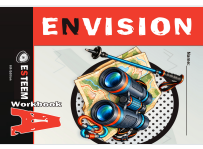




ESTEEM
primary prevention for optimal health

14-LESSON TOPIC OVERVIEW

One coordinated curriculum | five age-appropriate editions
Each grade builds skills from Grade 5 through high school.

5TH GRADE EXCURSION AGES 10-11	6TH GRADE ENVISION AGES 11-12	7TH GRADE EQUIP AGES 12-13	8TH GRADE EXPLORE AGES 13-14	HIGH SCHOOL EMBARK GRADES 9-12
 Workbook A	 Workbook B	 Workbook A	 Workbook B	 Workbook A
 Workbook B	 Workbook A	 Workbook B	 Workbook A	 Workbook B



THE 14-LESSON JOURNEY

WHOLE-PERSON HEALTH	
1	5 DIMENSIONS OF HEALTH Explore five dimensions of health, body systems, prevention, trustworthy information, daily choices, and SMART goals.
2	NUTRITION & EVERYDAY WELLNESS Read food labels and health claims; connect nutrition and daily habits with energy, focus, body function, and disease prevention.
3	PHYSICAL ACTIVITY & BRAIN HEALTH Plan safe activity that builds strength, focus, confidence, resilience, and lifelong fitness while reducing injury and disease risks.
4	SAFETY & ENVIRONMENTAL HEALTH Practice first aid and emergency response; identify hazards, prepare for crises, and steward shared community resources.
5	GOALS, CHARACTER & SUCCESS SEQUENCE Set values-based goals, study the Success Sequence, compare education and career paths, and use financial awareness and course correction.
6	COMMUNICATION & CONFLICT RESOLUTION Practice listening, assertiveness, emotional awareness, self-regulation, problem-solving, and conflict repair at home, school, and work.
7	MENTAL HEALTH & RESILIENCE Recognize stress and mental-health warning signs; use healthy coping, self-control, boundaries, and trusted support to protect well-being.

RELATIONSHIPS & SEXUAL RISK AVOIDANCE	
8	HEALTHY RELATIONSHIPS Evaluate friendship and dating influences; practice respect, accountability, healthy boundaries, and wise choices for adult relationships.
9	SUBSTANCE USE PREVENTION Understand effects on the developing brain, addiction and overdose risks; practice refusal, emergency response, and risk avoidance.
10	HUMAN DEVELOPMENT & WISE BOUNDARIES Understand puberty, reproduction, hormones, and development; compare risk-avoidance strategies and set boundaries for healthy adulthood.
11	SEXUAL RISK AVOIDANCE & CONSEQUENCES Understand sexual risks, STIs, teen pregnancy, and emotional consequences; practice abstinence, course correction, and trusted-adult guidance.
12	SAFETY, LAW & PROTECTION Recognize coercion, abuse, grooming, and trafficking; know rights and laws, seek help, and plan safer responses that protect freedom.
13	MEDIA & DIGITAL INFLUENCES Manage screens and social media; protect privacy, health, values, and relationships while addressing sexting, pornography, and exploitation.
14	MARRIAGE, FAMILY & HUMAN FLOURISHING Identify unhealthy patterns; strengthen character and boundaries, and prepare for lasting commitment, healthy marriage, and family life.

Sensitive Workbook B topics are modified for 5th grade. Topics deepen with age and developmental stage.



Students report stronger foundations for healthy choices.

Public school students in grades 5 through high school shared anonymous feedback after completing ESTEEM. These 2024 results describe their reported likelihood of healthy choices, future intentions, and experiences in the program.

Community agencies provided the curriculum and oversight through state and federal grants.

The program made students more likely to...

TABLE 4

79.9%

Better understand healthy relationships

TABLE 5

74.8%

Resist sexual pressure in dating relationships

TABLE 6

70.5%

Talk to a trusted adult when hurt, pressured, or uncomfortable

TABLE 1

Choosing to avoid substances

More likely to avoid use or misuse

Avoid alcohol	67.4%
Avoid cigarettes or cigar products	74.1%
Avoid other tobacco products	74.7%
Avoid electronic vapor products	73.3%
Avoid marijuana	74.0%
Avoid prescription pain medication misuse	73.2%

Across all six substances

67.4%-74.7% said the program made them more likely to avoid use or misuse.

TABLE 2

Self-regulation and decisions

Resist or say no to peer pressure	72.0%
Manage emotions in healthy ways	68.1%
Think about consequences before deciding	67.2%
Talk with a parent, guardian, or caregiver about sex	48.8%

TABLE 3

Goals and school success

Make plans to reach goals	74.7%
Care about doing well in school	70.8%

Source: SRA- ESTEEM_Evaluation Results.xlsx, January-December 2024, Tables 1-6, overall summary rows. "More likely" combines "much more" and "somewhat more likely" responses. Percentages are rounded to one decimal.

A closer look at the results

Students also described their future intentions, reasons for avoiding sexual intercourse, and experiences in the program.

TABLE 7

Planning for education, marriage, and family

Percent who said the program made them more likely to...

Delay sexual intercourse until high school graduation or a GED	67.5%
Delay sexual intercourse until college graduation or other education completion	65.6%
Delay sexual intercourse until marriage	64.4%
Be married before having a child	73.3%
Have a steady full-time job before marriage	77.0%
Have a steady full-time job before having a child	78.9%

TABLE 8

Intention to abstain

High school respondents only

56.1%

Said "yes" to planning to abstain from sexual intercourse as a result of the program.

25.6% not sure | 18.4% no

TABLE 9

Reasons to avoid sexual intercourse

High school respondents only

Rated these reasons important:

Risk of pregnancy	90.6%
Risk of a sexually transmitted infection	90.1%
Effect on future plans	86.7%
Emotional and social consequences	83.4%

TABLE 10

The classroom experience

Percent saying "all or most of the time"

Felt respected as a person	77.9%
Felt the material was clear	74.6%
Discussions or activities helped learning	67.4%
Had a chance to ask questions	66.4%
Felt interested in program sessions and classes	44.3%

Source: Same workbook, Tables 7-10, overall summary rows. Table 7 uses "more likely"; Table 8 shows "yes"; Table 9 combines "very/somewhat important"; Table 10 shows "all/most of the time." Response counts and significance tests were not supplied. These student reports describe post-program perceptions and intentions, not measured pre-to-post gains or long-term behavior change.



12 Steps for School Approval and Implementation

Sample Process for Implementing ESTEEM

- 1.** Introduce the program to the superintendent, curriculum director, and lead counselor or nurse.
- 2.** Obtain a school board resolution directing the Health Committee/School Health Advisory Council (SHAC) to recommend a curriculum.
- 3.** Present the program and curriculum to the committee/SHAC.
- 4.** Meet with campus principals to review sample implementation plans.
- 5.** Hold public meetings for parents, guardians, and others to review the ESTEEM materials. *Program staff can attend in person or virtually.*
- 6.** Obtain school board adoption of the program recommended by the committee. *Program staff can attend in person or virtually.*
- 7.** Arrange for the district to purchase leader kits for each ESTEEM instructor and workbooks for each student. *Apply for a grant or partner with a local agency.*
- 8.** Provide one-time ESTEEM certification training. *8:00 a.m. to 4:00 p.m.*
- 9.** Have the school send parent permission forms, if required, with an invitation to Parent Preview Night. *Follow the recommended 6-Step Plan using the parent portal, email, and/or text messages, with reminders to return the form.*
- 10.** Host Parent Preview Night with free handouts, a Continuing Conversations packet, and student workbooks available for purchase. *Optional: Create a parent tab on the school website with parent resources and Continuing Conversations materials to download.*
- 11.** Offer anonymous, voluntary pre- and post-surveys. *Optional unless the program is grant-funded.*
- 12.** Have facilitators or teachers deliver all 14 lessons. *Recommended within a four-month period.*



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ESTEEM Implementation and Teaching Assignments

Sample Staffing Plan for Workbook A and Workbook B

School/District: _____ Grade/Series: _____ Coordinator: _____

Implementation Options

Choose a class that reaches all students, such as health, science, social studies, geography, advisory/study period, or PE. Use one certified instructor or share lessons among certified district staff and approved community educators.

7-week plan: Two lessons per week. **14-week plan:** One lesson per week. **Semester plan:** Teach smaller sections, such as 2-3 content pages per class meeting, with time for activities and discussion.

Certify all instructors before teaching. Coordinate district approval, curriculum review, and parent permission.

Workbook A Non Sensitive Topics Lessons 1 through 9

No.	Lesson Topic	Suggested Instructors	Assigned Instructor(s)
1	5 Dimensions of Health	Health teacher; school nurse; PE teacher/coach	
2	Nutrition & Everyday Wellness	Health or science teacher; school nurse; school nutrition professional	
3	Physical Activity & Brain Health	PE teacher/coach; health teacher	
4	Safety & Environmental Health	School nurse; science/geography teacher; SRO	
5	Goals, Character & Success Sequence	School counselor; career education teacher; social studies teacher	
6	Communication & Conflict Resolution	School counselor; health/advisory teacher	
7	Mental Health & Resilience	School counselor; school psychologist or social worker	
8	Healthy Relationships	School counselor; health teacher	
9	Substance Use Prevention	School nurse; SRO; approved prevention educator	

SRO = school resource officer. Suggested roles may be adapted to your district.



ESTEEM Implementation and Teaching Assignments

Workbook B Sensitive Topics Lessons 10 through 14

School/District: _____ Grade/Series: _____ Coordinator: _____

Arrange parent/guardian review and obtain any required permission before teaching Workbook B. Select instructors who have completed ESTEEM certification and are prepared to teach the approved grade-level content. SRA = sexual risk avoidance.

No.	Lesson Topic	Suggested Instructors	Assigned Instructor(s)
10	Human Development & Wise Boundaries	School nurse; health or science teacher; approved SRA educator	
11	Sexual Risk Avoidance & Consequences	School nurse; health teacher; approved SRA educator	
12	Safety, Law & Protection	SRO; school counselor or social worker; approved prevention educator	
13	Media & Digital Influences	Technology/digital citizenship teacher; school counselor; SRO	
14	Marriage, Family & Human Flourishing	School counselor; health or family/consumer sciences teacher; approved SRA educator	

Coordinate the Shared Teaching Plan

- Choose one coordinator to confirm instructor assignments, certification, class dates, and locations.
- Teach all 14 lessons in order, using the grade-level workbooks and leader kits; coordinate handoffs between instructors.
- Plan enough class meetings for activities, discussion, and completion of both workbooks.
- Send each completed workbook home to parents/guardians for continued family discussion.

Fifth Grade Content

Fifth-grade Workbook B is modified. It does not include STI, sexting, or pornography instruction. Teach reproduction topics only as included in the approved fifth-grade edition. Topics deepen with age and developmental stage.



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Parent and Guardian Program Preview Night

Campus: [School or campus name]

Location: [Event location]

Date: [Date]

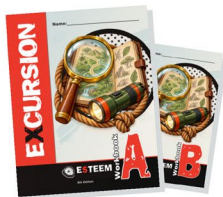
Time: [Time]

Campus contact: [Name and contact information]

Join us for an evening designed to support and empower your family! Come explore your district's health curriculum, ESTEEM, and learn how it encourages strong character, healthy choices, and open communication in every grade from fifth through high school.

Please watch for your child's **permission form** via the [parent portal, email, or text message]. Please return the signed form by [deadline].

**5TH GRADE
EXCURSION**



WORKBOOK A + B

**6TH GRADE
ENVISION**



WORKBOOK A + B

**7TH GRADE
EQUIP**



WORKBOOK A + B

**8TH GRADE
EXPLORE**



WORKBOOK A + B

**HIGH SCHOOL
EMBARK**



WORKBOOK A + B

Family Strengthening Resources You'll Receive Free

- **Tips to protect your child online:** dangerous apps, free filters, and safe tech tools
- **Healthy lifestyle tools:** physical activity charts and nutrition guides for chronic disease prevention
- **Family connection tools:** goal-setting strategies and communication techniques for home
- **Know your rights:** state laws on sexting, child abuse, trafficking, and more
- **Substance awareness:** the truth about vaping, opioids, fentanyl, and other dangers
- **Puberty and adolescent brain development:** what parents should know
- **Dating and relationships:** waiting to date, standards for healthy dating, avoiding risky relationships
- **Real vs. fake friends:** helping your child choose positive peer influences

And more! Including a walkthrough on how to use the **Continuing Conversations** worksheets at home to spark meaningful discussions.

Bringing children with you? No problem! Fun activities will be available for them in [activity location].

www.EsteemJourney.com • Click on Parent Access • **Enter Password:** HealthJourney26

Sample - ESTEEM Parent Permission Form (Place on school letterhead)

Grades 6 through High School

Please return this form by [return date]

[District name] has adopted ESTEEM to support health instruction aligned with the Texas Essential Knowledge and Skills (TEKS). Trained district teachers will teach [grade or grades] using two interactive, journal-style workbooks.

Preview sample workbooks: www.EsteemJourney.com Password: HealthJourney26

Parent preview event: [date and time] [location and/or Zoom link]

Preview the workbooks and receive a resource packet and Continuing Conversations family discussion worksheets. You may also review the workbooks at [campus review location].

Workbook A for All Students

- 1. 5 Dimensions of Health:** body systems, healthy habits, and SMART goals.
- 2. Nutrition & Everyday Wellness:** food labels, nutrients, daily habits, and disease prevention.
- 3. Physical Activity & Brain Health:** safe activity, fitness plans, focus, and lifelong health.
- 4. Safety & Environmental Health:** first aid, CPR/AED, emergency plans, and environmental choices.
- 5. Goals, Character & Success Sequence:** values, education, career plans, and financial awareness.
- 6. Communication & Conflict Resolution:** listening, emotional awareness, problem-solving, and apologies.
- 7. Mental Health & Resilience:** coping, depression, suicide prevention, boundaries, and help-seeking.
- 8. Healthy Relationships:** friendship, dating, bullying, and ending unhealthy relationships.
- 9. Substance Use Prevention:** addiction, vaping, opioids/fentanyl, refusal skills, and support.

Completed workbooks will be sent home for parents/guardians to review.

Workbook B Parent Permission

Please circle YES or NO for each lesson and for the survey. Your choices apply to your child.

Student name: _____ Campus: _____

Parent/Guardian name: _____ Cell phone: _____

Age: _____ Race: _____ Circle: M / F

For Lessons 10 and 11, [boys and girls will be taught separately].

Workbook B content is adapted to the student's grade and developmental stage.

YES / NO 10. Human Development & Wise Boundaries: Puberty, emotional/physical changes, reproduction, and human/fetal development.

YES / NO 11. Sexual Risk Avoidance & Consequences: Abstinence, teen pregnancy, sexually transmitted infections (STIs), and emotional consequences.

YES / NO 12. Safety, Law & Protection: Abuse laws/reporting, gangs, weapons, trafficking, and family/dating violence.

YES / NO 13. Media & Digital Influences: Social media, sexting, pornography, cyberbullying, privacy, and online exploitation.

YES / NO 14. Marriage, Family & Human Flourishing: Goals, dating boundaries, the Success Sequence, commitment, and healthy marriage.

Separate Survey Permission

YES / NO My child may complete an 11-question anonymous survey before and after instruction. No names, student IDs, or tracking will be used. Results help evaluate and improve the curriculum.

Parent/Guardian signature: _____ Date: _____

Family resources: [district SHAC/parent webpage link]

Questions: [school contact name, phone, and email]

[Optional school incentive for returning this form, regardless of permission choices.]



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Administrative Implementation Checklist

Campus and central office: enter staff, dates, and next steps. Check completed tasks; use N/A as needed.

District/Campus: _____ School year/Grades: _____

Campus lead: _____ Central office lead: _____

Done	Task	Staff / office	Target date	Completed date
Approvals and Preparation				
☐	SHAC review. Record the council recommendation/approval.			
☐	Board approval. Record the decision date and notify campus staff.			
☐	Materials and schedule. Confirm grades, lesson staffing, quantities, delivery, and payment arrangements.			
☐	Teacher training. Complete one full day; confirm all instructors receive ESTEEM certification.			
Family Review and Permission				
☐	Parent forms. Send about one month ahead; include preview date, website/password, and campus review location.			
☐	Preview event. Promote widely; administrator introduces ESTEEM; ESTEEM/agency staff present.			
☐	Second reminder. Send after the parent preview event.			
☐	Final reminder. Text or contact families with unreturned forms.			
☐	Permission rosters. Give teachers rosters and arrange supervised alternate assignments.			
Instruction and Follow Up				
☐	Pre-survey if selected. Administer before instruction to students with survey permission.			
☐	Curriculum start. Record the start date; confirm materials and current permission rosters.			
☐	Curriculum completion. Record the end date; send completed workbooks home.			
☐	Post-survey if selected. Administer after instruction to students with survey permission.			
☐	Program feedback. Share feedback and interest in curriculum development collaboration using the email below.			

Pending decision or next action: _____

Responsible person: _____ Due: _____ Next check-in: _____

Feedback and collaboration: tonya@EsteemJourney.com



STREET

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Grade:

[illegible]