, and responsibilities, avoid gangs, weapons, trafficking, safety plan, family violence, problem solving skills, manipulation, positive parenting, motherhood, fatherhood

AGENCY/IT/TECH - Lesson 13: Media, positive and negative media influence, body image, eating disorders, social media posts, sexting, pornography, cyberbullying, online trafficking

AGENCY/COUNSELOR - Lesson 14: Goals & Dating to marriage, updating goals, commitment, health marriage, growth mindset, benefits of waiting, success sequence review, adults, and peers to be abstinent from all risky behaviors, character contracts

****5th** grade TEKS and ESTEEM workbooks do not include: STIs, Sexting, Pornography, or certain aspects of reproduction.



Parent/Guardian Preview Night

Campus: _____ **Location:** _____

Date: _____ **Time:** _____

Campus Contact: _____

Get the chance to review the ESTEEM workbooks!

Includes 100% of the Texas Health TEKS



Get Free Resources on:

Dangerous apps – free filters and helpful apps

Preventions tips for chronic diseases – healthy eating and physical activity charts

Setting individual and family goals along with communication techniques

What are the laws? Sexting, child abuse, trafficking and more

Addictive substances including: Vaping, opioids, fentanyl

Puberty and the brain development of adolescence

Waiting to date, dating standards and how to get away from risky relationships

Helping your kids to identify real friends and fake friends

PLUS, learn how to utilize the **Continuing Conversations** worksheets at home!

If you need to bring your children, we ask that they go to the _____ to play games.

www.EsteemJourney.com - Click on Parent Access - **Enter Password:** HealthJourney23

YELLOW highlights-customize for your district - Email/text to parents for more successful completion.

6th grade through High School - Health TEKS - Permission Form

PLEASE RETURN THIS PERMISSION FORM BY _____

_____ ISD has adopted the ESTEEM curriculum to meet the Texas Education Knowledge and Skills (TEKS) health requirements. We will be facilitating ESTEEM in grade(s) _____. Trained teachers from our school district will be delivering the curriculum.

ESTEEM covers the TEKS in six health related areas that are presented in 2 interactive journal style workbooks: Physical Health and Hygiene / Mental Health and Wellness /Healthy Eating and Physical Activity /Injury and Violence Prevention /Alcohol, Tobacco, and other Drugs / Reproductive and Sexual Health.

To preview sample workbooks online, you may visit: www.EsteemJourney.com Password: **HealthJourney24**

Parent Preview Presentation will be held on: _____ (In-Person & Zoom)

Parents will be able to preview the workbooks, receive a resource packet, and Continuing Conversation worksheets.

ALL Students will receive Workbook A (Taken home after course completion at school)

Lesson 1: Structure, Function & Relationship of Body Systems

Lesson 2: Communicable and non-communicable diseases, preventative behaviors, emergency preparedness

Lesson 3: Analyzing food labels, nutritional values, food and physical activity plans, media influence

Lesson 4: Types of CPR/AED, first aid, choking-Heimlich maneuver, emergency plans,

Lesson 5: Universal values, SMART goals, developmental assets survey, success sequences, overcoming obstacles

Lesson 6: Communication, emotional intelligence, problem solving steps, apology/timeout steps

Lesson 7: Mental health, refusal skills, brain development, depression/suicide, resiliency, personal boundaries

Lesson 8: Relationships, friends, dating, end unhealthy relationships, positive peer influence, bullying

Lesson 9: Substance/addiction, vaping, opioids, fentanyl, brain development, treatment, alternative activities

*In addition to workbook A (described above), parents have the **opportunity** to “opt in” or select the following highly recommended and age-appropriate lessons in Workbook B.*

Please circle (Y) for YES if your child can attend or (N) for NO if they cannot attend.

Child's Name: _____ **Race:** _____ **Circle: M / F** **Age:** _____

Parent/Guardian: _____ **Cell#** _____

Workbook B (Taken home after course completion at school)

***The district will be separating the boys and girls for Lesson 10 and 11.**

Y / N Lesson 10: Puberty, emotional/physical changes, brain/human/fetal development, reproduction

Y / N Lesson 11: Teen pregnancy, abstinence, STIs, emotional consequences, avoidance- benefits, family support

Y / N Lesson 12: Child abuse laws, reporting abuse, gangs, weapons, trafficking, safety plan, family/dating violence

Y / N Lesson 13: Media influence, emotional impact of social media, sexting, pornography, cyberbullying, online trafficking

Y / N Lesson 14: Goals review, dating/marriage, benefits of waiting, success sequence, character contracts

Research shows that parent engagement in their child's decision-making skills is closely linked to better behavior, higher academic achievement, and enhanced social skills. Parent engagement also increases the likelihood that children and adolescents will avoid unhealthy behaviors.

If you cannot attend the Preview Night, you are welcome to review workbooks **located HERE your child's campus**

Continuing Conversations and Resource Packet are on the district SHAC/Parent tab - Click Here: TheBestISD.com

You or your child will receive (list school incentive HERE for returning this form)

For more information, call or email your school contact: _____

6th through 8th [Parent/Guardian Health](#)
[TEKS - PLEASE COMPLETE this](#)

[PERMISSION form BY:](#) August 31, 2024.

TEKS de salud para padres/tutores de 6.º a 8.º : COMPLETE este formulario de PERMISO ANTES del: 31 de agosto de 2024.

_____ ISD has adopted the ESTEEM Curriculum to meet the Texas Essential Knowledge and Skills (TEKS) health requirements in grades 5th-High School. Trained teachers from our school district will be delivering the ESTEEM curriculum. ESTEEM covers the TEKS in six health related areas that are presented in 2 interactive journal workbooks. Workbook A topics include: Physical Health and Hygiene; Mental Health and Wellness; Healthy Eating and Physical Activity; Injury and Violence Prevention; Alcohol, Tobacco, and other Drugs; and Reproductive and Sexual Health.

In addition to Book A (described above), parents have the *opportunity to select* the following highly recommended lessons in Workbook B. These recommended lessons in the ESTEEM curriculum includes the mandatory Texas Senate Bill 9 requirements including child abuse, family violence, dating violence and sex trafficking.

Each workbook will be taken home to the parents/guardians upon course completion.

_____ ISD ha adoptado el plan de estudios ESTEEM para cumplir con los requisitos de salud de Conocimientos y habilidades esenciales de Texas (TEKS) en los grados 5º hasta la escuela secundaria. Maestros capacitados de nuestro distrito escolar impartirán el plan de estudios ESTEEM. ESTEEM cubre los TEKS en seis áreas relacionadas con la salud que se presentan en 2 cuadernos de trabajo interactivos. Los temas del Libro de Trabajo A incluyen: Salud Física e Higiene; Salud Mental y Bienestar; Alimentación Saludable y Actividad Física; Prevención de Lesiones y Violencia; Alcohol, Tabaco y otras Drogas; y Salud Reproductiva y Sexual.

Además del Libro A (descrito anteriormente), los padres tienen la oportunidad de seleccionar las siguientes lecciones altamente recomendadas en el Libro de Trabajo B. Estas lecciones recomendadas en el plan de estudios ESTEEM incluyen los requisitos obligatorios del Proyecto de Ley 9 del Senado de Texas, que incluyen abuso infantil, violencia familiar, violencia en el noviazgo y tráfico sexual.

Cada libro de trabajo se llevará a casa de los padres/tutores al finalizar el curso.

Student Last Name/ Apellido del Estudiante: *

Short answer text

Student First Name/ Primer Nombre: *

Short answer text

Student ID#/ # ID del estudiante: *

Esteem Survey – 6th, 7th, and 8th Grades

**Birthday
Code:**

Please use this scale to answer each question below. Write your answer (1-5) on the line by each question.

1 = Strongly Disagree

2 = Disagree

3 = Don't Know

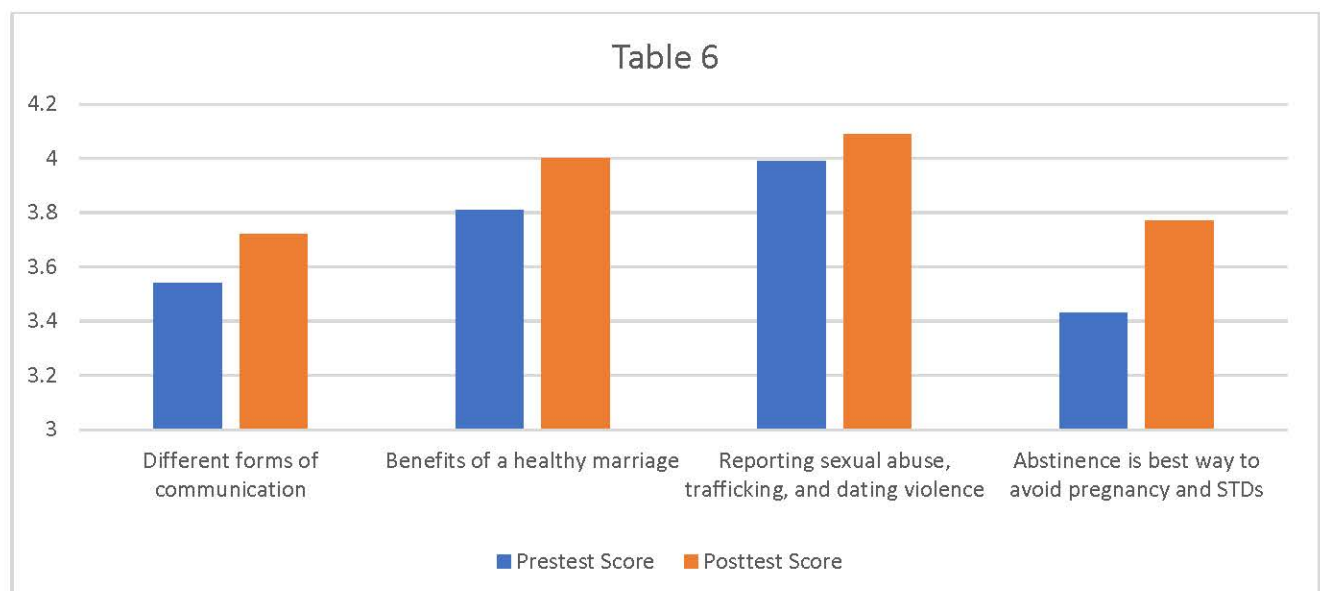
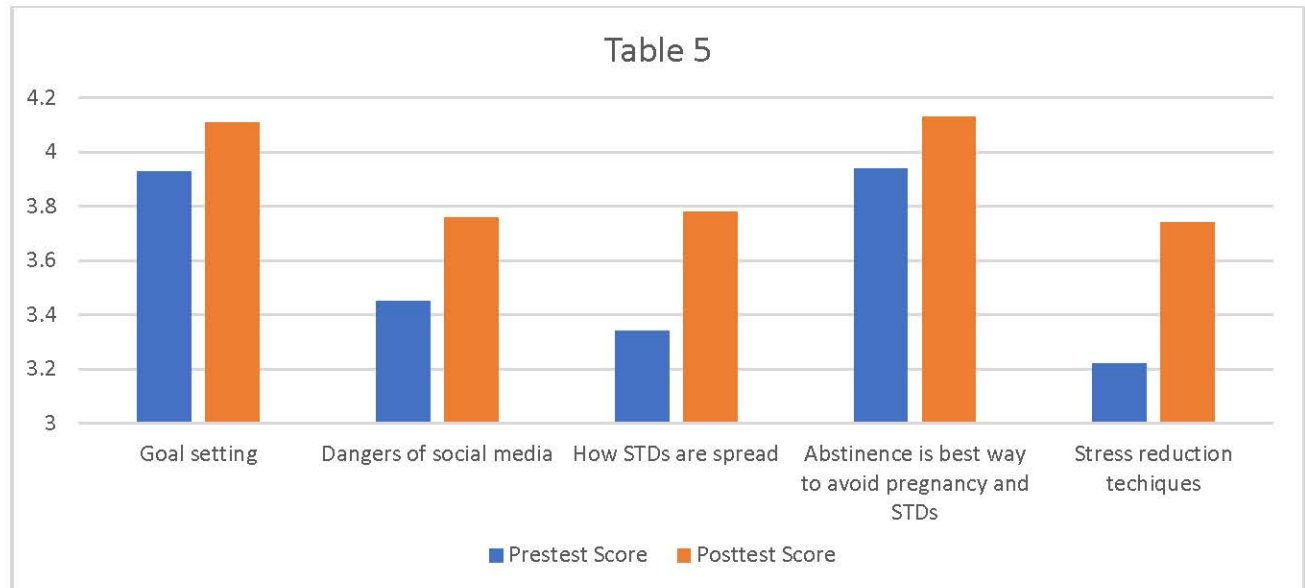
4 = Agree

5 = Strongly Agree

Grade Level:

- ___1. Creating short and long-term goals can help me stay focused on what's important in my life.
- ___2. I feel comfortable talking to my parents/guardians about friends, puberty, social media, or sadness.
- ___3. I can create personal life goals that follow the Success Sequence I learned about in the ESTEEM program.
- ___4. I know how to apologize when I hurt someone's feelings.
- ___5. I understand different types of communication, such as passive, aggressive, or assertive.
- ___6. I can use conflict resolution and mediation skills effectively during an argument or conflict.
- ___7. I know how to say "NO" assertively if someone tries to get me to do something against my values.
- ___8. I know how to lower my own stress when life gets hard.
- ___9. I know who to go to for help if somebody (including myself) is depressed, harming themselves, or talking about suicide.
- ___10. I understand the bad effects that bullying, and cyberbullying has on a person.
- ___11. I recognize the difference between a fake friend and a genuine friend.
- ___12. I understand the bad effects of alcohol, vaping/tobacco, and drugs/prescription drugs.
- ___13. I understand how to tell a parent, teacher, or another trusted adult if a student is using drugs or alcohol.
- ___14. I know that sexual activity can lead to pregnancy.
- ___15. I think that people who aren't married should not be having sex.
- ___16. I can explain the physical changes in males and females that happen during puberty.
- ___17. I understand that STDs can be spread between sexually active people.
- ___18. The best way for teens to avoid unintended pregnancy/STDs is to wait until marriage before having sex.
- ___19. I understand the emotional risks that sex can cause for unmarried young people.
- ___20. I know how to report abuse, trafficking, or violence that happens to me or somebody else.
- ___21. I know how to protect myself from inappropriate online communication (like sexting and social media).
- ___22. I understand that spending too much time on social media is harmful to me.
- ___23. **Race:** 1 = Arabic 2 = Asian 3 = Black 4 = Hispanic 5 = Mixed 6 = White 7 = Other
- ___24. **Gender:** 1 = Female 2 = Male 3 = Neither Male nor Female.

Sample size for 7th grade students: 1384 students completed the pretest, and 1140 students completed the posttest. Students in this sample made significant gains in knowledge from pretest to posttest in 9 out of 17 topic areas (53% of the content). Overall, students reported that the ESTEEM program will help them in their life. To the question, “*I think the things I learned in the ESTEEM program will help me in life,*” participants average response was 3.94 on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale. These areas of significant improvement from pretest to posttest are as follows:



ESTEEM teaching schedule – By Campus/Grade

Campus: _____ Grade: _____

Total grade #: _____

Number of Opt. in-receiving program: _____

[illegible]

IMPLIMENTATION PLAN

PERSON COMPLETING THIS FORM: _____ PHONE: _____

TASK	DATE	STAFF
SHAC approval Board Approval MOU signed Training Completed		
Parent Permission Form sent - Electronic format One month prior to start date- w/preview night date 2 nd time reminder after Parent Preview Night 3 rd time – Text message those who have not returned		
Host & Promote Parent/Guardian Preview Night Email, Texts, social media, Website Administrator introduces ESTEEM & approval process		
Print 'opt-out' list of students/Class roster Create roster for those attending each period <i>*Make sure names w/ "Opt-out" lessons are in RED box</i>		
Pre-Survey/START Date Set *Survey optional Start Date if not the same as survey Make sure to mark attendance for each class		
Post Survey/END Date Set *Survey optional		
Feedback <i>Please email any feedback about the curriculum, workbook, training materials, student responses, etc.</i> <i>Do you want to be apart of the development collaboration?</i> <i>We want to improve and help make this a better experience each year!</i>		